



# FULL APPLICATION COVER PAGE

Last updated: 01/09/2019

**PROPOSED CHARTER SCHOOL NAME: South Bronx Classical Charter School VI**

**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?** Classical Charter Schools

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

1.	SBCCS
2.	SBCCS II
3.	SBCCS III
4.	SBCCS IV
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)?** N/A

### 3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Stephen Baldwin		

	Public Contact Name	Email Address	Phone Number
	Lester Long		

### 4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 9 (Bronx)	CSD 10 (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) 08/19/2020

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	60	75	75	75	75
1st	5-6	60	75	75	75	75
2nd	6-7		54	68	68	68
3rd	7-8			49	61	61
4th	8-9				44	55
5th	9-10					40
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		120.0	204.0	267.0	323.0	374.0

## 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.

South Bronx Classical Charter School VI prepares K-8th grade students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

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## **I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY**

### **A. Mission Statement, Objectives and Goals**

Mission Statement: “South Bronx Classical Charter School VI prepares K-8<sup>th</sup> grade students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.”

The general objectives of South Bronx Classical Charter School VI are to

- drastically improve the academic success of its scholars, in comparison to their peers in neighboring and similar schools;
- thoroughly prepare its scholars for rigorous higher education; and
- create respectful, compassionate, and productive citizens.

To meet these objectives, we must ensure that all scholars can

- read, write and compute at or above grade level;
- understand and apply grade-level knowledge and skills in the physical and social sciences; and
- apply ethical principles epitomizing positive behavior and healthy choices.

Therefore, our entire educational program is designed so that our scholars

- demonstrate proficiency in or advanced mastery of Common Core State Standards (as adopted and revised) in English Language Arts and Mathematics and of New York State Standards in Science and Social Studies, by scoring a “3” or higher on administered State assessments;
- outscore, by grade, the average scores of the public schools in its home district, the City, and New York State as a whole on administered New York State assessments; and
- make longitudinal progress in the core academic subjects of English and Math as evidenced by advancing average percentile rankings on New York State Reading and Math assessments

SBCCS VI will offer parents and scholars an innovative choice within the public school system that will improve learning, as measured through its objective accountability goals that prioritize scholar achievement. We will place the school in a community with high proportions of scholars who are at-risk of academic failure, specifically as a means of ensuring that each and every scholar has this opportunity. Our innovative curriculum, organizational model, and use of data provide a rich professional experience for all staff.

### **B. Key Design Elements**

SBCCS VI will be chartered under Classical Charter Schools (“CCS”) and will duplicate the model of the CCS schools: South Bronx Classical Charter School (“SBCCS”), South Bronx Classical Charter School II (“SBCCS II”), South Bronx Classical Charter School III (“SBCCS III”) and South Bronx Classical Charter School IV (“SBCCS IV”). In addition to a focus on the fundamentals of

reading, writing, and math, the school offers character education to all its scholars, Latin starting in third grade, and Debate starting in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills and appreciation in Art, Music, and Fitness, receiving at least two periods of each during each week.

Similar to the other CCS schools, the school's instructional leadership will include the Executive Director, School Director, and the Director of Curriculum and Instruction. Each grade will have a Grade Team Leader, who will be in charge of curricular refinement, observing and improving teachers in his or her grade, holding grade team meetings, and reporting to the School Director. This system provides organizational stability and a leadership pipeline for teachers to become Directors of Curriculum and Instruction, Instructional Coaches, Deans of Students, and School Directors.

### **INSTRUCTIONAL METHODS AND PHILOSOPHY/PRINCIPLES OF PRACTICE**

**Classical Framework:** We strongly believe that our school model best meets the needs of all students in our target population. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on “higher level” thinking, until later grades. In all grades, our scholars develop core knowledge and skills in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core Learning Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS VI will provide an educational program firmly based on two principles:

- All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment.
- Development of respectful, compassionate, productive citizens is a fundamental aim of education.

**Rigorous and Organized Curriculum:** We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Reading will be the most important part of an SBCCS VI education. Within a framework of classical education that focuses relentlessly on language development – a critical need of our target population – all scholars will benefit from three (3) hours of daily literacy instruction and two (2) hours of daily math instruction. Consistent with the school's mission and with the tenets of a classical education, our scholars will be given 45 minutes of character education instruction per week.

Ultimately, we believe scholars can achieve academically through a demanding, research-based, field-tested curriculum and a highly structured, detail-oriented, and supportive culture.

**Effective Teaching:** The recruitment, development, and retention of effective teachers is critical to high scholar achievement. Effective teachers manage their classroom, know their content,

develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. There is no single “recruiting season,” and developing successful connections to specific candidates requires a continuous effort and targeted approach. SBCCS VI will recruit teachers primarily for its ClassiCorps Fellowship, a three year program that recruits, develops, and promotes teachers. Additionally, SBCCS I will recruit teachers from strategic website postings, professional job fairs, and outreach to selective businesses and industries. Similarly, teacher development is also a continuous process. Through summer orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual sessions, teachers will benefit from over 100 hours of Professional Development, annually. To attract and retain the strongest teachers, salaries will be 5% to 10% higher than those of teachers in New York City’s Expanded Learning Time schools.

**Structured Environment:** Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS VI will create positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school’s core values and clear consequences for infractions.

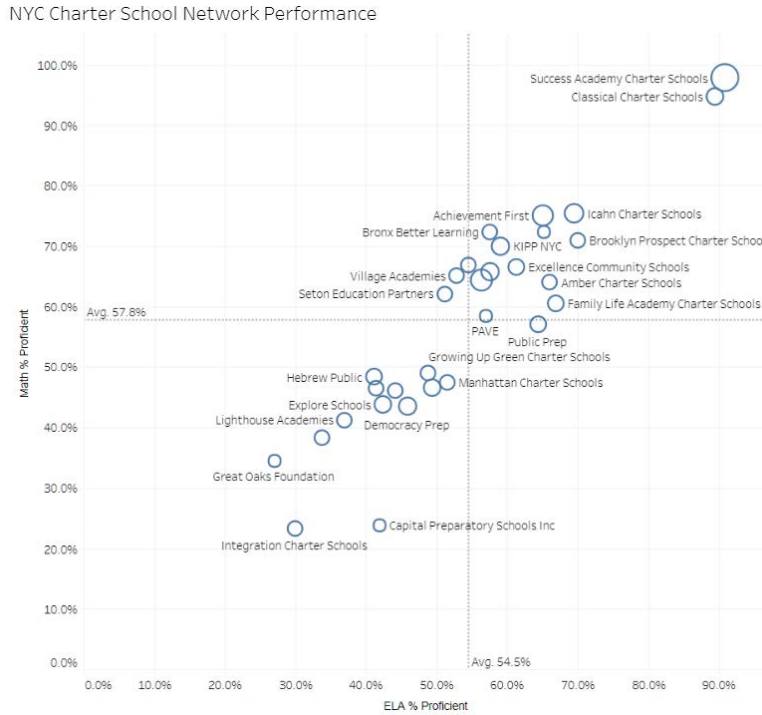
**Development of Respectful, Compassionate, and Productive Citizens:** We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars will have 45 minutes of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. All scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.

**Family Engagement:** For young children to succeed academically, schools and parents must develop positive and communicative relationships. All families will receive regular communication regarding their scholars’ academic and behavioral progress, using grades and test scores as benchmarks for discussion. Importantly, we will have a Family Advisory Council (“FAC”) which will serve as a liaison between our parents and administration.

## **EVIDENCE OF SUCCESS**

SBCCS VI will closely resemble the school model of the four other CCS schools which has a demonstrated record of academic achievement and progress. In 2011, SBCCS was the most improved public school based on the New York City Progress Report, with straight As. In 2012, it scored a 100<sup>th</sup> percentile on the New York City Progress Report. In 2014, it was 93rd percentile. From 2009 to 2018, CCS students have outperformed the home district, city and state as a whole. Ranked by pass rate above its Community School District, the New York City Charter School Center ranks Classical Charter Schools as the second-highest performing charter network in New York City.





The following chart summarizes CCS’s success, including a comparison to the 164 New York City charter schools:

	ELA		MATH	
	2018	2017	2018	2017
Success	91%	84%	98%	95%
Classical	89%	81%	95%	78%
Achievement First	70%	55%	75%	71%
Icahn	69%	62%	75%	69%
Ascend	68%	45%	66%	52%
KIPP	59%	51%	70%	59%
Uncommon	58%	50%	65%	58%
Public Prep	64%	52%	57%	42%
Democracy Prep	47%	37%	46%	36%
Explore	42%	28%	44%	26%

Classical is also among New York State’s most fiscally strong non-CMO charter schools, receiving clean audit letters for nine years.

### C. Community and Students to be Served

SBCCS VI proposes to serve the student population in the South Bronx, particularly in the Longwood, Mott Haven, Melrose, Hunts Point, Morrisania, and surrounding neighborhoods. Bronx County is the 3rd most densely populated county in the United States (out of 3,300). Of all counties east of Texas, Bronx County has the 2nd highest proportion of Hispanics, 2nd lowest

proportion of non-Hispanic whites, and the highest rate of persons who self-identified as “some other race” or “multiracial”. Bronx County is one of five counties nationwide with over 30% of households headed by single women (three of the remaining four are Indian reservations). Bronx County has the highest poverty, child poverty, murder, rape, and robbery rates in New York State, as well as the highest pediatric asthma rate in New York. Approximately 98% of South Bronx residents are African-American, Caribbean-American, or Hispanic.

We seek to help this community by opening high-performing schools as part of what should be a comprehensive and coordinated effort to assist families in need in the community. South Bronx Classical Charter School opened in the community in 2006, and has gained a very strong reputation within the area; SBCCS VI seeks to further this effort.

Congressional District 15: The school is proposed to be located in Congressional District 15, which covers most of the South Bronx and has the nation’s highest poverty rate and the lowest rate of “well off” households (defined as having incomes 500% of the poverty rate).

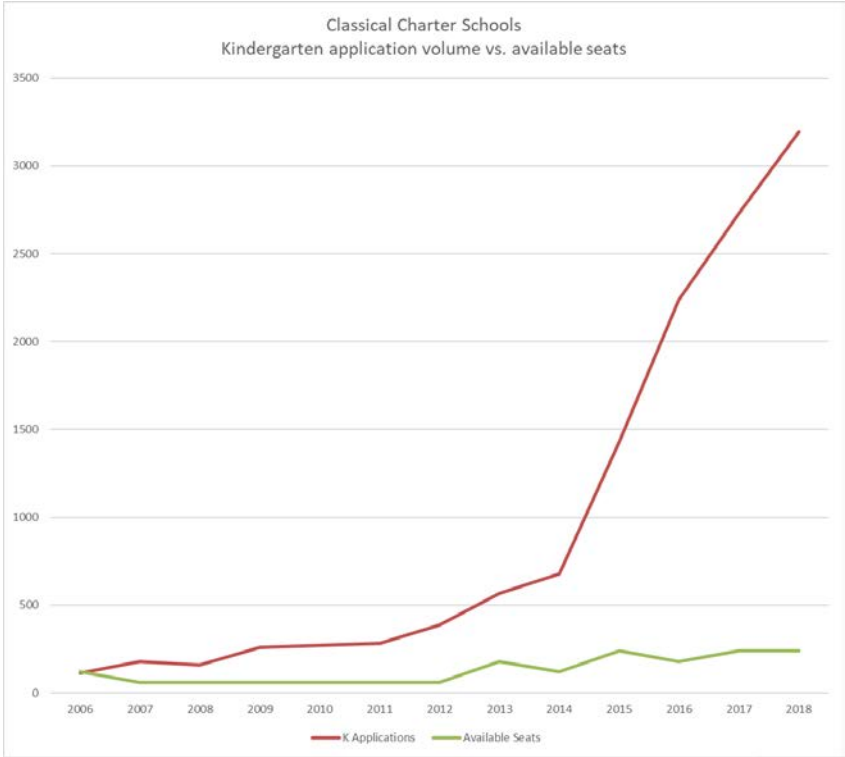
Community School Districts (CSDs): The school is proposed to be housed in Districts 8, 9, 12, or 10, as an order of preference. These four districts have been toward the bottom five of New York City’s 32 districts based on ELA test scores for many years. Approximately 17% of students here are designated as English Language Learners and 16% of the students receive Special Education services.

It is within those two areas (Special Education and Multi-Lingual Learners) that CCS is most excited to serve with the opening of SBCCS VI. We believe that most educational theories and best practices initially develop within those two areas, and such advances may be effectively brought into general education settings. With a developed curriculum built from the experience and reflection already in place at CCS, we can continue to make inroads into serving those most at-risk of academic failure. Indeed, one of SBCCS VI’s most important features will be its unique At-Risk Program, which applies Response to Intervention concepts specifically to literacy instruction. The school’s inclusive system of maximizing achievement of special education students and English language learners is relatively rare within these communities. We hope that a strong education program, for all scholars, will reduce the incidence of special education and MLL/ELL referrals and the severity of the challenges those scholars face.

The proposed location of SBCCS VI was chosen due to the Lead Applicant’s desire to find the highest-need location in New York City, as well as his desire to capitalize on the benefit of the Board’s specific knowledge of and experience with its educational system.

As part of CCS, SBCCS VI expands and enhances educational options in the Bronx by providing the same Blue Ribbon Award winning curriculum, teaching methods, and results. Further, few schools in the community offer an embedded Character Education program and multiple Art, Music, and Fitness lessons per week. CCS offers a deep sense of safety, support, and success to not just CCS scholars, but also families. Lastly, we are aware of no school (public, private, or charter) which offers Latin starting in the third grade, or Debate starting in fourth grade.

Family and community support for CCS is evidenced through a deep waitlist of parent applicants, a positive working relationship with currently three co-located public schools, and annual discussions with elected officials. As evidence of strong and growing family support, In 2017, its first year, SBCCS IV alone received 568 Kindergarten applications, while in 2018, its second year, it received 756 Kindergarten applications, a 33% increase. The chart below shows Classical’s overall Kindergarten application volume, versus available seat. In sum, there are about 3,000 families who applied for their Kindergartener to attend a Classical school, and weren’t able to attend.



Community support can also be assessed through the context of strong relationships with the co-located schools for SBCCS I and SBCCS II. In both cases, CCS enjoyed a strong, positive relationship. We are proud to state that at several public hearings, co-located principals were the only attendees and spoke positively about the organization, even when such meetings were about increasing our footprint in the building. CCS continues to work with local elected officials, who have lent support during the past 10 years. The Lead Applicant has relationships with Assemblyman Marcos Crespo, State Senator Ruben Diaz, Sr., Bronx Borough President Ruben Diaz, Jr., and City Council Member Rafael Salamanca. All four elected officials have visited at least one of our schools.

Although we have no formal agreement, schools co-located with CCS are invited to attend our monthly Professional Development sessions.

#### D. Applicant Group History and Capacity

The Lead Applicant and primary author, Lester Long, organized the founding group by leveraging the direct experience of professionals within CCS. The group interacted on a daily basis to develop this application and the supporting structures required to found a great school.

The proposed roles seen below represents our belief in the best candidates for the position, based on direct experience in their current role, the working relationships with others on the team, and ultimately the belief and loyalty to the proposed school's mission.

<b>Applicant(s)/Founding Group</b>				
<b>Applicant Group Member Name / Phone / Email</b>	<b>Experience/ Skills and Role on Applicant Group</b>	<b>Current Employment</b>	<b>Proposed Position on the Board</b>	<b>Proposed role(s) in School</b>
Lester Long 718.860.4340 llong@southbronxclassical.org	Lead Applicant	Founder & Executive Director, CCS	Not on board	Executive Director, acting SBCCS VI School Director
Stephen Baldwi 917.501.6267 csbaldwin@hotmail.com	Founding Group  Education/ Legal	Retired & Board Chair, CCS	Executive/ Education/ Finance/Real Estate	Board Chair
Kathryn Heleniak 212.722.6863 kheleniak@aol.com	Founding Group  Education/ Community	Professor, Fordham University & Vice Chair, CCS	Executive/ Education	Vice Chair
Kevin Murphy, Secretary 917.502.0765 murphy.jkevin@gmail.com	Founding Group  Education	Retired & Secretary, CCS	Executive/ Education/ Finance	Secretary
William Higgins 201.921.4628 bill@billhiggins.net	Founding Group  Real Estate	Retired & Treasurer, CCS	Executive/ Finance	Treasurer
Larry Hirsch 917.941.4780 larry_hirsch@hud.gov	Founding Group	Senior Representati	Real Estate	Trustee

	Community / Politics	ve, Dept. of Housing Trustee, CCS		
James R. Maher Jr. 212.810.3938 jamesmaher@gmail.com	Founding Group  Real Estate	Principal, Harbor Road Holdings & Trustee, CCS	Real Estate	Trustee
Ben Arabia 212.418.6987 Ben.Arabia@gmail.com	Founding Group  Finance / Fundraising	Maverick Capital & Trustee, CCS	Legal	Trustee
Ingrid Bateman 917.499.0756 Ingrid.bateman@mac.com	Founding Group  Finance / Fundraising	Domestic Homemaker & Trustee, CCS	Education/ Finance	Trustee

#### **E. Public Outreach**

This Charter Application was not developed alone. Instead, the experiences gained from the development of SBCCS I, II, III and IV will ensure that SBCCS VI can be even more successful. These experiences are not the Lead Applicant’s alone; instead, they are part of the entire South Bronx Classical community. Therefore, it is critical that this community, including this geographical community, has a legitimate and authentic voice in the development of the new school.

To that end, the Founding Team launched a three-tiered campaign to solicit feedback for this application:

- 1) CCS stakeholders: Since we expect SBCCS VI to be very similar in design to our other CCS schools, we wanted to ensure that stakeholders’ opinions, experiences, and suggestions were requested and taken into account in this application.

On January 2, 2019, CCS held a public community meeting to describe proposed future schools and the need it seeks to address. Announcements for this event were displayed throughout the community, in local community-based newspapers, online, and emailed directly to current, waitlisted, and prospective families. All stakeholders and attendees were invited to comment afterward, both at the meeting and in writing, with all information so solicited going directly and personally to the Lead Applicant. The Founding Team will continue to host public meetings for our proposed school monthly, throughout the duration of the application process.

We have included additional documentation in Attachment 2b demonstrating the concerns, comments and suggestions of the public meeting's attendees and the Founding Team's responses to the feedback.

For example, during the public community meeting, one parent voiced a concern about facilities, and how she could help with locating private facilities. We responded by indicating that we expect SBCCS VI will co-locate with SBCCS VI for the first two years. This will not only be financially beneficial to SBCCS VI, but also SBCCS VI.

During a separate request for comments, another parent suggested more physical activity for students who are diagnosed with ADHD. We responded by indicating that we will incorporate that feedback directly into the design of our core program.

2) Community Members: Acknowledging that SBCCS VI will be a different school in many ways, with different staff, parents, and scholars, we have posted several types of public notices on our website, in the SBCCS I, II, III and IV buildings, and around the South Bronx community. Additionally, we hosted informational sessions about CCS in districts 7, 9, and 12. Most recently, we visited various Head Start programs and stood outside of subways to pass out flyers about the opening of SBCCS VI to collect feedback from the community. As to date, we have not received any feedback outside the CCS community.

We have included documentation in Attachment 2a demonstrating an authentic effort to incorporate public suggestions regarding our proposed school.

3) Educational Experts: Lastly, we want to ensure that the proposed school is the best school it can be, mostly as defined by scholar achievement. Therefore, we have sought the guidance of various experts in various fields, who have read summaries of our school, and then responded with feedback incorporated into this Charter Application.

We have included documentation in Attachment 2a evidencing that suggestions by experts have been received, considered, and ultimately included in our school design.

In order to continue and foster soliciting public input about the proposed school, the Founding Team has a standing email account ([newcharter@southbronxclassical.org](mailto:newcharter@southbronxclassical.org)) created for continuous and ongoing public comment, which it has advertised on its website, flyers in the community, and ads in newspapers. In addition, we have posted updates to our school model and have communicated with parents regarding our plans. Upon chartering, the proposed school will make its student applications available in person, via email, fax, on its website, and through mail, while also distributing them to Head Start programs, day care centers, and pre-schools.

## **F. Enrollment, Recruitment, and Retention**

### **Enrollment**

To create a strong school culture in a gradual and deliberate manner, SBCCS VI will open with 60 scholars in Kindergarten and 60 scholars in first grade (three classes of 20 students each, per grade). If a facility of sufficient size becomes available, in the spirit of educational urgency the school would welcome opening with a second grade as well. SBCCS VI will not enroll students after fifth grade, unless fiscal difficulties require. At full grade capacity during the charter term, and assuming no attrition, the school will serve a maximum of 435 students; should the school be re-chartered and expand to grade 8, and again assuming no attrition, the school would serve a maximum of 660 students. The chart below reflects a 0% annual attrition rate.

<b>PROJECTED ENROLLMENT TABLE OVER THE CHARTER TERM</b>						
<b>Year</b>	<b>Ages</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>K</b>	<b>4-5</b>	60	75	75	75	75
<b>1<sup>st</sup></b>	<b>5-6</b>	60	75	75	75	75
<b>2<sup>nd</sup></b>	<b>6-7</b>		60	75	75	75
<b>3<sup>rd</sup></b>	<b>7-8</b>			60	75	75
<b>4<sup>th</sup></b>	<b>8-9</b>				60	75
<b>5<sup>th</sup></b>	<b>9-10</b>					60
<b>6<sup>th</sup></b>	<b>10-11</b>					
<b>7<sup>th</sup></b>	<b>11-12</b>					
<b>8<sup>th</sup></b>	<b>12-13</b>					
<b>Total:</b>		120	210	285	360	435

Throughout the process of deciding to replicate, we have had numerous discussions with parents at SBCCS I, II, III and IV who have evidenced (including through the Learning Environment Survey) their satisfaction with the Classical Charter Schools education program. In addition, we have consistently communicated with elected officials and community leaders about the school, and our desire to expand. Based on these conversations as well as our current successes, we expect SBCCS VI to be very similar in its design to SBCCS I, II, III and IV.

The most important display of need for the proposed school is student application volume at the other schools, SBCCS I, II, III and IV. As demonstrated below, SBCCS VI will be able to easily fill its seats from the excess demand at SBCCS I, II, III and IV, with no need for additional marketing.

<b>CLASSICAL CHARTER SCHOOLS LOTTERY HISTORY</b>													
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Total Applications</b>	249	263	275	498	567	514	752	880	2175	3244	4736	6465	7597
<b>K Applications</b>	112	180	160	259	270	284	386	566	677	1430	2237	2728	3192
<b>Available Seats</b>	120	60	60	60	60	60	60	180	120	240	180	240	240
<b>Applications/Seat</b>	2.1	4.4	4.6	8.3	9.5	8.6	12.5	4.9	18.1	13.5	26.3	26.9	31.7
<b>K Applications/Seat</b>	0.9	3.0	2.7	4.3	4.5	4.7	6.4	3.1	5.6	6.0	12.4	11.4	13.3
<b>WAITLIST</b>	-8	120	100	199	210	224	326	386	557	1190	2057	2488	2952

## Recruitment

SBCCS VI has a marketing and recruitment plan that will ensure equitable widespread access and information to all families, including those with children at-risk for academic failure. The proposed school will comply with all aspects of the Charter School Law of 1998, as amended and specifically including the amendments of 2010, which includes the development of specific strategies to attract Students With Disabilities, English language learners, and students eligible for the free and reduced lunch program (“At-Risk” students).

SBCCS VI will set aggressive enrollment targets based on the document published by the Charter Schools Institute of the State University of New York entitled “Preliminary Enrollment Targets”. The following table displays the targeted enrollment goals of SBCCS VI, depending on the district the school is eventually housed in:

District	MLL/ELL %	FRLP %	Special Education %
7	17%	90%	18%
8	12%	85%	18%
9	24%	90%	15%
11	11%	78%	17%
12	19%	92%	18%

SBCCS VI seeks to match these figures and continues to seek best practices of charter schools to encourage special student populations

to apply. SBCCS VI marketing materials and student applications will include language (in both English and Spanish) encouraging special student populations to apply to the school through the lottery. The school will hold several parent orientations at the school, preschools, Head Start programs, and day-care centers, to provide assistance to families of special student populations. Our Special Education Coordinator and MLL/ELL Coordinator will attend all such parent orientations and answer any questions parents of special student populations may have, at the orientations or at any other time. Just as at SBCCS I, II, III and IV, an employee fluent in Spanish will answer our phones and emails to ensure that interested parents are encouraged to apply. We have outlined several ways in which we have and will recruit this population of students and ensure that information is accessible to them.

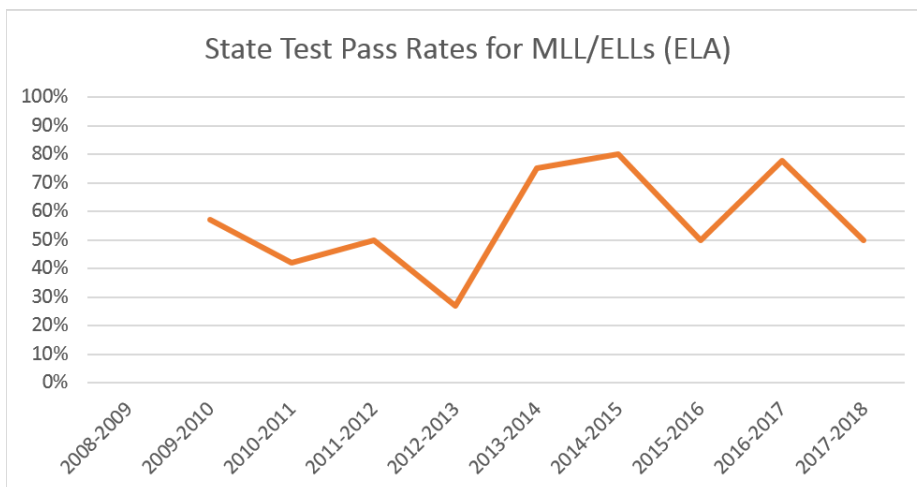
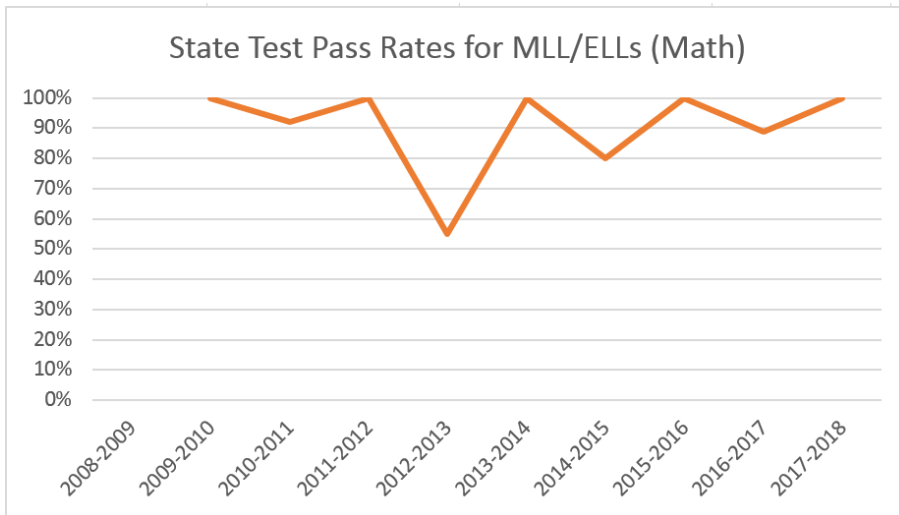
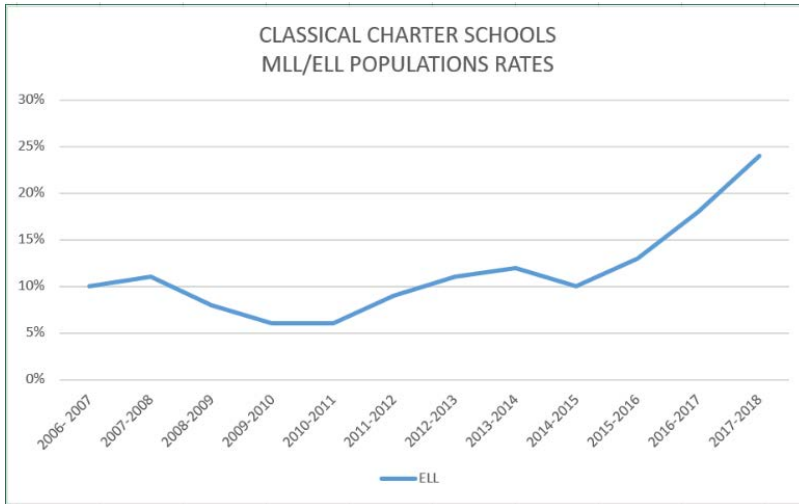
1. SBCCS VI will mail school information, including information about its instructional program, and strong results (SBCCS I, II, III and IV), special education and MLL/ELL support services, and student applications, to nursery schools, Head Starts, and community organizations. All materials will also be available in Spanish.
2. All school information sessions, including those off-campus at nursery schools and Head Starts, will be held with a Spanish speaking translator. In addition to presenting information about the school’s academic program and behavioral expectations, SBCCS VI will present aggregate data on the academic performance of Classical Charter



Schools' Students With Disabilities, English language learners, and students who are eligible for free and reduced price lunches as compared to District and other charter schools, as a way to ensure that families understand our success with educating these populations of students.

3. Operations staff, MLL/ELL Coordinator, and the Special Education Coordinator will attend student recruitment fairs. At these fairs, a bilingual staff member will be present. Information about SBCCS VI Special Services, including the supports we offer to Students With Disabilities and English language learners, will also be distributed at the fairs.
4. Flyers about the SBCCS VI, and our enrollment process, will be distributed around the South Bronx. All flyers will be in English, Spanish, and other common languages that are spoken in the district.
5. SBCCS VI will give presentations to local community organizations that serve MLL/ELL populations, including Mott Haven Community Partnership Program and South Bronx Churches and discuss the specific support we will offer MLL/ELL scholars.
6. We will do outreach and distribute information about SBCCS VI, in both English and Spanish, to local NYCHA housing developments to recruit scholars who might be eligible applicants for the free and reduced price lunch program.
7. We will advertise SBCCS VI on social media, and have all advertisements translated into Spanish. Using clear and specific language, we will encourage English language learners, Students With Disabilities, and students who are eligible applicants for the free and reduced price lunch program to apply to the school.
8. We will advertise SBCCS VI in El Diario, a Spanish newspaper, and, using clear and specific language, encourage English language learners, Students With Disabilities, and students who are eligible applicants for the free and reduced price lunch program to apply to the school.
9. We will participate in the Vanguard mailings and mail information pamphlets, student applications, and information about our special education and MLL/ELL support services to residents of SBCCS VI's Community School District.

These efforts have been a network-wide strategic initiative over the last several years, and have paid off immensely. Our MLL/ELL population has doubled in the last four years, and our these scholars have outperformed even the state's general education students. Please see the charts below.



## **Admissions and Enrollment**

The SBCCS VI student application will be made available via walk-in, email, mail, and via our website. In addition, we will distribute the applications through various Head Start programs, pre-schools, and day-care organizations throughout the community. We will also use the Online Common Application as organized by the New York City Charter School Center. SBCCS VI will hold a public lottery in the sited community in a fair and blind manner, giving preference to siblings and then scholars located in our Home District. More details of our application, admissions, and enrollment processes are described in Attachment 1.

## **Retention**

One of the core challenges facing charter schools is creating a tenacious culture of high expectations while minimizing scholar disenrollment, especially in highly-mobile areas such as the South Bronx. To that end, SBCCS VI developed a plan explicitly to reduce attrition. We will meet with prospective parents with a unified, clear, and detailed description of our school, our policies, and our requirements. This will reduce the incidence of parents deciding to enroll their scholar and then choosing to disenroll him/her due to concerns such as length of the day or year, amount of work, or behavioral expectations. Secondly, we will work to ensure that parents who have moved some distance from the school do not disenroll their children. In some instances, at SBCCS I, II, III, and IV we have given MetroCards to parents who can't afford to bring their children to school. We have also worked with the bus company to change stops so that such scholars can continue to attend. These types of efforts have proven successful at SBCCS I, II, III and IV and we will use them, among others, at SBCCS VI.

We know that the retention of our At-Risk scholars is equally important. We are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program and we will have a targeted approach to support and retain our scholars with language and learning differences. Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English Language Learner, we will establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars. During this contact, we will communicate their scholar's progress, areas of growth and areas of concern. We will regularly evaluate changes in service depending on scholar progress, and service providers will maintain at least monthly contact with parents. We will send home enrichment activities for scholars in areas we have identified for growth and parents will be provided with staff members' contact information, and an open door policy will be strongly communicated. At CCS, these methods have reduced our Students With Disabilities attrition rate to 13%, near our total average of 10%.

When a scholar is struggling, we will invite parents to observe their child and we will work as a team to determine how to better support the scholar. In all communication with parents, we will emphasize a commitment to each scholar's growth through whatever resources we have available. It is our hope and expectation that with a high level of parent engagement, communication, and collaboration, SBCCS VI will experience strong student retention.

## Vacancies

While we do not backfill students after fifth grade, SBCCS VI does enroll siblings into all grades. A separate waiting list will be used in case of excess vacancies. SBCCS VI documents its attempts at locating families on the waiting list; if we are unable to locate a child’s family, then the next child on the list may be offered admission. In addition to the waitlist, at time of enrollment, any older sibling of an incoming Kindergarten scholar will be offered a seat at Classical Charter Schools.

## Scholar Withdrawal or Transfer

Families of scholars may withdraw at any time. All withdrawal notifications must be made in writing. We will provide as seamless a transfer or withdrawal as possible. Scholars who have been absent for five consecutive school days without notice and have not contacted the school may be removed from the school’s register. Lastly, if SBCCS VI is officially notified that a scholar is attending another school, that scholar, after an investigation, may be disenrolled.

## G. Programmatic and Fiscal impact

Our proposed opening district is one of the districts in the Bronx. Below are the estimated annual budgets for SBCCS VI per year as well as estimated impact:

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	Total Project Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2020-2021	120	\$ 14,527	\$ 1,743,240	\$ 174,324	\$ 1,917,564	\$ 25,000,000,000	0.008%
2021-2022	204	\$ 14,818	\$ 3,022,778	\$ 302,278	\$ 3,325,056	\$ 25,500,000,000	0.013%
2022-2023	267	\$ 15,114	\$ 4,035,409	\$ 403,541	\$ 4,438,950	\$ 26,010,000,000	0.017%
2023-2024	323	\$ 15,416	\$ 4,979,422	\$ 497,942	\$ 5,477,365	\$ 26,530,200,000	0.021%
2024-2025	374	\$ 15,724	\$ 5,880,960	\$ 588,096	\$ 6,469,056	\$ 27,060,804,000	0.024%

SBCCS VI will positively impact the scholars, teachers, local community, and schools within the area by supplying a superior education to an at-risk community. Many neighboring public schools in the South Bronx are generally near- or at-capacity, and local parochial and charter schools are at general over-capacity and/or have waiting lists. Thus, SBCCS VI will not divert a significant number of students (or funding) from those schools.

## II. EDUCATIONAL PLAN

### A. Education Philosophy

Please refer to “Instructional Methods and Philosophy/Principles of Practice” on pages 2-3.

### B. Curriculum

SBCCS VI intends to use and refine curricula developed by Classical Charter Schools. As the mission and design of SBCCS VI will match those of CCS, by extension the curricula will also be consistent. CCS ensures that our curriculum (in all grades and in all subjects) is fully aligned with the New York State standards (inclusive of the Common Core State Standards as adopted and applicable). Our strong results are due, in large part, to this alignment and the quality of our curriculum. In fact, that alignment is expressly described in our mission statement.

CCS’s mission endeavors to prepare its scholars to “achieve proficiency in and advanced mastery of New York State performance standards.” CCS has a rigorous, sequential and modular standards-based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.

We are certain that having an organized and rigorous standards-based curriculum is the first step to measuring scholar achievement. In addition, we believe that a teacher’s execution of the curriculum, the assessment of scholars’ understanding of the standards and the subsequent data that come from the assessments, and the culture of analysis that helps inform improvement of the curriculum and teacher execution, ultimately make up our instructional cycle. Our instructional leadership team (including a Director of Curriculum and Instruction and a team of Instructional Coaches) is wholly focused on ensuring that this instructional cycle is executed thoughtfully and faithfully each day.

From its founding, CCS designed a school model that we believe best meets the needs of our target population, and which is embedded within the guiding framework of a classical education. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts. In addition, scholars starting as young as Kindergarten are exposed to higher-level exploratory thinking and discussion throughout the day, but especially during our 45-minute problem-solving block called Number Stories. In all grades, students develop core knowledge in the basic subjects of reading, writing, math, science, and history.

Scholars enjoy approximately 100 minutes a day of math instruction. There are three main math blocks: our daily math lesson, where scholars systematically cover all standards as

outlined by the Common Core; our reteach block, where teachers have the opportunity to thoughtfully fill knowledge gaps by planning instruction in response to data from our unit and interim assessments; and, finally, Number Stories. During Number Stories, scholars have the opportunity to creatively solve a rigorous word problem. As scholars are solving the problem, teachers are actively circulating and conferring to determine which scholars should share during the discourse portion of the block. For the last 20 minutes of the block, scholars are expected to thoughtfully share their strategies and work with their peers to come up with math conjectures. While scholars are sharing their strategies, the teacher is charting the strategies which scholars can then reference in future lessons to solve future problem types. An outside consulting group, the Lavinia Group, supports CCS with the implementation of Number Stories and provides consistent support with both materials and execution.

Scholars spend over three hours a day focusing on ELA. CCS scholars receive instruction in the following blocks: phonics (K-1), grammar (1-8), writing (K-8), read aloud (K-5), reading (6-8), guided reading (K-6), close reading (K-6), and textual analysis (3-8). Phonics, grammar, writing, read aloud/reading, and textual analysis are all scripted lessons taught in whole group settings. Grade teams are responsible for thoughtfully planning (with support from instructional coaches) data-driven guided reading and close reading instruction that is individualized for each small group and meets each scholar's individual learning needs. CCS also works with the Lavinia Group to ensure our close reading instruction is as powerful as possible. The consultants visit each school site to provide teachers and coaches with feedback on lessons and materials. Close reading was first introduced during the 2015-2016 school year and is a block that we feel tremendously impacts a scholar's ability to read and thoughtfully respond to complex text as evidenced by our improved test scores across grades 3-8 on the NYS ELA Assessments.

In addition to our core math and ELA blocks, scholars receive instruction in both science and social studies. Our science curriculum is based on Next Generation Science Standards. Scholars have the opportunity to execute numerous rigorous experiments beginning in early Kindergarten and continuing through 8<sup>th</sup> grade.

Our social studies curriculum aligns to the New York State K-12 Social Studies framework. We're fortunate to be based in New York and to have access to many important cultural sites, which scholars will visit to deepen their understanding of the topics reviewed in social studies. For example, when studying different parts of the community, scholars in Kindergarten will visit the local library. In 2<sup>nd</sup> grade, scholars will visit Ellis Island when studying immigration. Our middle school scholars will visit the Museum of Tolerance when revisiting immigration. In the early grades, social studies is taught for half the year and science is taught for the other half. Beginning in 4<sup>th</sup> grade, scholars have both social studies and science daily.

Additionally, starting in 3<sup>rd</sup> grade, scholars start taking Latin. Scholars continue their study of Latin through 8<sup>th</sup> grade. In 4<sup>th</sup> grade, scholars begin debate, a block that develops both critical thinking and public speaking skills and continues through 8<sup>th</sup> grade.

Though our internally created curriculum is one of our greatest strengths, we haven't always had this resource in place. Prior to 2010, we used boxed programs such as Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science. Beginning in 2010, CCS undertook a massive curricular project to provide our scholars with an even more rigorous and standards aligned education. In total, our staff created 374 unit plans and over 20,000 lesson plans. The goal was to create backwards designed, custom, school-specific curricula that addressed all of the Common Core Learning Standards and New York State Performance Standards for each subject area and grade level that also enabled the highest levels of student achievement. Instructional leadership analyzed state-mandated learning standards to create internally developed scopes and sequences, unit plans and lesson plans based on those unit plans.

Teachers were heavily involved in the creation of these lesson plans, which have been refined and revised each year under the supervision of our instructional leadership team. At the end of each instructional year, grade teams come together to create a curricular audit. This audit document outlines suggested changes for the curriculum based on that year's data and newly learned best practices. The Director of Curriculum and Instruction reviews the audits each June to determine which changes will be made and how and when the revisions will be executed. Curricular work is then assigned to teachers to complete throughout the year. On a weekly basis, each lesson is fully vetted by the instructional leadership team before it is executed in front of scholars. The cycle of consistent review ensures our lessons stay relevant and rigorous. Teachers know at the start of the year exactly what lessons they are going to teach each day as each day of instruction has been mapped on an instructional calendar. Our lesson plans range in length from four to twenty pages depending on grade level and subject. These lesson plans are incredibly detailed and outline exactly what objectives will be taught, how they should be taught and the time allotted for each section of the lesson. The plans include great detail on instructional strategies to use, including which questions should be posed in a turn and talk format, when teachers should use techniques such as "whip-arounds," and particular areas to focus on during a writing share, to name a few. Teachers collaborate each day on execution in their daily stand-up meetings and receive instructional support on their execution on an at least weekly basis from their instructional coach. In addition, teams meet weekly with instructional coaches to analyze and discuss data from that week's assessments. The meetings are solutions-oriented, and teachers leave with a clear plan for how to remediate necessary content and how to differentiate for struggling or advanced scholars. This collaboration and support help to ensure that scholars in each classroom are receiving the same excellent education and that ideas are shared immediately across all classrooms at each grade level.

### **C. Instruction**

Teachers at CCS receive an enormous amount of support and training both in August and throughout the year to help ensure that execution, assessment of understanding and data analysis are strong. Each teacher, regardless of tenure, is assigned an instructional coach. Each teacher is observed at least weekly and spends time each week debriefing with the coach about the lesson that was observed. Coaches also execute frequent artifact observations; they analyze scholar work to determine how the curriculum and the teacher's execution is meeting scholar needs. The coach then provides detailed next steps and follows up with the teacher frequently

regarding any proposed adjustments. In addition to support from an Instructional Coach, teachers receive constant support from their Grade Team Leader, a veteran teacher on the team. The Grade Team Leader helps to oversee the grade's curriculum, leads daily and weekly meetings and ensures that lessons are being executed as envisioned through weekly observations and debriefs.

In addition to individualized support, professional development ("PD") is a critical component of our instructional development system. New teachers receive professional development for ten days in August. Our returning staff attends seven days of professional development. In each subsequent month, teachers receive three hours of network-wide professional development. During these sessions, teachers learn instructional and curricular strategies that they can immediately implement in their classrooms. During August PD, teachers attend sessions ranging from strategies to increase math fact fluency, to motivating readers, to planning close reading effectively. Instructional leadership presented 85 sessions over August PD focusing on behavior management, curriculum and instruction. Teachers pick, with support from their Grade Team Leader and Coach, sessions that will most immediately impact scholar achievement.

As noted above, teachers at CCS receive a tremendous amount of support from instructional leadership. Each teacher is focused on approximately three instructional areas at any given point. At the start of each year, we focus heavily on behavior management to ensure that teachers across all classes are able to effectively manage in small group and whole class settings and then can begin to focus on instructional strategies. Typical teacher goals at the start of the year might be: 100%, Strong Voice and Tight Transitions. After several weeks, the teacher would likely begin to focus on Engagement, followed by No Opt Out, Checking for Understanding, Ratio and Differentiation. Teachers and instructional coaches work together to outline a map of instructional goals that are suited to the individual teacher. The goal is to move teachers systematically through increasingly complex instructional goals to ensure teachers regardless of tenure are consistently improving. Special service providers also receive this weekly goal-oriented support.

While the general curriculum remains unified across the schools and is universally used across whole-class instruction, our Special Services Team draws on their specific training and scholar-specific knowledge to adapt the curriculum to reinforce, supplement, or even introduce ("pre-teach") content being taught in the whole class during SETSS instruction. Importantly, it is critical for special populations teachers to meet and communicate thoughtfully with general education teachers, focusing on assessment data, behavioral data, and true mastery of the existing curriculum and standards. These meetings occur on an at least weekly basis. In addition, special service providers are expected to observe their scholars in the general education setting frequently to evaluate carryover. Special service providers also help to develop general educators' knowledge of specific instructional strategies to best instruct scholars with special needs through periodic written feedback and professional development sessions. In addition, all teachers must also know the specific testing accommodations and IEP goals, if any, for all our scholars, and use that information to ensure that all scholars are getting purposeful, appropriately rigorous, and systematically reflective instruction. Special service



providers partner with general education teachers, instructional leadership and parents to guarantee that each scholar's needs are met. Special service providers also receive high quality monthly professional development to ensure their practices stay current and relevant.

The instructional strategies employed at CCS will also serve as a basis for those proposed at SBCCS VI. Our instructional strategies are based on best practices learned by experienced educators, information provided by outside consultants and organizations such as Teachers College Reading and Writing Project. In addition, we lean heavily on instructional practices outlined in *Teach Like A Champion 2.0* and *The Skillful Teacher* by Jon Saphier. Coaches rely on *The Art of Coaching*, *Closing the Teaching Gap* and *Coaching Classroom Instruction*. As an organization, we also rely on texts such as *How Children Succeed*, *Visible Learning*, and *Understanding by Design*.

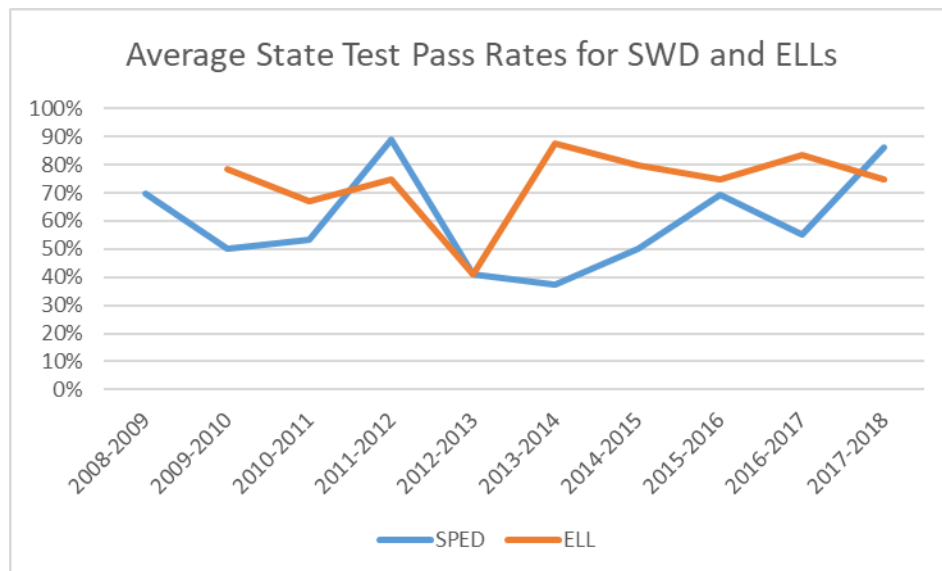
Our instructional strategies evolve as the best practices are refined and adapted by the faculty. Some examples of ways instructional strategies evolved during the 2015-2016 school year include the following: increased focus on calling scholar work, emphasis on structuring partner work effectively to improve small group and whole class discussions, and near daily analysis of scholar work across grade teams to determine specific areas to emphasize in future lessons. Using scholar data, natural variations in teacher style, as well as experimentation help inform next steps in instructional practice.

A core philosophy, particularly with our special student populations (English language learners and Special Education), is that students need to maximize their thinking time around literacy and mathematical concepts. Therefore, students are expected to talk about problems, rather than answering low-level ("thin") questions. Guided reading, close reading and Number Stories are three extended times where scholars are given multiple opportunities for discourse. These blocks are opportunities to scaffold for struggling scholars and to push advanced learners forward, as the particular texts and questions are modified based on scholar need.

In addition, special student populations receive far more small-group instruction. With our At-Risk Program, scholars who are performing below grade level (regardless of designation) receive an additional 45-50 minute Reading Comprehension and Guided Reading block with six or fewer scholars. During that time, a variety of instructional strategies are used, mostly around ensuring that scholars maximize their time reading, or thinking about their reading. In addition, struggling scholars have access to two additional programs: Leveled Literacy Intervention (LLI) and Preventing Academic Failure (PAF); teachers at each school site are trained in these well-respected programs.

CCS established a pre-Kindergarten summer program in 2016, which served primarily MLL/ELL and Special Education scholars. Fully 70% of the 36 scholars who attended the program qualified to take the NYSITELL assessment. Additionally, 25% of the 36 scholars came into the program with IEPs. The program ran for three weeks and provided the special student population with additional support to help to ensure that they would be successful in Kindergarten.

Notably, CCS’s performance on the 2018 New York State 3<sup>rd</sup>-8<sup>th</sup> grade State Tests improved in every grade in both ELA and Math. Our average pass rate was 90%, which is significantly higher than the state’s average of 42% and the NYC charter school average of 43%. The consistency of performance across SBCCS I, SBCCS II, and SBCSS III and also across grades 3-8 make us confident that we can continue to exceed achievement indicators towards proficiency and also towards strong high school placement. 100% of our 8<sup>th</sup> grade scholars were accepted into at least 1 of their top 5 schools this year. Additionally, 100% of 4<sup>th</sup> graders received a score of 4 on the NYS Science Exam and 100% of 8<sup>th</sup> graders passed the Living Environment Regents; some passed with honors. A tremendous amount of work went into achieving these results, including private tutoring for scholars struggling in both reading and math, after school state test tutoring for scholars in grades 3-8, additional intervention through our At-Risk program, and parent sessions on how they can support their scholars with their academic work at home.



As mentioned previously, SBCCS VI will be a replication of SBCCS I, II, III and IV. The practices described above have already served scholars greatly, earning South Bronx Classical Charter School I the 2014 Blue Ribbon Award. In addition South Bronx Classical Charter School II was nominated for the Blue Ribbon Award in December 2018. About 30 schools won the award in 2014, out of approximately 130,000 public, charter, and private schools across the nation. Notably, the process for determining the Blue Ribbon Award includes progress by special populations.

We believe that we have the human capital, the Core Values, and the Principles of Practice to ensure that SBCCS VI will be even more successful than its predecessors. Our focus on student academic performance and character education appears to yield strong results.

#### **D. Special Student Populations and Related Services**

The Applicant Group of SBCCS VI and CCS believes that all scholars, regardless of demographics, language, or disability, can achieve at high levels through a highly structured, disciplined environment in which expectations are clear and supports are ample. Therefore, we have structured our program to ensure that ELLs, scholars with Individualized Education Plans (IEPs), and scholars who qualify for Free and Reduced Price Lunches (FRPL) will be proficient readers, writers, and speakers of English by the beginning of the third grade.

We believe that developing a strong proficiency in English as soon as possible will enable all ELLs scholars to reach the academic goals established for all scholars. Therefore, we will provide structured immersion to improve a child's English proficiency. Structured immersion is a methodology for teaching MLL/ELL scholars the English language through in-classroom English-only immersion. The classroom teacher provides individualized structured and sequential lessons in English for the ELLs, who remain in the "general" education classroom, being instructed using the general education curriculum with differentiated support. Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the scholars' comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total "mainstreaming" or declassification due to reaching English proficiency.

SBCCS VI will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students With Disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. In order to ensure that all Students With Disabilities are able to reach the school's academic goals, we will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws.

All of our special populations will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students.

Lastly, SBCCS VI, like our other school locations, will offer afterschool private tutoring to scholars, including special populations, who are struggling with reading and math.

As previously discussed, special student populations will be educated within the general education classrooms, using the general education curriculum, when appropriate. SBCCS VI will be highly data-driven, and will be responsive to the needs of special student populations as required performance data necessities. SBCCS VI will ensure that data derived from the NYSITELL and NYSESLAT, as well as internal assessments, informs differentiated instruction for English language learners, such as providing visual supports, intervention targeting reading and vocabulary, and multi-sensory approaches to learning. SBCCS VI will ensure that all instructional

staff are working to achieve student IEP goals and are able to adjust curriculum and instruction appropriately and responsively, based on academic and behavioral data, to meet the needs of all learners.

Importantly, if not critically, SBCCS VI will strive for frequent, honest, and transparent communication between specialists and teachers to create carryover of strategies from the classroom environment.

### **MLL/ELL SUPPORT PROGRAM**

SBCCS VI will comply with all applicable federal, state, and local law. In accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, CCS is committed to ensuring that all scholars are given the best opportunity to succeed. The SBCCS VI language support program consists of five elements:

**Identification:** The identification process begins with the school's required use of the Home Language Identification Survey (HLIS) to identify all incoming scholars for potential limited English proficiency. If the scholar's home language is not English or the scholar's native language is not English, then staff will conduct an informal interview in the scholar's native language and in English. The HLIS serves to identify scholars in whose homes English is not the spoken language in a manner that is equitable, comprehensive, and not based on assumptions or stereotypes. This method also identifies exposure to other languages and use.

**Assessment:** If a scholar speaks a language other than English, or speaks little or no English, then the school will administer the New York State Identification Test for English language learners (NYSITELL).

Scholars will be assessed annually, by the MLL/ELL Coordinator, to determine and support the scholar's MLL/ELL classification. All scholars, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve the high standards set for all scholars. Scholar progress in the core academic subjects will be evaluated regularly to determine if any changes to the educational program are necessary.

**Placement and Services:** With the school's structured immersion approach, all ELLs will learn in the same classrooms as English-speaking children. All teachers will receive professional development on educating MLL/ELL scholars. In addition, teachers will be given specific and general training, by the MLL/ELL Coordinator, on identifying scholars who continue to experience difficulty in English-related issues. They will also receive a curriculum that will mesh with general education scholars' work, and will serve as enrichment for the scholars. MLL/ELL scholars may receive "push-in" English training to facilitate improvement of English, and will be frequently paired with English-speaking scholars in the classroom. , and content-rich subject matter will be taught using Specially Designed Academic Instruction Delivered In English (SDAIE) whenever possible.

In the event that scholars are not improving at the rate anticipated through immersion, additional supports may be implemented. These supports include strategic classroom pairings with a scholar who is English proficient or a scholar who speaks the same language, to aid in explaining ideas. Classroom teachers and support staff may assist in providing additional reading, vocabulary, and language instruction. At times the school will hire a tutor, as explained above, to provide further instruction.

In order to maximize our MLL/ELL program's effectiveness, parents will be consulted and empowered to guide their children's placement and service requirements. Each year, after ELLs have been identified as needing MLL/ELL services, by the MLL/ELL Coordinator, parents will be invited to meet with teachers, tutors, and administrators to collectively decide the best course of action to a common goal: all scholars will become proficient readers, writers, and speakers of English by the third grade.

Since the school will enroll scholars in primarily Kindergarten, and will replenish only those seats vacated through attrition after first grade, we believe we have the ability to immerse each child in English using appropriate supports, while still allowing them to remain in a general education setting. All other MLL/ELL educational programming will be parallel to that of non-MLL/ELL scholars. However, in the case of certain State tests, accommodations such as extended time, individual administration, translation of directions, and oral reading of directions in English may be used.

Scholars with limited proficiency in English will have the same access to all curricular and extra-curricular activities as all other scholars. ELLs requiring special education services will receive those services using Sheltered English and/or their home language. No scholar will be placed in Special Education settings solely as a result of their language proficiency.

**Transition/Exiting:** The school's exit criteria for scholars with limited English proficiency are based on scholar achievement or progress in the English language measured annually by the New York State English as a Second Language Achievement Test ("NYSESLAT") administered by the MLL/ELL Coordinator. Scores on the NYSESLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the scholar has achieved each year, and whether or not the scholar's level of English is high enough to exit the MLL/ELL program. Our goal is for all scholars to achieve English proficiency by the second grade, so they will be ready to excel on the State exams that begin in third grade. The scholars must be tested by CSE in both languages to determine primary language, with the goal of diagnosing impairment versus language challenges.

**Monitoring:** SBCCS VI will assess MLL/ELL scholars through: The NYSITELL to measure English proficiency; the NYSESLAT (as required); teacher observations, and state tests. Most importantly, SBCCS VI will assess, monitor, and evaluate ELLs individually by creating individual plans and goals to assure that scholars exited from the language support program are achieving academic excellence without encountering barriers due to limited English proficiency. Notices and messages going to our families will be translated into their native tongue. No barriers will

exist between the opportunities of English speaking scholars and MLL/ELL scholars. Home visits to scholars' homes to discuss issues in their native tongue will also create a bond between the family and the school.

### **Least Restrictive Environment and Free and Appropriate Public Education**

SBCCS VI will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students With Disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. In order to ensure that all Students With Disabilities are able to reach the school's academic goals, we will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws. Students With Disabilities will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students, including appropriate and timely progress reports.

### **Special Education Methods and Strategies**

In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and in compliance with Child Find requirements (34 CFR §300.125) SBCCS VI will have processes to identify, locate, and evaluate Students With Disabilities.

Upon enrollment, and with the support of families and sending school districts, we will

- secure all incoming student records, including all Individual Education Plans (IEPs);
- work with the relevant CSE as scholars on pre-existing IEPs transition to SBCCS VI;
- work as needed with the CSE to suggest modification to any pre-existing IEPs;
- cooperate with the CSE to ensure that all services identified on the IEP are provided;
- prefer using in-house special education staff to provide specialized instruction, but may contract out other services (i.e. counseling, speech and language therapy, occupational therapy, physical therapy) to the local sending district or a well-qualified third party.

For students enrolling, without an IEP, and whom the school suspects of having a disability, SBCCS VI will

- enter into a tiered RTI-like system with parent permission. This will lead to SST providing classroom strategies and support. If progress is limited or at a reduced rate, a CSE referral will follow.
- implement classroom strategies, decided upon by SBCCS VI's Special Services Team (Special Education Coordinator, Dean of Students, Speech Pathologist, and School Psychologist) in collaboration with classroom teachers, to address academic difficulties;
  - if strategies are unsuccessful, our Special Education Coordinator will (a) notify the family in writing to consider referring the child to the sending district's CSE and ensure that the family is also provided a copy of the referral

and all safeguard notices as set forth in 34 CFR §300.504; and (b) refer the student to the appropriate district's CSE which then has the responsibility of conducting an initial evaluation and determining, with appropriate school representation, Special Education (SPED) eligibility;

- work with the CSE to help write new IEPs for scholars identified as eligible for SPED services;
- cooperate with the CSE to ensure that all services identified on the IEP are provided
- prefer using in-house staff to provide pull-out and push-in instruction, but may contract out other services (i.e. speech and language therapy, occupational therapy, physical therapy) to the local sending district or a qualified third party.

In support of scholars receiving Special Education services and to ensure that SBCCS VI works closely with the CSE, the school ensures that:

- the school's Special Education Coordinator will attend all CSE meetings;
- relevant school staff attend CSE meetings to help develop and amend an IEP; and
- school staff responsible for educating scholars will receive copies of IEPs of scholars in their classrooms and will receive training and support on their responsibility regarding the successful implementation of all classroom accommodations. That training and support will include (a) the referral process and CSE; (b) development of the IEP; (c) review of academic progress towards stated IEP goals, and IEP revisions, when necessary; (d) all reporting requirements; and (e) disciplining of scholars with disabilities.

The CSE will evaluate and develop scholar IEPs, with the assistance of parents and the school. The scholar's teachers (special education and general education) will attend CSE meetings to help develop, review, or revise a scholar's IEP. We believe it is important for staff working with children having disabilities to be involved with the CSE. Accordingly, the school will provide substitute coverage to allow teachers, as necessary, to attend CSE meetings. All professionals that teach or counsel a scholar will be provided with his or her IEP and the necessary support and guidance to implement all required instruction and services.

### **Special Education Staffing**

SBCCS VI will hire a qualified and special education certified Special Education Coordinator to coordinate all Special Education services, and who will be responsible for ensuring

- identification of scholars who may require referral to the district's CSE;
- compliance with all scholar IEPs;
- reporting of all certifications;
- conformity with federal and state regulations;
- attendance at all relevant CSE meetings;
- CSE revision or re-evaluation of a scholar's IEP, when we believe there is good cause;
- instruction of all special and regular education staff on best methods and resources for identifying, teaching and supporting special education scholars; and
- the provision, as needed, of individual or group instruction to SPED children outside the regular classroom, and working with them within the regular classroom setting.

The school will ensure that all staff is trained to provide differentiated instruction within the classroom, to make accommodations within the classroom to support learning for individual scholars, and to identify scholars with possible special needs. Should classroom accommodations or evaluation for a disability be appropriate, parents are seen and will be treated as critical partners within that process.

To coordinate the comprehensive levels of service to all our scholars, SBCCS VI will have a Special Services Team (SST), consisting of the School Director, Special Education Coordinator, Dean of Students, MLL/ELL Coordinator, and relevant teachers. The SST will meet weekly to discuss specific at-risk scholars, and create individual plans to address their specific needs. The SETSS teacher, school psychologist, speech-language pathologist, occupational therapist, and physical therapist will all be appropriately certified and qualified, just as our other CCS schools.

The screening process that SBCCS VI will use for those students suspected of having a disability is explained above. Teachers will be expected to be knowledgeable about student's IEPs, work towards achieving IEP goals, and attend and participate in all IEP meetings, and other CSE meetings, as appropriate an applicable.

The SBCCS VI Child Find process is data-driven, urgent, and involves high amounts of parental communication. The process is done every two months. The SST identifies the lowest performing 10% of the scholars in each grade, averaged across all subjects. They meet with teachers and refine the list of students. Once the list is created, the teacher and SST meet with parents to obtain permission for further investigation and instructional alterations. Once parental permission is obtained, members of the SST perform classroom observations and informal screenings. Thereafter the SST provides teachers with specific strategies which are then implemented and analyzed for efficacy. If there is little or no success from this process, the SST meets with parents and begins the process of a CSE referral.

SBCCS VI will offer the following programs and supports to assist special education students both inside and outside of the classroom: 1) SETSS (push-in and pull-out support), 2) Speech and Language Therapy, 3) Counseling, 5) Occupational Therapy and Physical Therapy (likely provided by a contracted related service provider).

In addition to these mandated services, SBCCS VI will have Learning Specialists, including an At-Risk Learning Specialist who will support the school's most At-Risk students, regardless of disability status. We will also have Learning Specialists at each grade who will support students with literacy and math skills and will be able to acutely target instruction to meet the needs of students through small group instruction. Some of our Learning Specialists will be certified to teach Students With Disabilities.

SBCCS VI plans to support the families of special education students and English language learners. Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English language learner, SBCCS VI will establish a close relationship with the family. This



will include regular communication home via home-school newsletters, phone calls home, home visits, and our Jupiter app logs and phone calls, as well as meetings with the team of educators who work with their children. During this contact, SBCCS VI will communicate their scholar's progress, areas of growth and areas of concern. SBCCS VI will regularly evaluate changes in service depending on scholar progress, and service providers will maintain at least monthly contact with parents. SBCCS VI will frequently send home enrichment activities for scholars in areas that are identified for growth. Parents will be provided with staff members' contact information and an open door policy will be strongly communicated.

SBCCS VI will collaborate with the Committee for Special Education (CSE) to determine the appropriate setting and services for students. SBCCS VI will provide specialized instruction to each student in need of special education services that are consistent with the IEP developed by the CSE. If SBCCS VI is unable to provide a specific service, SBCCS VI will contract with a related service provider to provide services to students. If SBCCS VI does not offer a setting that is identified as appropriate for the student, it will supplement its services, or make accommodations, to ensure the student continues to make progress in the school environment. If a parent is interested in finding a setting that is consistent with the student's IEP, and that the school does not offer, the Special Education Coordinator will accompany parents when looking at alternate placements. SBCCS VI will emphasize a commitment to each student's growth, through all resources available.

SBCCS VI will offer services comparable to those services provided by other public schools in the district, outside of District 75. We believe this will help in recruitment of Students With Disabilities. In cases where the parents and CSE believe that a scholar should be provided other services or accommodations, SBCCS VI will provide them, or hire third-party expertise to ensure that such services are received. As noted below, the Special Education Coordinator will develop a relationship with the CSE to ensure that information flows quickly and transparently. As our other school locations are in different CSEs, it is likely that such relationships already exist. For example, to ensure that we work optimally with the local CSE, we have already met with the Chair of the CSE to begin a dialogue about both increasing the numbers of incoming Students With Disabilities and improving the academic outcomes for those students.

The Special Education Coordinator will be responsible for keeping and maintaining special education records. SBCCS VI will provide teachers and relevant instructional staff with a copy of the IEP for each student they instruct. The Special Education Coordinator will keep all IEPs safeguarded in a secure cabinet. The Special Education Coordinator will explain the student's IEP to teachers, highlighting areas that teachers are responsible for implementing, and discuss the importance of confidentiality. Throughout the year, the Special Education Coordinator will ensure that teachers are provided with the most recent copy of the student's IEP.

Teachers will be required to sign a document that acknowledges that they have received the student's IEP, and are aware of their responsibilities to implement parts of the plan and maintain the scholar's confidentiality. SBCCS VI will ensure that there is an IEP Access Log in

each scholar’s file in the Special Education Coordinator’s Office, and staff will sign the log each time they access the scholar’s IEP and note why they needed to view it.

Members of the Special Services Team (Special Education Coordinator, MLL/ELL Coordinator, SETSS teachers, School Psychologist, Speech-Language Pathologist, and Deans of Students) will convene weekly, when students are referred to them for support. The teacher(s) of the referred student will be required to attend the meeting and will take away strategies to better support the student. Teachers will be required to attend student IEP and other CSE meetings. In addition to this, all teachers will meet daily, from 7:30am – 7:45am for their daily ‘Stand Up Meeting’ which members of the Special Services Team will rotate through. The Special Education Coordinator will distribute monthly blasts to teachers that include progress towards IEP goals, as reported by special education teachers and related services providers.

SBCCS VI will have an active Family Advisory Council, which will support efforts to engage the parent community to further the school’s mission. The Family Advisory Council, in collaboration with the School Director and Dean of Students, will organize a Parent Academy, which is a series of workshops hosted throughout the year to support parents. Similar to SBCCS I, II, III and IV, SBCCS VI’s Parent Academy will host speakers and teachers to support parents with topics such as parenting support, financial literacy, special education law and practices, homework help, and other relevant topics to support SBCCS VI’s students and mission.

SBCCS VI seeks to ensure that it is meeting the needs of all its students, and as such will regularly evaluate the effectiveness of its programs that support special populations of students. SBCCS VI plans to evaluate the effectiveness of its programs through progress monitoring, special populations’ achievement data, special education teacher evaluation data, and parent and teacher survey feedback. SBCCS VI plans to be urgently responsive to all indicators of programmatic ineffectiveness to best serve all students.

SBCCS VI will initially be a blind lottery school and, based on the experience of other CCS schools, we will likely have a relatively large number of applicants per available seat (over 13:1). SBCCS VI will use the New York City Common Application, which allows parents to apply online. The incoming student population will therefore likely reflect the demographics of the community in which the school resides. Below is a table of figures provided by the state for the districts SBCCS VI is most interested in serving.

<b>District</b>	<b>MLL/ELL %</b>	<b>FRLP %</b>	<b>Special Education %</b>
7	17%	90%	18%
8	12%	85%	18%
9	24%	90%	15%
11	11%	78%	17%
12	19%	92%	18%

In order to ensure that the school draws applicants with the designations above, we hope to

site the school in an area with high numbers of economically disadvantaged students, English language learners, and Students With Disabilities. Just as with SBCCS I, II, III and IV, we will personally provide application to local Head Start programs, daycare centers, local elected officials, and public school district offices.

Critically, however, we believe that we can provide an environment in which many students are not classified as English language learners or Students With Disabilities, or are declassified from such designations.

The table below shows the percentage of students in the South Bronx Community School Districts, in English Language Arts and Math. These are the districts which we propose to locate the school. We have included grades 3 to 8, although the proposed school is planned to be a K to 5 in its first charter term. Also included are the pass rates for SBCCS I and II combined for each grade:

**2016-2017 PASS RATES BY DISTRICT AND GRADE, VS. CCS**

District:	ELA					MATH				
	7	8	9	12	CCS	7	8	9	12	CCS
Grade 3	26%	28%	22%	18%	<b>84%</b>	24%	27%	23%	15%	<b>78%</b>
Grade 4	24%	31%	24%	17%	<b>90%</b>	23%	30%	23%	16%	<b>100%</b>
Grade 5	14%	24%	18%	14%	<b>72%</b>	16%	23%	17%	14%	<b>77%</b>
Grade 6	15%	20%	16%	13%	<b>87%</b>	13%	22%	16%	14%	<b>95%</b>
Grade 7	14%	24%	17%	17%	<b>71%</b>	10%	18%	14%	16%	<b>71%</b>
Grade 8	20%	27%	24%	19%	<b>86%</b>	8%	13%	13%	12%	<b>76%</b>

The overarching belief that governs SBCCS VI is that all students can not only learn, but succeed in graduating high school, and then entering and completing college. This includes Students With Disabilities and English language learners. This result can happen when expectations and attention to detail is high amongst all stakeholders: students, teachers, parents, and other faculty. The goals set forth above are imminently achievable.

As the state tests are now graded with the standard of college completion, we believe they are a reliable predictor of college readiness, and thus our effectiveness as a school. In the academic goals set forth above, we seek to maximize the proportion of our students who are college ready each year.

Importantly, we include Science as an area of focus. We believe that, consistent with a classical education, students should demonstrate mastery of other subjects, including science, which is certainly an area of national need. While we do not have comparative Science pass rate data, over its 9-year history with the fourth grade State Science test, 91% of our scholars have scored 4s and 9% have scored 3s. Out of 463 scholars, only 1 scored a 2.

Our financial viability goals ensure that SBCCS VI is able to produce strong educational results for the long-term, by ensuring efficient use of the public funding we receive and appreciate.

SBCCS VI has five principles of practice (Curriculum, Data, Structure, Family, and Development). Among them, “data” is critical. Additionally, of our seven core values (Accountability, Innovation, Professionalism, Rigor, Transparency, Tenacity, and Urgency), the most important two are transparency and accountability. Clearly, SBCCS VI is passionate about collecting critical data, urgently distributing to stakeholders and decision-makers, developing actionable next steps, and ensuring those steps are taken. That “learning loop” is the school’s cultural Golden Rule, and is applied to academics, behavior management, teacher development, financial oversight, and strategic planning.

As a network, we are consistently gathering data on how our scholars are doing. Beginning in Kindergarten, scholars take unit assessments after each unit to gauge mastery. Additionally, in most units, scholars complete performance tasks, real world tasks, that often include writing, which connect to the unit's main goals. As noted above, if scholars do not demonstrate mastery on the initial assessment, teachers systematically reteach the material to ensure success. Three times a year, scholars take Interim Assessments in reading and math. The same reteach concept applies. Additionally, scholars in K-1 are tested on their reading level using Fountas and Pinnell's Benchmark Assessment System, every 3 weeks. Scholars in 2-8 are tested every 6 weeks until they reach level Z. Scholars in the lower grades also take the Words Their Way Assessment three times a year to determine how their reading and spelling is progressing. As a network, we have a clear sense for how the scholars will do on the State Tests and end-of-year assessments far before the assessments come around and we are able to remediate appropriately due to our consistent cycle of gathering and responding to data.

As a network, CCS has determined that the assessments listed above give us complete and accurate data to evaluate student progress, deficits and strengths. Our internal assessments are extremely rigorous and standards aligned. They match or exceed the level of complexity of the NYS ELA and Math Assessments. Because of the quality and rigor of our internal assessments, scholars in grades 3-8 are familiar with the level of rigor expected on the State Tests and are able to rise to the occasion. Fountas and Pinnell's Benchmark Assessment System is used widely and its efficacy has been studied extensively. We've used the system for 11 years and have found the test to be accurate and reliable. We adopted the Words Their Way assessment in 2015 and were able to glean useful information from its implementation. Specifically, it helps us determine intervention groups for scholars in K-2 for both reading and writing. We will continue to use both internal and external assessments to evaluate student progress fully and accurately.

At CCS, we have a tight turnaround for all data analysis. More specifically, teachers will receive all unit test, interim assessment, and reading level data within 24 hours of administration. Depending on the assessments, either the operations team or the teachers will grade the tests and assessments and will give the resultant data trackers to grade team leaders, coaches, and directors. The Grade Team leader will then call a data meeting, which is typically also attended by an instructional coach, to build out next steps from a curriculum and an instructional standpoint. Separately, the grade team leader and the School Director meet to compare the

data to previous years, other schools, or previous units. Also discussed are the cultural components of the results, and ways to improve the team's culture. Teachers and support staff are aware of benchmark goals as they are communicated both at the beginning of the year and after every internal assessment. Teachers communicate with scholars and families regarding data immediately after each assessment. Teachers meet with scholars to discuss their performance and to come up with clear and actionable goals for future assessments. In addition, teachers communicate with parents regarding all assessments both by sending the assessment home and by having conversations either in person or over the phone about the scholar's performance. As noted above, teachers also host sessions to teach parents strategies to best support their scholars with their academic work at home. Beginning this year, we will also be sending detailed overviews of each unit home to families. These unit overviews allow us to strengthen the home/school connection and provide families with resources and information to deepen their scholar's understanding about each concept covered. Finally, over 80% of parents attend report card conference day. The remainder of the families do not receive their report cards until they come in for an in-person meeting to discuss their scholar's academic and behavioral performance.

The CSO Performance Framework form the 'report card' by which the school measures its success. To monitor the school's progress, toward these goals, the school uses a "dashboard" of the critical indicators that the School Director, Executive Director, and Board of Trustees consider most relevant. The Executive Director, School Director, Director of Curriculum Instruction and Instructional Coach(es) compare results from a variety of assessments and compare them to those of the previous year. Importantly, grade team leaders and teachers are commended not for performing "well" but rather for performing "better." This "growth mindset" spreads across the school via a culture of rewarding improvement over absolute performance levels.

Our academic success is monitored through careful analysis of exit tickets, unit quizzes, unit assessments and interim assessments. We are consistently analyzing the data to ensure progress is being made and communicated. When progress is not occurring at an appropriate rate, instructional leadership and the special services team comes together to create a detailed plan for the scholar(s) and or teacher.

Our focus on attendance, enrollment and retention will be met through a multi-pronged approach. First, deans tenaciously follow up with parents regarding issues of tardiness or excessive absences. In certain cases, families are provided with a mentor family to help support with issues around homework, uniform and attendance. To keep enrollment high, we will continue reaching out to community organizations and local pre-schools to encourage applications. Finally, in an attempt to retain as many scholars as possible, we host 3 mandatory orientations before school begins which outline, in detail, exactly what parents can expect if they enroll their child at CCS. Additionally, deans and school directors will meet with any parent who has expressed concern about an aspect of the school to come up with mutually-agreed upon solutions.

Our focus on fiduciary responsibility is initiated by creating quarterly financial reports that are reviewed by the Board of Trustees at their board meetings. In addition, the Board Treasurer will review monthly bank reconciliations and credit card statements. To make sure we are achieving this goal, we have hired Charter School Business Management (CSBM) to do quarterly and annual reviews of our financial data. The successful completion of this goal is by having our annual audit, by a third-party accounting firm, to test our internal controls and financial statements.

Our focus on school safety and parent communication is achieved through tenaciously maintaining our school code of conduct and creating clear expectations with all staff regarding type of and frequency of communication with parents. Notably, on the NYC School Survey that parents complete each year, in 2017-2018 93% of parents responded to the survey. In most measures, parents opined more positively about Classical than the City-wide average. About 96% of parents opined that the school is safe and 95% of parents responded that there is strong communication. As a replication school, SBCCS VI will follow the same systems and structured to ensure safety and communication are on par with the other schools in the network.

At the board level, SBCCS VI will be formally assessed on an annual basis whereby the Executive Director reports ultimate progress toward each goal. However, on a monthly basis, the Executive Director reports any relevant information related to the goals in the Accountability Plan.

**E. Assessment System**

The strategic use of objective data – criterion-referenced, norm-referenced, interim assessments – will best inform ongoing curriculum development, classroom instruction, and student support. Such assessments demonstrate the value-added benefit of our school program to our scholars’ lives. Our scholars will take all State tests as currently required.

Since we begin with the earliest students in Kindergarten, it is critical that we obtain reliable testing data before the onset of these other standardized assessments, and to ensure that students are making strong progress in the most critical component of classical education – reading. Therefore, all K-2 scholars will take Words Their Way spelling inventory – a reliable, validated, research-based assessment, both to measure baseline proficiency (in August), and then to measure longitudinal growth (in January and June). All scholars (including LEP students) will take the Fountas & Pinnell Running Records in August, against which longitudinal growth can be measured by scholars, class, grade, and school.

TEST	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>WTW</b>	K-2					K-2					K-2
<b>State ELA/Math</b>									3-8		
<b>State Science</b>										4, 8	4, 8
<b>Running Record</b>	All	K-2	All	K-2	All	K-2	All	K-2	All	K-2	All
<b>Unit Assessments</b>		K-5		K-5		K-5		K-5		K-5	

NYSITELL										K-8
NYSESLAT									K-8	

SBCCS VI believes that assessment systems will play a particularly critical role in its success. The data such systems provide will inform the Board, Executive Director, and School Director on the real efficacy of our educational program. SBCCS VI will ensure that its Operations group includes those who will be charged with developing and refining our internal and external assessment requirements, and analyzing the resulting data. The proposed Executive Director has successfully created and operated a number of quantitative analysis tools in his years as Executive Director of CCS and also as an investment banker, and he also created and analyzed various assessment tools (such as regression analyses) for strategic analysis in conjunction with Uncommon Schools, Inc., and Doug Lemov, a well-known educational author and researcher.

CCS follows a consistent structure for administering all internal assessments. Before an internal assessment, all relevant signage is removed from the walls, scholars' desks are separated and the teacher ensures that there is a silent and focused testing environment before administering the assessment. For certain assessments, an additional person, typically a member of the operations or administration team will also proctor the assessment to ensure complete validity of the testing climate. For those assessments, immediately after the test window is closed, the test will be removed from the classroom and graded. All scores are entered into sophisticated data trackers which allow us to track mastery by question, question type and standard. For other assessments, teachers grade and input their own data into the grade wide excel trackers which are fastidiously maintained for accuracy and relevancy throughout the year. By analyzing these trackers, everyone at CCS has complete access to the progress each scholar and cohort is doing, in addition to have a clear sense for how CCS is doing as a whole. The trackers are uploaded to our internal cloud so they are accessible to all both on and off our campuses.

**Baseline Data**

The first internal assessment in reading, writing and mathematics is given upon enrollment. With this information, teachers will inform their curriculum development and lesson planning for the class, as well as the tutoring requirements for individual students. At the end of each year, scholars will be assessed with the same internal tool to measure growth and progress throughout that year.

Typically, the first external assessment in reading happens in August of Kindergarten using our internal assessments and running records. Baseline scores will allow us to measure a student’s progress through the year. These data will also allow the Executive Director and School Director to demonstrate to all stakeholders that scholars are making progress both in comparison to their own and other comparable groups’ baseline scores.

**Ongoing Data**

During the year, teachers and administrators will use data generated through internal assessments to drive general weekly team meetings, and professional development meetings. These meetings must occur frequently in order to deliver the best and timeliest instructional

changes in response to those data. On a weekly basis, teachers will meet to discuss each scholar's progress against state standards. The school as a whole will perform unit-wide assessments every six weeks. Thereafter, preferably within two school days, all teachers will meet with the Director of Curriculum and Instruction or an Instructional Coach for a professional development session to discuss the results of each individual scholar and of the school as a whole. Individual scholar scores will give teachers a better understanding of each scholar's improvement toward the goal of high achievement on the State exams in June, as well as identify specific needs for prompt remediation. School-wide scores will give an overall picture of the school's success at teaching State standard content in its pursuit of school-wide accountability, as well as identify specific needs to adjust curriculum and/or instructional practices.

More difficult to track and assess is our scholars' progress toward our objective of creating respectful, compassionate, and productive citizens. However, we believe that data can be obtained in this goal, and such data can be profitably analyzed to allow us to refine our practice to achieve this goal. Our Dean of Students will be charged with collecting data on all behavioral infractions, including scholar, teacher, grade, day, time, Character Pillar not followed, and consequence. Such data can be used to assess our progress toward this objective. This monthly data has been collected from our schools since August 2006.

Once all assessment information and data are collected, it can be "thin-sliced" into various cohorts and levels of granularity that aid all stakeholders in their ability to identify next steps. These levels of granularity include scholar, classroom, teacher, grade, IEP status, MLL/ELL status, gender, etc. Teachers have access to the full data set so they have all the information they need to work in concert with instructional leadership to make decisions regarding curricular and instructional next steps. For a more general overview of the school, such data can be "rolled up" for general dissemination. As noted above, specific information regarding scholar performance on all assessments is immediately distributed to parents. The Executive Director also updates the board of trustees monthly.

#### **F. Performance, Promotion, and Graduation Standards**

Consistent with its mission, SBCCS VI acknowledges the great challenges our scholars face upon entering school, but also the requirement that they must demonstrate proficiency in core subjects to move successfully from grade to grade. Our educational program includes a number of daily and weekly supports throughout the year to ensure all scholars have a full opportunity to master the material: daily after-school homework help, daily small-group "reteach" blocks and, Summer Learning Academy. Our assessment system ensures that scholars' deficiencies and strengths are evidenced quickly, so proposer remediation can occur.

For promotion, scholars must:

- pass all core subjects as evidenced by a 70% year-end average in each subject;
- in Kindergarten to 2<sup>nd</sup> grade, pass our Common Core-aligned Internal Assessment;
- in 3<sup>rd</sup> to 8th grade, achieve a '3' or a '4' on the relevant Common Core aligned New York State ELA and Math tests, and the relevant New York State Science tests;



- pass the related end of year Fountas & Pinnell Reading Level Assessment;
- have no more than 15 days unexcused absences during the school year; and
- demonstrate growth in consistently displaying the character pillars

If a scholar fails a core subject, or does not demonstrate proficiency or mastery on required State exams, the scholar must attend Summer Learning Academy for the opportunity to be promoted to the next grade level. Teachers are included in all conversations regarding retention to ensure validity of all decisions. Families receive immediate phone calls and letters for all scholar absences, and a meeting with parents will be arranged when the scholar is within three absences of the promotion limit.

The CCS educational program, curriculum, and assessments are Common Core-aligned, and therefore all academic promotion standards relate directly to the Common Core Learning Standards as adopted by New York State.

### **Summer Learning Academy**

The last opportunity for support and demonstration of academic achievement is during the summer. Scholars who fail a core subject or a required State exam will attend a 3-week summer program from 8:30am – 1:00pm from Monday to Friday starting on the next Monday after the end of the regular school year. Scholars must pass a subject-specific minimum competency test (or go up one reading level) at the conclusion of summer school to be promoted. If the scholar does not, he/she will be retained. Again, teachers are involved in all promotion conversations.

In addition, as a service to parents, we offer After Summer Learning Academy from 1pm to 5pm to allow parents to bring their children to SLA without affecting their work schedules. This has proven to be highly appreciated by our parents.

### **G. School Culture and Climate**

SBCCS VI must provide a safe and secure environment where all scholars can focus on their schoolwork and character development. Perhaps more than anything else, we must promise parents that their children are in safe and capable hands throughout the extended day and year that children attend the school. Safety is of such great concern that our Accountability Plan holds us fully accountable for parents' assessment of the school's safety level. Critically, we define safety to include not just physical safety but also emotional and mental safety as well.

To this end, SBCCS VI has set forth policies that support our mission, ensure a culture of safety and achievement, and are consistent with the spirit and requirements of due process and federal laws and regulations.

Our Code of Conduct was created to

- ensure that our school is a respectful learning space where all stakeholders feel safe;
- allow all teachers and scholars to focus on learning; and
- build "liberated scholars and citizens of impeccable character," per our mission.

Before enrolling their children, parents review and agree to the Code of Conduct during one of the multiple orientation sessions in the spring. The Code of Conduct describes behaviors that SBCCS VI considers behavioral infractions and the consequences of those behaviors.

Scholars who do not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our Code of Conduct. It is important to note that since SBCCS VI will provide a "highly structured setting" (again, stated in our mission), in which expectations are clearly explained and consistently modeled, such infractions as are described below will be rare. As stated in our Discipline policies included in Attachment 4, SBCCS VI will comply with all Federal and state laws (including the Dignity for All Students Act) regarding the long-term suspension and expulsion of Students With Disabilities.

To encourage family involvement and collaboration around common messaging about learning and character, the school will feature the following:

- **Parent Academy** provides mission-driven educational opportunities in English and Spanish for families of SBCCS VI scholars. Managed by the Family Advisory Council, Parent Academy will be held monthly and will provide seminars by guest speakers.
- **Open House and Report Card Night** are opportunities for parents and guardians to visit the school, meet with teachers, learn the expectations in each classroom and school-wide, and discuss their child's academic and behavioral progress.
- **Community Gatherings** are public celebrations which showcase the achievement of SBCCS VI scholars. During community gatherings, our school, families, and community come together to celebrate our mission.

The school's discipline policy will be implemented through our Deans of Students. Teachers will refer scholars to the Dean upon infractions noted in the Code of Conduct, and in turn the Deans will work with scholars to understand the infraction and more importantly the reasoning behind it. This process could result in a range of consequences from going to a buddy classroom (in the same grade) to out-of-school suspension, and perhaps to expulsion. (In its 10-year history, no child has been expelled, or has even had the process initiated, at CCS.)

All parents will receive the Code of Conduct after they enroll their children into SBCCS VI, but before the first day of school. Parents sign off that they received the Code of Conduct, and are also notified that it exists on our website.

To assess whether the school is safe, that communication is strong, and that parents are involved with the process of building a fair discipline policy, school leaders will closely review results from the Learning Environment Survey; in this context, especially questions about safety and communication. In addition, family concerns and questions are actively sought by our Deans and School Directors. Lastly, leaders from all CCS schools visit each other frequently as

“learning tours” to ensure a strong network-wide collaboration and assessment.

Lastly, CCS has promoted one of its teachers to become a Dean of Academic Engagement. Starting this year, this Dean will hold weekly meetings with parents of each grade, to provide parents with tools to assure that they can collaborate with the school to ensure their child’s academic success. Please see Attachment 4 for more detail about the school’s Discipline Policy.

#### **H. School Schedule and Calendar**

Our calendar (see attached calendar) reflects our deep belief that more time learning in the core subjects is critical for scholar success, particularly in the communities we hope to serve. Therefore, SBCCS VI scholars will enjoy an extended school day and extended school year, providing more core instructional time over the course of the year than traditional public schools.

#### **Student's Day and Year**

Students arrive at CCS schools between 7:20 and 7:50 am. They are greeted by the Dean of Students and then directed to the cafeteria for breakfast. At 7:50 am, the students are escorted upstairs, by their teachers, to start their day of instruction.

As a planned K-8, all scholars receive the same curriculum, with no electives. Core classes include Reading, Writing, Math, Guided Reading, Science, and Social Studies. Non-Core Classes might include Fitness, Art, and Music; However, a Classical Education sees all these subjects as worthy and deserving of “Core” status. Our daily schedule (see excerpt from First Grade) shows evidence of our commitment to provide over 180 minutes of daily literacy instruction and over 100 minutes of daily math instruction.

Also from our experience, after-school supports are an important part of the life of the school – to support struggling scholars, challenge advanced scholars, modify behavior for some scholars, and provide additional engaging activities for those who wish to be involved in activities such as soccer, karate, or dance. Therefore, the first dismissal for students will be at 4:30 pm and for those who are either required or choose to stay, a number of structured supports remain in place until 5:30 pm.

Finally, each month ends with a Community Gathering, during which we honor scholar successes, from displays of virtuous character to high achievement on assessments. All SBCCS VI stakeholders are always welcome and invited to these rituals and enjoy these Friday celebrations of school life and success.

#### **Teacher's Day and Year**

Teachers’ days typically begin with Stand Up meetings. In each grade, Grade Team Leaders will hold Stand Up meetings at 7:30am. These 15 minutes provide teams with time to discuss operational anomalies such as absences, changed schedules, or testing, but also more lesson-specific discussions such as anticipated scholar difficulties, groupings, and last-minute tips and advice. Coaches and deans circulate among the grades during this time.

Classroom teachers pick up their scholars at about 7:50am, and instruction begins at 8am. Generally teachers teach from 8am to 4:30pm. During that time, teachers receive a 30-minute lunch break, and 2 50-minute preparation periods. Often, however, teachers will pull a small group of their scholars for part of a preparation period. Teachers dismiss their scholars at about 4:15pm, and are able to either leave at 4:30pm, or return into the building to work. On average, our teachers will report to work at 7:15am and leave the building at 4:45pm.

The CCS School Year begins with new staff reporting for Professional Development on the first Wednesday in August. For three days, new staff receive general discussion about the school's history, results, professional expectations, core values, and principles of practice. Starting on the second Monday in August, all staff (new and returning) attend seven days of Professional Development, as discussed above. Scholars report to school on the third Wednesday in August.

During the year, CCS uses a trimester system, with Trimester 1 spanning from mid-August to early December, Trimester 2 spanning from early December to early March, and Trimester 3 spanning from early March to the end of June. All students are dismissed at 1pm on the first Friday of the month. After Trimesters 1 and 2, Report Card Conferences are held during the half days in December and in March. At the end of the year, report cards are mailed home. In the other months, from 1pm to 4:30pm, all staff receive Professional Development as discussed above.

As mentioned above, CCS offers a Summer Learning Academy, which begins on the first Monday in July and lasts for 3 weeks. SLA is either recommended or required for scholars. SLA lasts from 8am to 1pm. New to Classical is an After Summer Learning Academy program, which offers scholars other activities from 1pm to 4:30, as a service to parents who would have difficulty picking up their children after SLA.

### **III. ORGANIZATIONAL AND FISCAL PLAN**

#### **A. Organizational Structure**

SBCCS VI is led by the CCS Board of Trustees, comprised of 8-13 members, which governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Executive Director (ED), supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This "matrix structure" is well-developed in other industries.

The goal of the Grade Team Leadership program is to provide the school with a more disbursed, collaborative, and ultimately effective means of improving scholar achievement. By providing a select cadre of experienced, mission-aligned teachers with additional leadership opportunities, SBCCS VI will develop its faculty and eventually create a "hire from within" culture that reduces the risk associated with administrative turnover. Grade Team Leaders take responsibility for team management and culture-setting; teacher observations; curriculum developing and vetting; meetings with the School Director; and implementation of special school-wide projects. This model is often called the Matrix Organizational Model. It is used in many organizations that execute multiple projects, such as architectural or engineering firms. More relevant is their use in firms where management expertise requirements differ greatly from technical (in our case, pedagogical) expertise, such as hospitals, investment banks, etc.

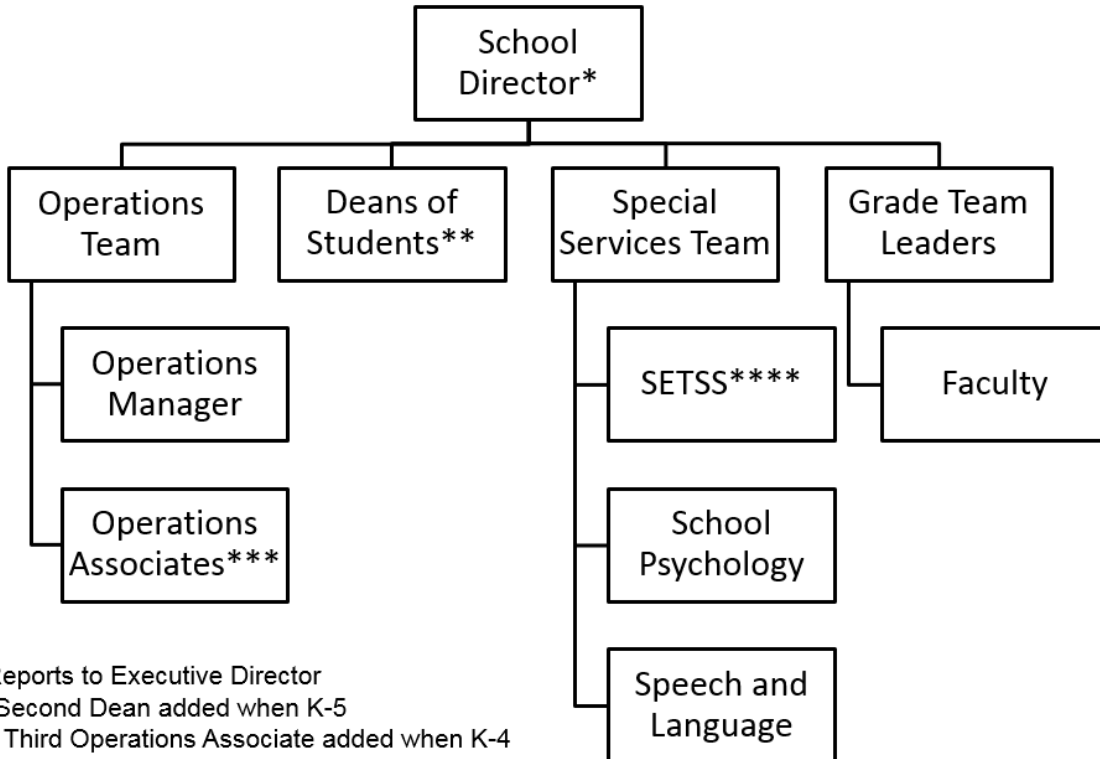
The managerial organizational structure of SBCCS VI is similar to most schools and organizations. Teachers report to their Grade Team Leaders who report to the School Leader. This structure optimizes coordination of tasks and operational efficiencies, and is how most businesses and schools are run.

The technical organizational structure of SBCCS VI provides experts in several areas of education (Director of Curriculum and Instruction, Instructional Coaches, Mentors, Grade Team Leaders, Outside Consultants, Special Education Coordinators, Speech Pathologists, etc.) to assist teachers in ways that a typical principal is rarely able to navigate. Grade Team Leaders, the Director of Business, Director of Curriculum and Instruction, and Special Education Coordinator will report directly to the School Director.

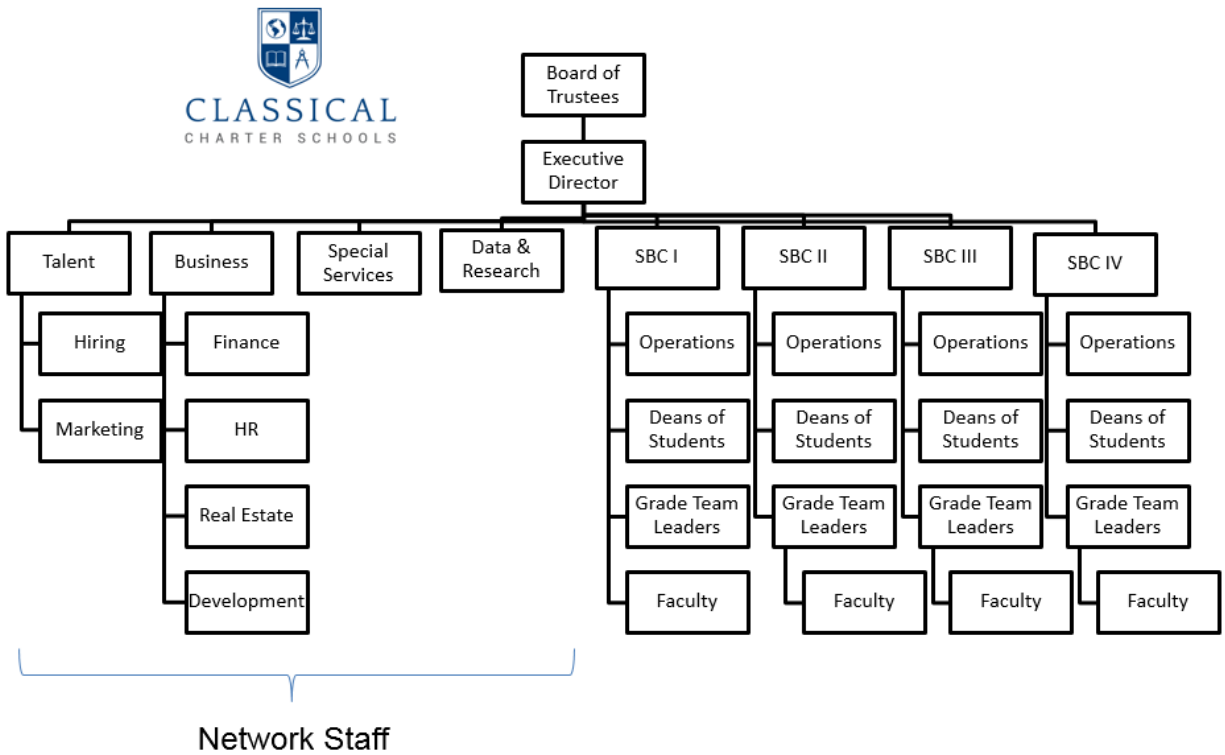
The overall organizational structure allows managers to develop their team and pedagogical experts to focus on delivering the highest level of specific feedback to teachers and staff. While

it is well-known that it is somewhat difficult to graphically depict this type of organizational chart, we believe the charts below most accurately represent this type of model:

### South Bronx Classical Charter School V Organizational Structure



- \* Reports to Executive Director
- \*\* Second Dean added when K-5
- \*\*\* Third Operations Associate added when K-4
- \*\*\*\* Second SETSS teacher added when K-4



## B. Board of Trustees and Governance

Upon receipt of its charter from the Board of Regents, the entity overseeing educational enterprises and activities in the State of New York, confers upon the CCS Board of Trustees the privilege to open SBCCS VI. The Board of Trustees will abide by and implement the Oversight Plan.

As mentioned above, SBCCS VI will be governed by the CCS Board of Trustees and will be comprised of between 8 and 13 members. The Board will be responsible for delivering the school’s mission, setting school policy and garnering sufficient resources to maintain a viable organization. The Board will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve fully renewable, staggered terms of two years to ensure smooth transition of responsibility. The Board will have Executive, Finance/Facilities, Education, and Development Committees. The Board will govern the school and recruit, hire, and evaluate the Executive Director (ED) who will be responsible for managing daily school operations and hiring all staff.

Fully half of the CCS Board of Trustees comprises founding trustees of SBCCS I. The CCS Board of Trustees considers its teaching experience vital to understanding community and educational needs in the South Bronx. Since all are trustees of an existing charter school in the South Bronx, they are uniquely poised to govern the school.

The CCS Board of Trustees has direct teaching experience, with several of its members having taught in the South Bronx. These trustees support the classical education model because they have seen various elements of the model work in their past teaching and educational experiences. As a result, the Trustees have been able to actively participate in the planning and development of CCS and the opening of SBCCS VI.

The Board of Trustees was formed with the primary purpose of securing the expertise necessary to design, open, and govern a successful public charter school. Its members have substantial experience in education, law, organizational management and governance, fundraising, finance, real estate, and community advocacy. All members of the Board have demonstrable ties to the South Bronx, to inner-city education, and to academic success for all New York City students.

The Board of Trustees will help support the Executive Director with recruiting professionals that have a demonstrated track record of measurable success with urban students, and a dedication to improving student achievement. We will offer a competitive compensation package and cast a wide net to ensure that we attract the strongest candidates. Recruitment efforts will include outreach through Teach For America, New Leaders for New Schools, local graduate schools of education, career fairs, headhunters, and strategic networking within New York City.

The Board of Trustees is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Board of Trustees hires the Executive Director (ED), who will manage the network's day-to-day operations. The ED, supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward the school's objectives. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The ED will hire all staff, in collaboration with the School Director and Director of Talent. The Dean of Students, Instructional Coaches, Operations Manager, and Grade Team Leaders report to the School Director.

The Board of Trustees will also be responsible for setting school policy and garnering sufficient resources to maintain a viable organization. The Board will meet on a monthly basis (typically, the second Tuesday of each month), and will hold all meetings subject to the New York Open Meetings laws. The Board Secretary will draft Board minutes prior to each meeting, which will be at least two hours long and held at rotating locations. The Board will have the following Committees:

**Executive:** The Executive Committee will be charged with Board member nomination and overall governance. The Committee will have between 4 and 5 members from the Board of Trustees. The Board Chair will chair the Executive Committee. Stephen Baldwin, Kathryn



Heleniak, Ingrid Bateman, and Kevin Murphy are proposed to compose the Executive Committee.

**Finance/Facilities:** The Finance/Facilities Committee coordinates the board’s financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation. The committee also provides board oversight of the annual budget and the organization’s financial audit. This Committee will oversee facilities acquisition and financing. The committee will have 3 or 4 members from the Board of Trustees. William Higgins, Ingrid Bateman, and Kevin Murphy, are proposed to compose this Committee.

**Education:** The Education Committee will oversee the educational program and outcomes at the schools in conjunction with the ED, and will analyze the educational outcomes of the school and share these results with the full board on a regular basis. This committee will have between 3 and 4 members from the Board of Trustees. Stephen Baldwin, Kevin Murphy, Kathryn Heleniak, and Ingrid Bateman are proposed to compose this Committee.

**Development:** The Development Committee leads the board’s participation in resource development and fundraising. The Committee works with the staff to develop and implement the SBCCS Development Plan. The Committee will have between 3 and 4 members from the Board of Trustees. Currently, Ingrid Bateman, William Higgins, Kathryn Heleniak, and James Maher are proposed to compose this Committee.

<b>Proposed Founding Board of Trustees</b>			
<b>Trustee Name</b>	<b>Voting (Y/N?)</b>	<b>Position on the Board</b>	<b>Term Length (yrs)</b>
C. Stephen Baldwin	Y	Chair	2
Kathryn Heleniak	Y	Vice-Chair	2
J. Kevin Murphy	Y	Secretary	2
Ingrid Bateman	Y	Treasurer	2
Larry Hirsch	Y	Trustee	2
Ben Arabia	Y	Trustee	2
James R. Maher, Jr.	Y	Trustee	2
William Higgins	Y	Trustee	2

The trustees have initially decided to maintain the same Executive Committee for the proposed school:

Stephen Baldwin, proposed Board Chair

Mr. Baldwin is a Founding Trustee who has been the Board Chair of CCS since 2006, and has extensive experience in management, law, organizational leadership, and education. Mr. Baldwin served as Executive Director of the Learning Disabilities Association of New York, and has served as Chief of the Population Branch at the United Nations and Assistant Representative with the Ford Foundation. He taught at a South Bronx elementary school for three years.

Kathryn Heleniak, proposed Vice Chair

Ms. Heleniak has been the Vice Chair of SBCCS/CCS since 2008, and has been a professor of Art History at Fordham University since 1987. Ms. Heleniak received her PhD. in Art History from New York University in 1978.

J. Kevin Murphy, proposed Secretary

Mr. Murphy is a Founding Trustee and has been Board Secretary of SBCCS/CCS since 2006. Mr. Murphy has 32 years of experience in financial management (investments, insurance, treasury) and has taught for the past 11 years in a public elementary school in East Harlem.

Bill Higgins, proposed Treasurer

Mr. Higgins is a Founding Trustee of SBCCS/CCS and has been Board Treasurer of SBCCS/CCS since 2015. Mr. Higgins brings a diverse group of skills and experience, including success in real estate development and the creation of strategic partnerships. Mr. Higgins is a highly successful real estate developer, a 20-year veteran of the Navy (served in Operation Desert Storm), a former FBI agent, and a former teacher in the South Bronx.

Larry Hirsch, proposed Trustee

Mr. Hirsch is a Founding Trustee of SBCCS/CCS who contributes a strong background in community engagement and political advocacy to the Board. He presently serves as a Senior CPD Representative at the U.S. Department of Housing and Urban Development and has over ten years' experience in government support for the disadvantaged.

Ben Arabia, proposed Trustee

Mr. Arabia has been a Trustee of SBCCS/CCS since 2016. A graduate of Harvard College, Mr. Arabia is a Managing Director at Maverick Capital.

James Maher, Jr., proposed Trustee

Mr. Maher has been a Trustee of SBCCS/CCS since 2011. Mr. Maher is a Vice President at BlackRock, Inc., where he focuses on Real Estate Acquisition and Finance. Mr. Maher holds a Bachelor's Degree from Brown University and a Master's Degree from NYU in Real Estate Finance and Investment.

Ingrid Bateman, proposed Trustee

Ms. Bateman has been a Trustee of SBCCS/CCS since 2013. A graduate of Dartmouth College and INSEAD, Ms. Bateman has over 10 years of experience in organizational management, venture capital and finance.

The Executive Committee will be responsible for the Board's further professional development. The Board will continue to take advantage of development seminars offered by the New York City Charter School Center. This training will provide an overview of the Board's mandated role and responsibilities, to include governance, self-assessment, and the Board's relationship with management. The Executive Committee will also provide Board members with information on

live, online and videotape seminars addressing Board development and related issues. Board members will be required to attend/observe one such recommended seminar on a continuing bimonthly basis.

The CCS Board is actively seeking to add members to the Board of Trustees who have experience in community development in the South Bronx. The qualities sought in these new members will include (1) substantial experience with successful volunteer groups in the South Bronx, (2) experience with community organizations, (3) commitment to the school mission and energy, (4) fluency in Spanish, and (5) leadership skills. Parents with these qualities will be given preference among potential candidates for Board service. To recruit such Board members, we will continue to work with such community resources as Fordham University, Hostos Community College, and the South Bronx Overall Economic Development Corporation. We will also use the New York City Charter School Center and BoardNetUSA, among others. It should also be noted that the Family Advisory Council, consisting of concerned parents of SBCCS VI scholars, will also have monthly interaction with the Board of Trustees, through the Dean of Students acting as liaison.

See Attachment 5b for proposed by-laws and also Attachment 5c for proposed Code of Ethics.

### **C. Management and Staffing**

SBCCS VI is led by the CCS Board of Trustees, comprised of 8-13 members, which governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Executive Director (ED), supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The School Director will begin hiring staff for SBCCS VI in January of 2020. Staff will be hired through a mix of teachers and leadership from other CCS locations and from outside hiring, which will commence in January 2020 and is expected to be finalized in May 2020.

Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This "matrix structure" is well-developed in other industries.

The goal of the Grade Team Leadership program is to provide the school with a more disbursed, collaborative, and ultimately effective means of improving scholar achievement. By providing a select cadre of experienced, mission-aligned teachers with additional leadership opportunities, SBCCS VI will develop its faculty and eventually create a "hire from within" culture that reduces the risk associated with administrative turnover. Grade Team Leaders take responsibility for team management and culture-setting; teacher observations; curriculum developing and

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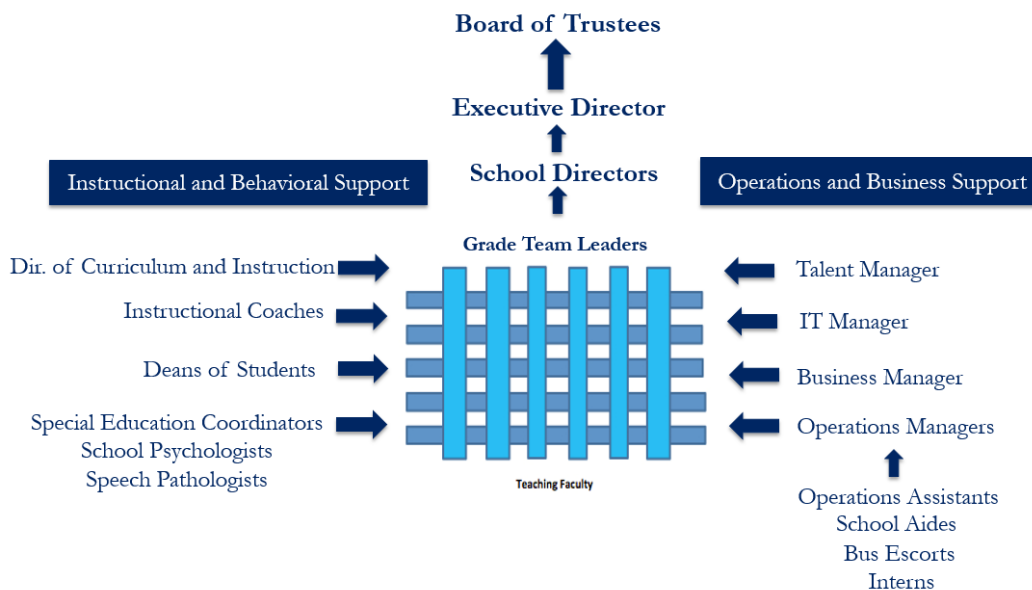
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The technical organizational structure of SBCCS VI provides experts in several areas of education (Director of Curriculum and Instruction, Instructional Coaches, Mentors, Grade Team Leaders, Outside Consultants, Special Education Coordinators, Speech Pathologists, etc.) to assist teachers in ways that a typical principal is rarely able to navigate. Grade Team Leaders, the Director of Business, Director of Curriculum and Instruction, and Special Education Coordinator will report directly to the School Director.

The overall organizational structure allows managers to develop their team and pedagogical experts to focus on delivering the highest level of specific feedback to teachers and staff. While it is well-known that it is somewhat difficult to graphically depict this type of organizational chart, we believe the chart below most accurately represents this type of model:



## Organizational Model



### Other Senior Administrative Roles and Responsibilities

The **School Director** will report to the Executive Director and will be the highest level full-time administrator at the school. The Dean of Students, Operations Manager, and Grade Team Leaders report to the School Director. The School Director's responsibilities involve the general oversight and operations of the individual school site.

The **Director of Curriculum and Instruction** is charged with curricular development and implementation and professional developing all teaching staff. This includes curricular management, teacher observations, and professional development of teaching staff.

The **Dean of Students** focuses on four core aspects of the school: enforcing our Code of Conduct, meeting with and supporting the Family Advisory Council, teaching Character Education, and managing our Community Gatherings.

The **Director of Business** manages all non-pedagogical aspects of SBCCS VI. This includes the financial management, human resources, and legal compliance.

The **Director of Talent** manages all recruitment and staff retention aspects of SBCCS VI. This includes the hiring, retaining, and strategic planning of staff growth.

The **Operations Manager** manages all day-to-day operations of the school.

The **Special Education and MLL/ELL Coordinators** are charged with coordinating and monitoring the related services for scholars with IEPs and MLL/ELL scholars. This includes daily small group instruction, write and implement standards-driven IEPs, and service on the school-based Scholar Support Team.

The **Director of Special Services** is charged with managing the Special Services Team at Classical Charter Schools. This includes lead development, implementation, and evaluation of all special services across network; supervising special education teachers, coordinators, psychologists, and speech & language pathologist; and facilitating the Special Service Team meetings and referral process.

### **Staffing Plan**

If chartered, SBCCS VI will approximately triple in size when it achieves full enrollment. This growth will put an inevitable strain on hiring requirements; Therefore, we have developed a staffing plan that outlines our staffing needs with respect to our educational program. In the past, we have worked directly with Teach For America for most of our teacher placements. Over the past 10 years, we have witnessed a decline in applicants from Teach For America, so CCS transitioned from Teach For America and created our own teaching fellowship program in 2014-15, ClassiCorps. Under this fellowship, new teachers make the starting salary as a DOE teacher and CCS pays for their graduate program, certification fees, and other related cost. The goal of this program is to bring in mission-aligned people and develop them into our high performing teachers and leaders. Since 2014-15, this program has grown from 4 to 60 fellows and majority of all future hires will be under this program.

To recruit staff for this program, the Talent Department post on college job boards across the country, visit key job fairs, and partner with placement agency to increase the number of applicants for the fellowship.

The Special Services Team (SST) at Classical Charter Schools consists of a Special Education Coordinator, MLL/ELL Coordinator, SETSS teacher, School Psychologist, and Speech/Language Pathologist. In addition, starting in 2016, approximately 25% of our classroom teachers study to receive Special Education certification as part of the ClassiCorps program. Occupational Therapy and Physical Therapy will be provided by third party providers.

In its annual budget, CCS has reaffirmed its commitment to maximizing the learning potential of its special education students and English language learners. While the budget conservatively estimates that CCS will receive approximately \$10,000 per special education student, historically CCS has spent significantly more than that in salaries, compensation, and materials. To address the potential difficulties for English language learners, the CCS instructional model prioritizes the lowest-performing scholars in each grade. Often this group has a proportionally higher number of English language learners and special education students. Our at-risk program uses a methodology similar to RTI to provide support to scholars across all grades. Our At-Risk Learning Specialists are trained in working with English language learners, students with dyslexia, and students with learning disabilities.

The Talent team at Classical Charter Schools currently consists of a Director of Talent, a Talent Manager, and three Talent Associates. All Talent Associates spend several hours per week in classrooms. In our opinion, this is critical to ensure that we hire teachers who are most qualified and who best fit our culture. At our historical staff attrition rate (approximately 25%-30%), at the end of our charter term we will need to hire approximately 10-12 teachers per year. As we reach our terminal grade, we will need to hire 15-18 teachers per year. As our ClassiCorps program continues to grow in popularity (from 4 ClassiCorps in 2014 to 47 in 2018; now a 4% acceptance rate), it will continue to get easier to find excellent new staff. In addition, our current staff has hired as many as 50 new staff in a single year, so we are confident that we can sustainably hire great staff.

From our marketing to hiring to promotion or termination, CCS uses student assessment data (in the form of State tests, interim assessments, unit tests, running records, and performance tasks) to drive all decisions. Our results are often used in our marketing campaigns to assure that potential applicants understand the primary priority we place on student learning. Teachers, grade team leaders, instructional coaches, and school directors are assessed using these same data. We have trackers that allocate each student to each of these staff members, and use both average and “on grade level” calculation to assess the performance of each adult. These trackers are given to grade team leaders, coaches, and school directors within 24 hours of the completion of any assessment. Given the number of assessments, staff receive student data approximately weekly. While we understand that senior teachers may perform better than newer teachers, rather than accepting this, we provide the newer teachers with more coaching.

## Compensation Plan

The core guiding principle guiding compensation at SBCCS VI shall be *meritorious performance of duties*. Merit shall be defined as the collective professional judgments of administration based on data-based measures of teaching effectiveness and professional contribution to the school. Regular and rigorous evaluations of merit shall be the primary determinant of the allocation of salaries.

In order to remain competitive, salary and general compensation levels must remain competitive with those of peer institutions of comparable standards. Because the school is in a non-union organization in an industry that is heavily-unionized, we will endeavor to pay staff, particularly teachers, significantly more than they would be paid if they were employed in a traditional public school and were party to a Collective Bargaining Agreement. The average teacher at CCS is 27 years old and has a salary of \$64,000.

SBCCS VI seeks to improve scholar achievement beyond that of traditional public schools. As a mission-driven organization, teachers are held to higher standards and expectations. Consequently, we will pay our teachers a salary significantly higher than its analogue in the public schools. However, teacher pay is ultimately based on merit. First year teachers are not paid significantly more than first year teachers at public schools; however, high-performing teachers are given significant raises that over time aggregate to a far larger salary than their public school peers.

To set salaries, the School Director ultimately decides on the level based on the range provided by the Executive Director. We believe that this range will be above the average in the charter school industry but allows for significant growth based on merit. The School Director, DCI, Instructional Coaches, and Executive Director discuss and set the salaries based on performance and the salaries of other staff members with comparable job descriptions and responsibilities.

The Board of Trustees determines the salary for the Executive Director. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Executive Director in writing or electronically and documented via a new contract. A copy of the new contract will be maintained in the employee file.

See below for our proposed staffing chart.

Proposed Staffing Chart						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
School Director	\$105,000	1	1	1	1	1
Dean of Students	\$80,000	1	1	1	1	1
Instructional Coach	\$85,000	1	1	1	1	2
Operations Manager	\$75,000	1	1	1	1	1
Operations Assistant	\$50,000	1	1	2	2	2

Special Education Coordinator	\$75,000	1	1	1	1	1
SETSS Teacher	\$55,000	1	1	1	2	2
At-Risk Learning Specialist	\$65,000	1	1	1	1	1
Classroom Teachers	\$54,000	10	14	18	22	25
Specials Teachers	\$54,000	3	3	3	3	3
Speech and Language Pathologist	\$70,000	1	1	1	1	1
School Psychologist	\$75,000	1	1	1	1	1

**C1. Charter Management Organization/Networked Schools**

We **do not intend to contract** with a charter management organization in the near future. However, if the process were to occur, the school would request that the authorizer amend the charter to incorporate such a plan.

**C2. Partner Organization**

SBCCS VI will partner with CCS and all related schools and therefore will receive benefits from CCS to further all schools’ missions. Such affiliation will be to allow both schools to benefit from certain economies of scale and collective benefits. For example, it is envisioned that certain tasks and projects can be centralized, such as professional development of staff, data collection, bookkeeping, and curriculum.

This partnership will exist as long as SBCCS VI operates. At the beginning of each year, an allocation will be determined, based on scholars, to be used to bill any shared salaries or expense from CCS to SBCCS VI.

With the partnership of CCS, this will ensure SBCCS VI a successful future as it grows.

**D. Staff Supervision and Development**

Since organizational capacity is a critical component of our school design, support of teachers upon entry into the school and throughout their tenure while at the school is key to our scholars’ success. It is our hope that through our professional development, our teachers become grade team leaders, coaches, and administrators. We believe that the professional development outlined below is state of the art and will foster a level of professionalism throughout the school that will keep teacher attrition rates to a reasonable level.

As a growing school, setting professional development priorities in year one is of critical importance. During the first and second years of operation, setting a school-wide culture of success will be a top priority. As aligned with our educational philosophy and the core elements of our school design, our first-year professional development goals to ensure

- the growth of a disciplined, achievement-oriented school culture; and
- that all staff successfully implement a clear and sequential high-level direct instruction, including the implementation of structured immersion to effectively teach language acquisition for MLL/ELL scholars.



## Frequency

Professional development will be a very large and very important investment at SBCCS VI. Four types of Professional Development will be provided for its teaching staff: annual orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual observations. In aggregate, SBCCS VI teachers will receive over 100 hours of Professional Development per year.

## Annual Orientation

SBCCS VI will conduct three weeks of summer professional development seminars for its teachers. The subjects of these seminars are outlined below:

Week 1	Week 2	Week 3
Mission/vision –How we can achieve our mission	English language learner instruction	Accountability and outcomes
School culture – Rules, routines, practices, and procedures	Special Education instruction	Discipline policies
Classroom Environment – Rules, configuration, and procedures	High-level direct-instruction	Curriculum
School-wide policies	Data and Assessments	“Dress Rehearsal”

## Weekly Grade Team Meetings

It is critical that teachers regularly share scholars’ academic progress, as well as contribute to further curriculum development and maintain consistent approaches to building school culture and scholar discipline. Each week, grade teams will meet for a one-hour professional development session to ensure that team members formally review scholar progress and school life. These meetings are run by the grade team leaders, with other administrators typically present. Examples of meeting topics include: behavior management, assessments, progress reports, report cards, unit planning, lesson planning, mutual observation, meeting with the grade higher or grade lower, etc. Occasionally, disciplinary seminars may be conducted during these weekly meetings. Annually, at least two grade team meetings will be with grade teams immediately below and above their grade. For example, in September and in June, third grade teachers might meet with second grade teachers. Topics will include discussions of curriculum mastery and most effective individual scholar modes of instruction and management.

## Monthly School-wide Meetings

It is critical that the entire school staff meet regularly to ensure a cohesive school culture and strong academic program throughout the building. Monthly meetings will be dedicated to a specific topic. Each meeting will take place on the first Friday of the month from 1:15 to 4:30. On these days, scholars will be dismissed early. Topics to be covered include the following:

<b>Session</b>	<b>Topic</b>	<b>Date</b>
1	Developing your Classroom Culture	September 4, 2020
2	English language learners	October 2, 2020
3	School Visits	November 6, 2020
4	Progress Reports/Report Cards	December 4, 2020
5	Curriculum Development/Standards	January 8, 2021
6	Engagement	February 5, 2021
7	Assessment/Standards	March 5, 2021
8	Scholar Work	April 9, 2021
9	Curricular Reflection	May 7, 2021

Since much of our school design is based on the best practices in a number of schools, it is critical that as we grow our staff we remain focused on continuing our learning as the school develops. Please note, therefore, that all SBCCS VI staff will visit high-performing urban charter schools at least two times during the course of the school year, always with the goal of improving our own practice and thus raising the quality of the education we provide and the consequent success of our scholars.

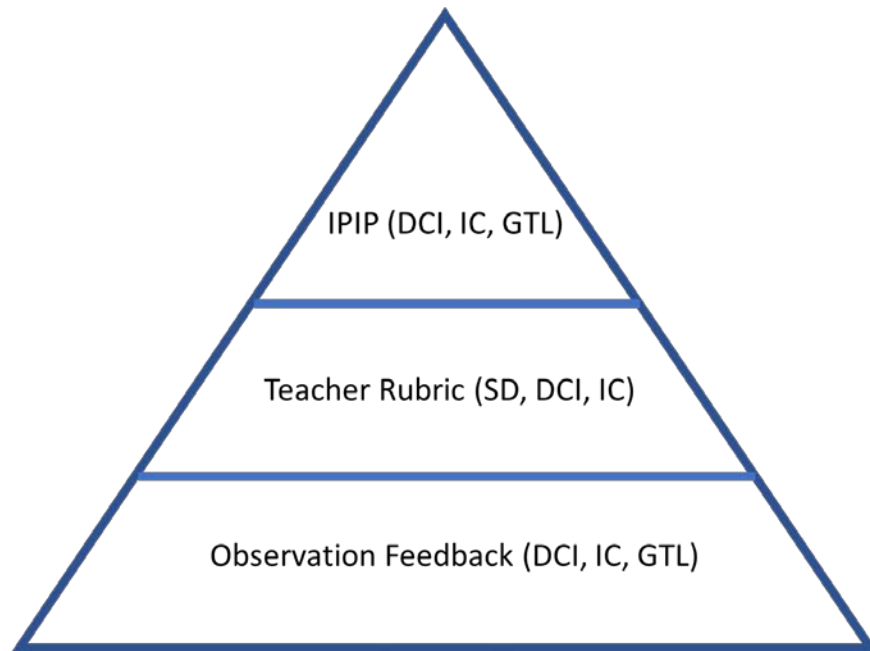
### **Individual Sessions**

One of the strongest elements of authentic professional development is the critical and ongoing feedback teachers receive on their instructional practice. The Director of Curriculum and Instruction or Instructional Coach will observe classrooms and provide both informal and formal feedback and support to teachers on a daily basis. Professional development will be reinforced by providing ongoing informal feedback as well as regularly scheduled formal feedback.

Teachers will also have individual sessions to review scholar performance on internal assessments, to ensure that all resources are in place for scholars as cohort groups and as individuals. Lastly, teachers will be required to establish their own professional development goals and to review those goals periodically with the School Director and/or the Director of Curriculum and Instruction, who may then institute formal plans to address issues raised through a variety of means, including peer coaching, lesson observation, and mentoring.

### **Tiers**

Consistent with its mission to create “liberated scholars of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards,” South Bronx Classical provides three tiers of teacher feedback: Observation Feedback, the Teacher Rubric, and the Individual Professional Improvement Plan (IPIP).



**I. Observation Feedback**

Observation feedback is given to all teachers by the Instructional Coaches and Grade Team Leaders on a weekly basis. Grade Team Leaders are given observational coaching by the Director of Curriculum and Instruction and any outside consultants at least monthly.

**II. Teacher Rubric Grading Rationale**

The Teacher Rubric is a professional development tool to assess teacher performance across a range of specific required responsibilities and characteristics, using substantive feedback from the Director of Curriculum and Instruction and Grade Team Leaders, used to target specific growth areas, rather than a direct indicator of a teacher’s professional abilities. This rubric will be utilized twice a year, in early December (roughly day 65) and late April (roughly day 140). To ensure statistical validity, the Teacher Rubric requires a minimum of five (5) written forms of teacher feedback.

Score and Rubric Score Descriptors	
4	Mastery; fully internalizes the skill. Can provide high-quality professional development
3	Proficient; if all teachers exhibited that level of ability, the school would just achieve its mission
2	Needs Improvement; the characteristic should be addressed
1	Urgent Need of Immediate Improvement Required

**Rubric Categories**

Modeled heavily after Kim Marshall’s rubric, our Teacher Rubric has five (5) categories with between 3 and 11 sub-categories each. Please note, however, that the rubric continues to evolve as we connect results from such rubrics to actual scholar achievement.

<b>Professional Responsibilities</b>	<b>Curriculum</b>	<b>Classroom Management</b>	<b>Execution</b>	<b>Culture of Analysis</b>
<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Language</li> <li>• Reliability</li> <li>• Dress</li> <li>• Professionalism</li> <li>• Collaborative Leadership</li> <li>• Growth</li> <li>• Parental Expectations</li> <li>• Homework</li> <li>• Responsive Outreach</li> <li>• Urgency</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons</li> <li>• Materials</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations</li> <li>• Culture</li> <li>• Routines</li> <li>• Efficiency</li> <li>• Prevention</li> <li>• Incentive</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations</li> <li>• Connections</li> <li>• Clarity</li> <li>• Tactics</li> <li>• Engagement</li> <li>• Differentiation</li> <li>• Checking for Understanding</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• Scholar Feedback</li> <li>• Tracker Design and Data Entry</li> <li>• Data Analysis</li> <li>• Accountability</li> <li>• Curricular Reflection</li> </ul>

**III. Individual Professional Improvement Plans (IPIP)**

Regardless of their score on the Teacher Rubric, all teachers will produce mission-aligned and historically consistent IPIPs with SMART goals as the key component, which are developed after a meeting with the Director of Curriculum and Instruction and Grade Team Leader regarding the Teacher Rubric. Constant improvement requires meticulous data-driven analysis, laser focus on our mission, brutal hard work, and a deep internal reflection on one’s performance.

**Rubric and IPIP Timeline**

Teachers receive their rubric in December and in April. By the end of March, the Instructional Coaches and the Director of Curriculum and Instruction will collaborate to complete all rubrics. In early April, the Director of Curriculum and Instruction meets with the respective Grade Team Leaders for additional input in certain categories. Shortly thereafter, the Director of Curriculum and Instruction and respective Grade Team Leaders will meet with the members of their teams.

**Assessment of Professional Development**

SBCCS VI will seek to continually improve the professional development of all its staff. To achieve this, we will distribute surveys after each session, seeking feedback and constructive criticism. Additionally, a school-wide survey is given to all staff twice-annually, which includes a section on professional development. This is similar to the process used to great effect by other CCS schools.

**E. Evaluation**

**Evaluation of Governance**

In order to most effectively communicate the Board’s expectation of the Executive Director’s goals and ultimately assess the achievement of those goals, a formal Job Description and annual

Work Plan was collaboratively established by which the Executive Director will be evaluated during the Annual Meeting with the Board of Trustees.

The annual Work Plan provides monthly goals of execution of tasks throughout the year. These goals comprise all aspects of the school, including scholar achievement, fiscal accountability and audit, hiring and human capital, communication, and community events.

At each Board of Trustees meeting, held monthly, the Executive Director will report progress and achievement of these goals. In addition, at each monthly Board of Trustees meeting, the Executive Director will report any new initiatives that the school is considering, and issues that the school has encountered. This process has proven to work well at CCS schools and reflects a useful balance of governance and management.

In addition to the board meetings, trustees are selected for various committees as noted above. In these committees, deeper analyses of the school can occur. Typically, these meetings will focus on a single topic; for example, the Education Committee and Executive Director might analyze the correlation between reading levels and practice state test results; or the Finance Committee might review the school's balance sheet to those of other schools to compare fiscal strength. As another example, the Executive Committee may want an in-depth look into the Executive Director's proposed Strategic Initiatives for the next year, with a closer analysis of how such initiatives promote leadership development within the school. These reviews of the Executive Director impact the Board's evaluation of both the Executive Director and the school generally.

The Board of Trustees will be evaluated by the Executive Committee, which meets formally each year in a special session. Here the Executive Committee meets to review each trustee, using data such as attendance, financial contributions, involvement in the school, frequency of in-session school visits, and subjective discussions about cultural fit and urgency. The Board Chair will from time to time request input from the Executive Director regarding each trustee.

As part of the role, the Board Chair is expected to also visit the school at least monthly, to survey the school's operations and to meet informally with the Executive Director, to evaluate the school, the Executive Director, and to discuss communications between the trustees and the school.

Importantly, prior to all hiring, all staff at SBCCS VI will be provided with both related policies and specific job descriptions, to ensure that all staff know both the 'why' of each task and the 'how' of each policy.

### **Evaluation of Administration**

On a weekly basis, the School Director will meet with the Director of Business, Operations Manager, Director of Curriculum and Instruction, Instructional Coaches, and Dean of Students where the status of approved strategic initiatives is reported by the respective project leader.

After the Strategic portion of the meeting, a discussion about the week ensues, with a review of task completion, events, concerns, and schedules. This process should take a total of 30 minutes.

During this process, the School Director is able to observe and evaluate the execution and quality of work of the Director of Curriculum and Instruction, the Director of Business, the Operations Manager, and the Dean of Students.

### **Grade Team Leaders**

All grade teams hold daily Stand Up meetings and weekly data meetings. The Grade Team Leader runs these meetings; however, the ED, SD, DCI, ICs, and other interested parties may attend. The Grade Team Leader is charged with agenda development. Typically, the agendas are divided into the following areas:

- Review of Previous Meeting
- Curriculum and Execution
- Data and Assessments
- Behavior
- Weekly Task List and Brainstorming.

The grade team, School Director, Director of Curriculum and Instruction, and Instructional Coaches receive copies of all agenda items (and related data) prior to each data meeting. The scope of data meetings is to evaluate scholar performance to inform instructional and curricular decisions and to evaluate the efficacy of teacher instruction. The School Director and DCI use the distributed data to decide the level of intervention and oversight over each grade team.

### **Teacher Evaluation**

Evaluating teachers is a complex process, involving many variables. While the Founding Team of SBCCS VI prides itself on the sophistication of its data analytics, it does not believe any one universal formula will fully encapsulate all the variables and factors that go into teacher evaluation. Instead, SBCCS VI will evaluate teachers based on many of factors, including:

- Scholar achievement
  - Based on scholar growth in standardized test scores
    - Importantly, scholar growth is based on both average growth and proportion of scholars at or above grade level
    - Reading Levels and reading growth
- Teacher Rubric score (as described below)
- Special contributions
  - Curricular planning
  - Special expertise

### **Use of Family and Scholar Satisfaction Data to Evaluate the School**

Each year, families of SBCCS VI scholars receive a confidential Learning Environment Survey from the New York City Department of Education. In this process, families and teachers (and

scholars in 6<sup>th</sup> grade or higher) can voice their opinions about the school, from satisfaction with the school's safety record to trust in the school's leadership. These data are publicized by the Department of Education, on their website, and inform the city's Quality Report that it publicizes and rates the school from a Poor to an Excellent.

### **Operational Effectiveness and Fiscal Soundness**

Studies repeatedly find that charter schools fail most often because, and school leaders most worry about, operational disorganization and financial mismanagement. SBCCS VI will pride itself on describing its business and operations as the bedrock of the educational program.

SBCCS VI is ultimately a business, and strong operational and financial management will ensure that the school can deliver on its objectives for many years to come. The proposed Executive Director, School Director, and Director of Business have over 50 years of experience in finance, school leadership, and school operations.

The Operations of SBCCS VI will be managed by the Operations Manager. The Operations Manager and Operations Assistants will be high-performing and mission-aligned positions that will ensure that the school's general choreography is seamless. The Executive Director and School Director will set specific operational goals each year. The Operations Manager and Operations Assistant will be evaluated based on the achievement towards those goals.

The Business (accounting, finance, development and human resources) aspects of SBCCS VI will be managed by the Director of Business. Because the school will not have many employees, or a significant amount of bookkeeping, the Director of Business will do much of those tasks. SBCCS VI will use Charter School Business Management (CSBM) for its bookkeeping and accounting oversight, doing monthly bank reconciliations. The Executive Director and School Director will set specific goals for the business aspects of the school. Metrics will be used to assess achievement toward those goals.

### **F. Facilities**

SBCCS VI is expected to be sited in the South Bronx and, should a charter be granted, will be educating scholars starting in August 2020. As with the vast majority of charter schools, we expect to occupy in private space. We will be subject to NYC zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject to certain restrictions. We would like to have an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium.

CCS is currently constructing the permanent space for SBCCS IV, and SBCCS VI will incubate in that space in 2020-2021 and 2021-2022, during which time CCS will build a permanent space for SBCCS VI to open in either 2021 or 2022 depending on construction speed.

Because of the steep ramp-up of students (about 300% in three years), to minimize paying for unused space, we will be using SBCCS V permanent facility as an incubation space for the first 2 years. We expect to spend 30% of our total budget on facilities cost. Ideally, we would own a

building, but as with most schools, we expect to enter into a long-term lease agreement. SBCCS VI will apply for rental assistance from the New York State Education Department.

**Private Transaction**

Most surveys show space in the hub of the South Bronx costing \$21 a square foot in 2010; however, we estimate that we should expect to pay \$35-40 per square foot. We are, however, looking into purchasing a building as a strategic real estate investment to ensure a stable, long-term commitment to the community. In addition, we are examining ways in which the Federal, State, and City governments may offer financial incentives for investment in the area. Two of our board members are real estate developers and are currently analyzing these possibilities.

As noted above, we have researched several private options and are developing a portfolio of potential buildings that are of both the location and design that are appropriate for SBCCS VI’s mission.

**Cost Estimates**

Using an assumption of 85 total square feet per enrolled student, SBCCS VI will require about 10,000 square feet our first year. Upon full enrollment, SBCCS VI will need about 40,000 square feet in total. See table below.

The school anticipates enrolling 124 students in its first year and 186 in its second. The number of floors will depend on the specific building arrangement, but ideally each floor would hold 2 or 3 grades. Average class size will range from approximately 23-25 students in Kindergarten to 18-22 students in fifth grade. The table below summarizes our enrollment and facility’s needs. Please note that we will also be building an “all-purpose room” that can serve as a gymnasium, cafeteria, and auditorium. We expect our classrooms to be approximately 700 to 900 square feet.

Year	Academic Year	Grades	Total Enrollment	Total Classrooms*	Total Facilities**	Facilities Cost (\$)^^
1	2020-2021	K - 1	120	8	10,200	306,000
2	2021-2022	K - 2	210	12	15,045	451,350
3	2022-2023	K - 3	285	15	19,635	589,050
4	2023-2024	K - 4	360	18	23,970	719,100
5	2024-2025	K - 5	435	20	28,050	841,500
6	2025-2026	K - 6	510	22	31,960	958,800
7	2026-2027	K - 7	585	24	34,850	1,045,500
8	2027-2028	K - 8^	660	26	38,420	1,152,600

\* Including 3 non-core classrooms for Science, History, and tutoring.

\*\* In square feet, assuming 85 square feet per student.

^ Full Enrollment.

^^ Assuming \$30 per square foot.



**See below for our minimum facilities requirement:**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
General Education Classrooms	8 (750 sqft)	12	15	18	20
Special Education Classrooms	2 (120 sqft)	2	2	2	2
Counseling/Guidance Offices	1 (120 sqft)	1	1	1	1
Administrative Offices	7 (120 sqft)	7	7	7	7
Cafeteria	1 (3400 sqft)	1	1	1	1
Gymnasium	1 (5000 sqft)	1	1	1	1
Auditorium	N/A	N/A	N/A	N/A	N/A
Conference Rooms	2 (200 sqft)	2	2	2	2
Copy Rooms	3 (100 sqft)	3	3	3	3
Medical Suite	1 (350 sqft)	1	1	1	1
Storage	8 (80 sqft)	8	8	8	8

**G. Insurance**

CCS has partnered with Austin & Co. to provide the various insurance policies that our schools need each year. Before the start of each year, CCS with the assistance of CSBM, our auditors, and Austin and Company reviews the current policy coverages and makes the decision for any increases. Before the policies are renewed, the Board of Trustee review and approve the proposed policies. When SBCCS VI is chartered, this school location will be added to CCS's policy and have access to the following insurance coverage:

<b>Coverage Type</b>	<b>Coverage</b>
Property Insurance	\$1,700,000
Business Income	2,250,000
Crime	300,000
Automobile	1,000,000
Excess Crime	1,500,000
Directors & Officers	1,000,000
General Liability	1,000,000
Umbrella Liability	30,000,000
Excess Educators Liability	30,000,000
Excess Fiduciary Liability	3,000,000
Student Accident	50,000
Catastrophic Accident	1,000,000
Workman's Compensation	Unlimited

The cost of insurance is budgeted in our proposed budget and is based on the historical insurance cost that SBCCS III occurred while operating in private space. Since CCS has a network policy, SBCCS VI's portion of the insurance is based on the size of their student population. This combined network coverage helps provide a higher coverage and lower cost to the school.

**H. Non-Academic Operations**

**a. Health Programs**

SBCCS VI will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, SBCCS VI will provide on-site health care services similar to those services available to children attending all New York City public schools in the related district, including a part-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided in accordance with §2853(4)(a) and §912 of the Education Law.

School staff will work with the Department of Health, the host district, and other appropriate authorities to provide these services. Health services will include

- physical examinations upon enrollment;
- annual vision screening testing for all new scholars. Per §905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision;
- annual scoliosis (spinal) screening test for all scholars ages 8 through 16;
- maintenance of cumulative health records;
- emergency care of ill or injured scholars;
- compliance with and enforcement of mandatory immunization requirements; and
- on site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and SBCCS VI shall ensure that at least two (2) staff members are trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

#### **Maintenance and Storage of Cumulative Health Records**

SBCCS VI will store all health records for enrolled scholars. Cumulative scholar health records shall be held until the scholar is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

#### **Immunization Requirements**

New York State law currently requires that each student entering its public schools have a Certificate of Immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new scholars. New York State immunization requirements include

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV)(OPV3 OPV or 4 IPV);
- Measles/Mumps/Rubella [(MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)];
- Hepatitis B;
- Varicella – 1 dose.

Before a child can be permitted to attend school, the family must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the

student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

### **Medications**

If a scholar requires medication during school hours, the distribution of the medications will be supervised by the Operations Manager or Nurse under the following guidelines:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian

The Operations Manager will be the primary person designated person and authorized to administer medication in the absence of the school nurse. The Dean of Students will be the back-up person(s) to the Operations Manager. All medication must be placed in a locked box in the Main Office. In order to administer any prescribed medication to a scholar, there must be a doctor's note on file, allowing the scholar to self-medicate. All over the counter medications require a note signed by the parent with directions. Furthermore, a log will be kept on file that indicates the following: Name, Name of Medication, Date, Time, and Who Dispensed Medication.

Scholars are responsible for going to the Nurse's Office or Main Office to receive their medications at the appropriate time. Scholars are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

### **b. Food Services**

SBCCS VI will offer breakfast, lunches, and snacks in compliance with all requirements of the National School Lunch Program served in a manner consistent with State and Federal guidelines.

About 85% students in schools in the South Bronx are eligible for Free or Reduced Lunch, as administered by the United States Department of Agriculture. Thus, under the Provision II program of the National School Lunch and Breakfast Program, SBCCS VI plans to provide free meals to all scholars, regardless of the ability to pay. To comply with the program, the school will retain all records and create a database with scholar data, meal nutritional compliance, and all meal pricing.

While the school intends to have its own cafeteria, if the building does not have such facilities, the school will arrange for all food to be prepared off-site and delivered to scholars in the classroom. SBCCS VI may hire an independent food service provider or the New York City Department of Education to prepare the food and deliver it appropriately.

### **c. Transportation Services**

Scholars at SBCCS VI will be offered transportation services as required under §2853 (4) (b) and §3635 of the Education Law. All transportation services will be received through the Office of Pupil Transportation division of the New York City Department of Education. Parents of scholars ineligible for transportation by their school district are responsible for transporting their children and will be notified of such.

For those times where SBCCS VI would require transportation services when the surrounding district does not require them, SBCCS VI may seek to purchase those services from the New York City Department of Education pursuant to §2853(4)(b) of the Education Law. Were we unable to make such arrangements, we would pursue other Bronx-based third-party transportation companies such as Pioneer Transportation to ensure that we will be able to provide transportation services.

SBCCS VI will provide special transportation and accommodations that are included in a student's IEP or 504 plan.

### **d. Other Non-Academic Operations**

SBCCS VI's Operations Manager will be charged with ensuring the maintenance and cleanliness of the school's facility through selecting and contracting with a custodial agency, coordinating with the building's owner for minor repairs, and through securing third-party contractors for more significant building needs.

The Operations Manager, and his/her team will be responsible for all student information, record-keeping, operational compliance and reporting, and will utilize Jupiter (our student information system) and SharePoint (our cloud-based file storage system) for records management. The Information Technology Manager will be charged with supporting the facility with all technology needs, including entry and exit security and will contract with an external Information Technology firm to support our technology infrastructure needs.

## **I. Family and Community Involvement**

### **Family Involvement**

SBCCS VI believes family involvement is critical. The experiences of CCS schools have demonstrated that getting parents on board with the school's mission creates a uniform and aligned message that reinforce our academic goals. To that end, the school will establish a Family Advisory Council ("FAC"), as noted above, which will create a formal connection between the school administration, teachers, and families. The FAC hosts many events directly critical to scholar achievement. For example, when a scholar repeatedly fails to do his homework, the FAC invites the parent to the FAC Homework Help event to discuss ways to create a positive work environment at home and to reinforce the importance of homework completion.

### **Community Involvement**

SBCCS VI is designed to serve Bronx families who face great academic challenges, as evidenced by low test scores. Working together, the school and community can accelerate learning and increase educational success for its citizens. We have already developed relationships and support from a number of key political, business and community leaders.

Just like other CCS schools, SBCCS VI will cultivate community support from political, business and educational professionals, as well as from families and other local stakeholders. For instance, the school has already contacted local religious leaders, Head Start programs, and preschools to aid in recruitment.

The Founding Board fully recognizes the importance of community support to its success. Our efforts for community outreach have included dozens of meetings and discussions with parents, religious leaders, politicians, community activists and educational institutions. Overall, unlike many charter schools' experience, the community response has been extremely positive. Many of the elected officials we have listed above, in addition to writing letters of support, have offered their assistance once a charter is granted. They articulated the need for high-performing schools such as SBCCS VI and especially welcomed the plan to enroll children in the very first years of schooling. Lastly, we have developed close ties with Fordham University, through our Board of Trustees, which has indicated willingness to be actively involved in SBCCS VI once it has a charter.

CCS has always enjoyed and appreciated (and admired) the selfless work of the local elected officials and community leaders. They are much more interested in improving their communities than garnering political favor. For example, former long-time Councilmember Maria del Carmen Arroyo has been our lottery picker, generous grantor of funds, and overall adviser since our beginning.

Building on this type of support, if chartered we intend to engage all established community contacts listed in this application, meeting with supporting elected officials, religious leaders, churches, and local community groups to deepen community ties and foster parental interest and knowledge of our school model.

In order to keep community stakeholders fully apprised of our progress, we will also revise our marketing and informational materials, already published and circulated in English and Spanish, that were used to gain support for the school. The materials will be regularly updated (including on our website) to highlight our model, goals, and the requirements and expectations of parents. We broadly distribute these pamphlets in the community where the school will be located as well as the surrounding area, including at community centers, churches and homeless shelters throughout the community and in shopping areas such as Third Avenue, Southern Boulevard, Hunts Point Market, Bruckner Boulevard, and Fordham Road. One of our primary goals is to ensure that as many local families as possible are aware of this opportunity and choice for their child(ren), and to attract and enroll students from the entire community.

Although SBCCS VI does not have a formal institutional partner, its immersion in the community and its affairs will enable it to build meaningful partnerships with the institutions set forth above. The existence of a strong Family Advisory Council, populated by parents with roots and present ties to the South Bronx, will enhance its ability in this respect.

#### **J. Financial Management**

The CCS Board of Trustees has over 100 years of experience in finance. The team has created a conservative financial plan, featuring a comprehensive cash flow and accounting model, to analyze its financial health from the planning year through the fifth year of operation and beyond.

The model demonstrates that SBCCS VI could operate successfully and deliver its core academic program with no external fundraising. Federal, State, and City per pupil funding and entitlement grants will provide sufficient funding to achieve the school's mission. During year one, we anticipate receipt of a \$750,000 CSP grant, funding of which is spread over three years. To be conservative, our budget assumes receipt of no additional resources through fundraising; however, there will be a Development Subcommittee on the Board responsible for launching our fundraising efforts. Our budgetary strength will be bolstered by Board contributions/fundraising, a potential capital campaign, and competitive grant applications. Each Board member is expected individually to raise at least \$2,500 annually. The Board contributions will ensure that budgetary needs are satisfied if it does not receive, or experiences delays in receiving, expected Federal or State grants. Our development plan is informed by the Board's high level of experience in fundraising and building strong financial and "in-kind" relationships with businesses, foundations, individuals, and Federal/State grantors.

Consistent with its explicit goal of demonstrating fiduciary responsibility in managing public and private resources, CCS has created detailed policies and procedures to administer the school's daily fiscal and accounting functions. While the Board of Trustees will provide fiscal oversight, the Director of Business will perform all internal functions relating to the accounting, bookkeeping, and general financial and regulatory obligations of the school. As further assurance, the proposed Executive Director has seven years of investment banking experience and 13 years' experience running a charter school, and the Director of Business has over fifteen years of accounting, finance, and management experience.

CCS has partnered with Charter School Business Management ("CSBM") to review the work of the Director of Business quarterly and to assist with the yearly internal and fiscal audits. CCS has partnered with a certified public accounting firm to conduct independent fiscal audits in scope to those required of other public schools and to also verify that our records are maintained in accordance with generally accepted accounting principles (GAAP) on an annual basis.

The Director of Business will develop monthly and annual budgets, to be approved by the Board of Trustees. All assumptions shall be set forth in the budgets. The school will be using Intacct as its accounting software to manage all CCS school locations.

The Operations Manager will manage student records and the Director of Business will manage financial records. All records are secured in file cabinets and/over password protected server with limited access only to the responsible parties. The Executive Director, Operations Manager, and Director of Business will be responsible for the protection of these records.

As required by the Department of Food Services, and furthermore New York State, SBCCS VI will ensure that a staff member personally tracks scholar meal consumption and properly enters such data into our spreadsheets and then the MIEs, as required. In fact, to streamline this process the Founding Team is working with software developers to create a program for a tablet or iPad so more of this process can be done electronically.

**K. Budget and Cash Flow**

The proposed SBCCS VI budget was developed by the proposed Executive Director and trustees, and strategically reviewed by the entire Founding Team. Both the proposed Executive Director and the Director of Business have significant financial and budgeting experience through their investment banking careers, and of course through their respective roles at CCS.

The budget incorporates the actual experience of other CCS schools during its first five years as a base; however, several changes in assumptions have been made due to inflation or due to changes in the industry.

With regard to the scholars, we assume we are receiving approximately 60 scholars per year (K and 1 our first year), refilling any attrition in the first grade, a 10% attrition rate, (conservatively) 10% of our scholars being in special education (which equates to six special education scholars in each grade). These figures are based on actual statistics found in other charter schools, as well as in the Bronx.

The budget (numbered) assumes the following revenues: initial per pupil District funding of \$14,827 (based on 2018-19 rates), the CSP grant of \$750,000 spread over the planning year and the first two years of operation, and the leasing assistance of \$4,448.10 per scholar. Importantly, we assume little receipt of funds through development. The federal breakfast and lunch program assumptions are from the USDA website, and based on SBCCS’s historical free and reduced lunch figures. However, we expect not to charge for any meals at the school, as the aggregate amounts paid by the students will total less than \$30,000 annually.

As expected, the largest expense in our budget is payroll, comprising between 65% and 80% of our annual budget in every year.

School Director	\$105,000
Instructional Coach	\$85,000
Operations Manager	\$50,000
Teachers	\$54,000 plus \$5k per year experience
Special Education Coordinator	\$75,000

Business Manager (divided by 4 schools)	\$30,000
Dean of Students	\$80,000
Other Staff (Aides & Associates):	\$45,000

SBCCS VI be covered under the insurance policy of CCS. The cost for the insurance is budgeted in the proposed budget and CCS will allocate SBCCS VI's portion of the insurance based on their student population.

We believe scholars who encounter difficulty in classwork should receive specific and small group attention as remediation. Therefore, such scholars will receive additional tutoring. Tutors will be a mix of both our teachers and professional experts (Master's or PhDs in either ELA or math instruction as appropriate) who are accepted as tutors and trained in Classical's systems and processes. We expect that approximately -3-4% of our student body will be receiving tutoring services. This equates to five scholars in our first year, and 18 scholars at full enrollment. Our experience demonstrates that effective tutoring can occur only with a maximum of six scholars per tutor. Thus, we assume that we will need one tutor during our first year and three at full enrollment. In both of these cases, we will have enough teachers to cover our tutoring program, particularly when including non-classroom teachers.

In addition, however, we will attempt to create internship programs with local colleges and universities, such as Fordham University, Hostos Community College, Columbia University, and New York University. These tutors receive training in best practices in small groups tutoring and will work with experienced teachers as time permits. This internship is an excellent introduction for Education majors to gain exposure to urban education.

Lastly, as required by law to protect the school from unexpected contingencies, we have assumed a \$75,000 Dissolution Fund for expenses.

#### L. Pre-Opening Plan

The CCS has developed a Pre-Opening Plan based on the plans of other CCS schools and have modified it to reflect the experiences of previous Classicalschool's opening and more recent requirements based on the current landscape. The task list below includes the responsible person for task execution. Subsequent to approval of this Charter Application, daily tactical meetings will be held to discuss, develop, and modify the detailed Plan.

TASK SUMMARY FROM APPROVAL TO INITIAL OPENING		
Task	Date	Responsibility
Revise interim budget	Nov-20	DB
Start Recruitment	Nov-20	DT
Create a comprehensive list and schedule of purchases	Jan-21	OM
Setup SBC VI in Powerschool	Jan-21	OM
Provide OPT with scholar name and addresses	Jan-21	OM



Hire school professionals	Jan-21	DT
Set up computer network system	Mar-21	DB
Install and connect infrastructure (lights, phones computer)	Mar-21	OM
Purchase Labor Law posters	Mar-21	DB
Setup SBC VI in Intacct	Mar-21	DB
Open bank account for Escrow	Mar-21	DB
Hire pro bono attorney	Apr-21	ED
Complete all purchasing	Apr-21	OM
Finalize location	Apr-21	ED/DB
Board passes all policies, by-laws, handbooks, annual budget	Apr-21	ED
Contact insurance broker for benefits, D&O, Workers Comp	Apr-21	DB
Conduct lottery	Apr-21	OM
Identify Scholars with IEPs	May-21	SD
Purchase classroom equipment and furniture	May-21	OM
Setup Employees in ADP	May-21	DB
Hold Board of Trustees Annual Meeting	May-21	ED
Design forms: check request, expense report, reimbursement	May-21	DB
Hold inaugural Family Advisory Council meeting	May-21	OM
Apply for parking permits	May-21	OM
Schedule vision screenings	May-21	OM
Enter transit check program	May-21	DB
Submit BEDS Data	May-21	DB
Meet with Office of School Food	May-21	OM
Collect all required scholar forms, including HLQ	Jun-21	OM
Set up phone systems and answering service	Jun-21	OM
Ensure staff have CPR, First Aid, and AED training and supplies	Jun-21	OM
Complete Project SAVE plan and submit to SED	Jun-21	SD
Purchase or lease one copier	Jun-21	OM
Ensure building has School Nurse	Jun-21	SD
Family orientations	Jun-21	OM
Obtain all student records (including immunization forms)	Jun-21	OM
Hire Related Service Providers	Jun-21	SD
File per pupil invoice with NYSED and DOE	Jun-21	DB
Submit IRS SS-4, W-9 Registration, NYS Exemption Certificate	Jun-21	DB
Hire an auditor	Jun-21	ED
Receive all scholar IEPs	Jul-21	SD
<b>WELCOME SCHOLARS!</b>	Aug-21	ALL
Submit Consolidated Application for Title Funding	Aug-21	DB
Hold staff professional development	Aug-21	ED, DCI
Hire three interns	Aug-21	SD

Request BEDS number from Office of New Schools	Aug-21	OM
Enter student information in ATS	Sep-21	OM
Collect free/reduced lunch forms	Sep-21	OM
Mail memo to parents with bus stops and schedule	Sep-21	OM
Complete Transportation Request Form for OPT	Sep-21	OM
<b>KEY:</b>		
ED = Executive Director		
DCI = Director of Curriculum and Instruction		
SD = School Director		
DT = Director of Talent		
OM = Operations Manager		
DB = Director of Business		

## **M. Dissolution Plan**

### **a. Public Meetings**

As school closure is a highly disruptive event for the parents, scholars, staff and local community, the decision to close would be taken with extreme care. SBCCS VI commits to providing a smooth exit for the benefit of its scholars, parents, staff, and local community. Prior to any decision, and in accordance with the New York Open Meetings Law, the Board of Trustees will post notification of its meetings to the community, and any known issues or concerns will be addressed at those points.

As required by §2851 (2) (t) of the New York Charter Schools Act and Education Law §§ 219 and 220, SBCCS VI has set forth procedures in the event that SBCCS VI dissolves or chooses to close. Within five days of the decision to close, a Trustee will be appointed by the board to manage the dissolution of the school, and will distribute an official public notice explaining the dissolution, and its impact on all parties. By the 10th business day after the date of dissolution, the Trustee will coordinate public Board Meetings to provide all parties, especially parents, with an official statement and a timeline of the planned steps leading to a seamless dissolution, as well as updates on the transition.

### **b. Transfer Student Records**

The Trustee will provide the district with files of all scholars currently enrolled at SBCCS VI. Copies of such files will be given to parents or guardians at the school's expense.

### **c. Scholar Transfer Logistics**

The Trustee will also work with the home District to transfer all current scholars to local schools as per typical regulations. SBCCS VI will work with the district to ensure that all students are transferred to the applicable public or non-public school.

If possible, SBCCS VI will transfer its students to another Classical School.

### **d. Transfer School's Assets**

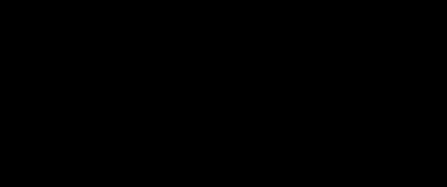
Consistent with the timeline, the Trustee will begin locating possible buyers or renters of SBCCS VI non-financial assets, including fixed assets. All remaining assets will be liquidated and all debt obligations will be fully repaid, as much as possible. After satisfaction of outstanding debts and pursuant to Education §220, all remaining assets shall be transferred to another charter school within the NYC district or directly to the NYC school district. Lastly, the school will create an escrow account with a minimum balance of \$75,000 to cover dissolution expenses.

## Leena Gyftopoulos

---

**From:** Joshua Weld-Wallis  
**Sent:** Monday, January 07, 2019 11:26 AM  
**To:** Leena Gyftopoulos  
**Subject:** FW: Classical Charter Schools Information Session - Today at 5pm  
**Attachments:** Classical Charter Schools - Looking Ahead to Future Growth and Development Plans.docx

Joshua Weld-Wallis  
Operations Manager & SLA Director  
South Bronx Classical Charter School II



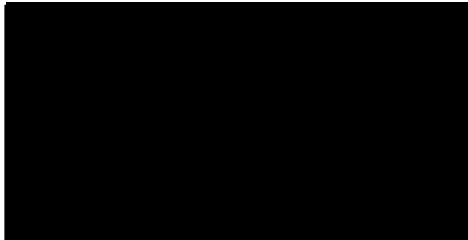
**From:** Joshua Weld-Wallis  
**Sent:** Wednesday, January 2, 2019 11:22 AM  
**Subject:** Classical Charter Schools Information Session - Today at 5pm

Hello,

Classical Charter Schools, a high-performing network of schools in the South Bronx, is holding an information session today regarding our plans to open up more schools in the near future. We invite you to attend this session at our 1st location on 977 Fox. St, Bronx, NY 10459 at 5pm. You'll get a chance to hear from and speak to our Executive Director and Development Team. We're looking forward to getting input from the community, so we hope to see you there! A flyer with more information is attached.

Thank you,

Joshua Weld-Wallis  
Operations Manager & SLA Director  
South Bronx Classical Charter School II





**CLASSICAL**  
CHARTER SCHOOLS

### **Looking Ahead to Future Growth Plan**

Classical Charter Schools, a high-performing, National Blue-Ribbon award-winning charter school network serving the South Bronx, announces that it will be holding monthly informational meetings to keep the community informed of future growth plans and academic opportunities in your neighborhood. Classical Charter Schools operates K-8 schools that has been serving the children of the South Bronx for the past 13 years. We will be hosting interactive monthly sessions to introduce plans for expanding the school network and providing future educational opportunities. Meetings will be held monthly beginning the first week in January and will continue throughout the rest of the school year, until June 2019.

- Where:** 977 Fox Street (4<sup>th</sup> Floor)  
**When:** Jan 2<sup>nd</sup> from 5 to 6pm (and every first Wednesday of the month through June)  
**Who:** School Founder, Lester Long, and School Directors will discuss growing the school network and other community development plans and will respond to any questions and comments.

If you cannot attend any of our meetings, we will be more than happy to respond directly to you. Please email us at [newcharter@southbronxclassical.org](mailto:newcharter@southbronxclassical.org) and someone from our team will reach out to you to keep you involved and informed.

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# Classical Charter School\_Classical Charter School\_300x250

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ingresar **SUSCRIBETE**

Nueva York

AMLO Juicio a "El Chapo"

Donald Trump ICE Adaman Lopez

Subway NYC El Mundo en 2 minutos



SÁBADO, 17 DE AGOSTO  
VIA FRONTERA  
MADISON SQUARE GARDEN  
CONTINUAR COMPRA TUS BOLETOS



MARK METZGER  
LATINOS FOR TRUMP!!!



DONDE  
977 Fox Street, 4º Piso

**NOTICIAS**

**Sondeo: uno de cada tres latinos apoya a Donald Trump**

NOTICIAS - 27 DICIEMBRE 2018

**A Trump no le gustará nada lo que opinan estadounidenses del cierre de gobierno**

NOTICIAS - 27 DICIEMBRE 2018



MAZDA CX-5 2019  
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It's easy to forget things. So we remember passwords for you. LastPass...! Get it free



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**EL DIARIO**

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El Mundo en 2 minutos


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**NOTICIAS**



**Emma Coronel no es la esposa de "El Chapo", asegura la hija del capo mexicano**

NOTICIAS · 27 DICIEMBRE 2018




**¿Qué pasó con la ley que propuso Ted Cruz que involucra a "El Chapo" y el muro fronterizo?**

NOTICIAS · 27 DICIEMBRE 2018

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**CUANDO**  
2 de enero de 5 a 6pm  
(y cada primer miércoles del mes hasta junio)

**DONDE**  
977 Fox Street, 4º Piso

Para más información  
**HAZ CLICK AQUÍ**

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# Classical Charter School\_Classical Charter School\_728x90

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Nueva York | AMLO | Juicio a "El Chapo" | Donald Trump | ICE | Adamari Lopez | Subway NYC

**CUANDO** 2 de enero de 5 a 6pm  
*(y cada primer miércoles del mes hasta junio)*  
**DONDE** 977 Fox Street, 4º Piso

**Para más información**  
HAZ CLICK AQUÍ

**ESTILO DE VIDA**

**Sueños sexuales: Dime qué soñaste y te diré qué quiere decir**  
ESTILO DE VIDA - 27 DICIEMBRE 2018

**Focusmate: por qué permito que extraños me espíen por webcam cuando estoy en casa**  
ESTILO DE VIDA - 27 DICIEMBRE 2018

**Every 8 minutes, we respond to a disaster.**  
American Red Cross  
HELP NOW

**Descubre las características de este 5 puertas clasificado "Top Safety Pick"**  
POR MAZDA LATINO - 07 JULIO 2018

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**WISH LIST**  
DESCUBRE MÁS

**GUÍA DE COMPRAS**  
5 fajas para esconder la barriga con cualquier tipo de ropa que te pongas para despedir el año

# Classical Charter School\_Classical Charter School\_320x50

## EL DIARIO

INGRESAR  
SUSCRIBETE

### ESTILO DE VIDA



Sueños sexuales: Dime qué soñaste y te diré qué quiere decir

ESTILO DE VIDA - 27  
DICIEMBRE 2018



Focusmate: por qué permito que extraños me espíen por webcam cuando estoy en casa

ESTILO DE VIDA - 27  
DICIEMBRE 2018

CUÁNDO 2 de enero de 5 a 6pm  
(y cada primer miércoles del mes hasta junio)



CONTENIDO PATROCINADO

Nueva York, diseñado para inspirar. Turbocargado, para ir más allá: el nuevo mazda6 del 2018

POR MAZDA LATINO - 04 JULIO 2018



Las razones por las que Google y Apple quieren ayudarte a saber cuánto tiempo pasas con tu celular

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Anuncio

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### ESTILO DE VIDA



Sueños sexuales: Dime qué soñaste y te diré qué quiere decir

**ESTILO DE VIDA** - 27  
DICIEMBRE 2018



Focusmate: por qué permito que extraños me espíen por

# Classical Charter School\_Charter School\_300x250

EL DIARIO [INGRESAR](#) [SUSCRIBETE](#)

NOTICIAS - 27 DICIEMBRE 2018

Liberan en México a segundo policía acusado de fuga de "El Chapo"

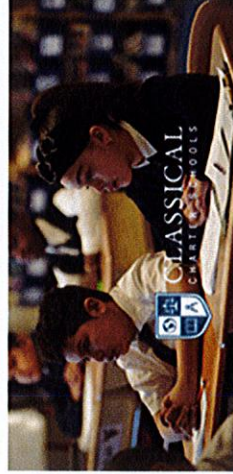


NOTICIAS - 27 DICIEMBRE 2018

Gobierno de AMLO presume reducción en el robo de combustible, cesa a funcionarios



NOTICIAS - 27 DICIEMBRE 2018



**Classical Charter Schools**, anuncia que llevará a cabo reuniones informales mensualmente para mantener a la comunidad informada de los planes de crecimiento futuros y las oportunidades académicas en su vecindario.

Volcán Popocatepetl registró x

**ZIZQUIL PURE ZZZZ** [LEARN MORE](#)

# Classical Charter School\_Classical Charter School\_300x250\_Rev\_12.28

The screenshot displays the EL DIARIO website interface. At the top, there is a navigation bar with the following elements: 'CLASIFICADOS | EMPLEOS | LOTERIA | HORÓSCOPO', 'Nueva York', 'AMLO', 'Juicio a "El Chapo"', 'Donald Trump', 'ICE', 'Adaman López', 'Subway NYC', and 'El Mundo en 2 minutos'. The main header features the 'EL DIARIO' logo, a 'SUSCRIBETE' button, and social media icons for Facebook, Twitter, and Instagram. Below the header, there are several content blocks:

- Top Left:** A promotional banner for 'CLASICAL' with the text 'CUANDO 2 de enero de 5 a 6pm (y cada primer miércoles del mes hasta junio)'. It includes an image of a person and a 'CLASICAL' logo.
- Top Right:** A 'CLASIFICADOS' section with the text 'Publica un aviso Ver todos los avisos' and a magnifying glass icon.
- Middle Left:** A news article titled 'Cena navideña terminó a puñaladas entre suegra y yerno' with the subtext 'NOTICIAS - 28 DICIEMBRE 2018'. It features a photo of a crime scene with yellow police tape.
- Middle Right:** A news article titled 'Chris Burrous, periodista de KTLA, muere después de una posible sobredosis' with the subtext 'NOTICIAS - 28 DICIEMBRE 2018'. It features a portrait of Chris Burrous.
- Bottom Left:** An advertisement for 'monday.com' with the text 'Project management is now visual' and a 'Try for Free' button. It includes a 'CONTENIDO PATROCINADO' label.
- Bottom Right:** An advertisement for Mazda3 with the text 'Mejora tus viajes diarios: nos encantan las innovaciones del Mazda3' and the subtext 'DOD MAZ79A L ATMO...07 8115 9714'. It features a photo of a Mazda3 interior.
- Far Right:** A 'GUÍA DE COMPRAS' section with the text 'Rituales de fin de año para cancelar las malas energías en el 2019' and an image of a person.

# Classical Charter School\_Classical Charter School\_300x600\_Rev\_12.28

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Ingresar | SUSCRIBETE

f t i

Donar \$25

\$25 provides a meal for 10 people\*

\*National averages

**NOTICIAS**

**Cena navideña terminó a puñaladas entre suegra y yerno**  
NOTICIAS - 28 DICIEMBRE 2018

**Chris Burrous, periodista de KTLA, muere después de una posible sobredosis**  
NOTICIAS - 28 DICIEMBRE 2018

**Mejora tus viajes diarios: nos encantan las innovaciones en el nuevo sedán Mazda3**

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Classical Charter School\_Classical Charter School\_728x90\_Rev\_12.28

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**EL DIARIO**

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Nueva York

AMLO

Juicio a "El Chapo"

Donald Trump

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Subway NYC

El Mundo en 2 minutos

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Ingresar

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Create Free Account

**CLASIFICADOS**

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Ver todos los avisos

**GUÍA DE COMPRAS**

1

Rituales de fin de año para cancelar las malas energías en el 2019

2

12 amuletos de la buena suerte según tu signo zodiacal para comenzar el 2019

3

Los perfumes más populares y que más se vendieron en el 2018

4

5 fajas para esconder la barriga con cualquier tipo de ropa que te pongas para despedir

**ENTRETENIMIENTO**



**Dos hermanas gemelas quieren casarse con el mismo hombre en Australia**

ENTRETENIMIENTO - 28 DICIEMBRE 2018



**Gal Gadot celebra el fin de rodaje de Mujer Maravilla 2**

ENTRETENIMIENTO - 28 DICIEMBRE 2018

CONTENIDO PATROCINADO



MARGO ANTONIO SOLIS

SABADO, 17 DE AGOSTO

MADISON SQUARE GARDEN

COMPRA TUS BOLETOS

**Este auto de 5 puertas no tiene nada de ordinario [Ver actualizaciones]**

POR MAZDA LATINO - 07 JULIO 2018



# Classical Charter School\_Classical Charter School\_320x50\_Rev\_12.28

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Por qué no buscar la felicidad puede ser la mejor manera de encontrarla

SALUD - 28 DICIEMBRE 2018



Dieta de enero: 5 consejos para bajar de peso fácilmente

SALUD - 28 DICIEMBRE 2018



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ENTRETENIMIENTO



Dos hermanas gemelas quieren casarse con el mismo hombre en Australia

**ENTRETENIMIENTO** - 28  
DICIEMBRE 2018



Gal Gadot celebra el fin de rodaje de Mujer Maravilla 2

**ENTRETENIMIENTO** - 28  
DICIEMBRE 2018

**CUÁNDO** 2 de enero de 5 a 6pm  
*(y cada primer miércoles del mes hasta junio)*  
**DÓNDE** 977 Fox Street, 4º Piso



La mejor forma de experimentar la emoción: comienza con este auto

**POR MAZDA LATINO** - 04 JULIO 2018



Exponen en Instagram a Miss Venezuela, finalista de Miss Universe 2018, antes de operarse la nariz

**ENTRETENIMIENTO** - 28  
DICIEMBRE 2018

# Classical Charter School\_Classical Charter School\_300x250\_Rev\_12.28

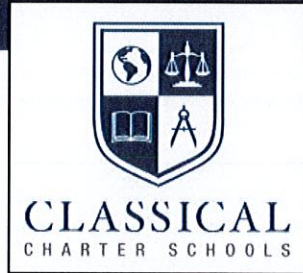
**EL DIARIO** INGRESAR SUSCRIBETE

 **Patty López de la Cerda de Azteca Deportes superó la filtración de sus fotos íntimas y así lo demuestra**  
**DEPORTES - 26 DICIEMBRE 2018**

 **Revelan detalles sobre supuesta relación de Mourinho con una amante**  
**DEPORTES - 26 DICIEMBRE 2018**

 **Los peores contratos de la NBA, temporada 2018-19**  
**DEPORTES - 26 DICIEMBRE 2018**

 **Classical Charter Schools** anuncia que llevará a cabo reuniones informales mensualmente para mantener a la comunidad informada de los planes de crecimiento futuros y las oportunidades académicas en su vecindario.



## De Cara al Futuro al Plan de Crecimiento Futuro

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**Dónde:** 977 Fox Street (4° Piso)

**Cuándo:** 2 de enero de 5 a 6pm (y cada primer miércoles del mes hasta junio)

**Quién:** El Fundador de la Escuela, Lester Long, y los Directores de las Escuelas discutirán el crecimiento de la red escolar y otros planes de desarrollo comunitario y responderán a cualquier pregunta y comentario.

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# #Narcotráfico

## ¿Quién está pagando el alto costo de la defensa de 'El Chapo' Guzmán?

**Jesús García**  
 ✉jesus.garcia@eldiariorny.com

La gran duda sigue en el aire, ¿de dónde salen los alrededor de \$5 millones que cuesta la defensa del Joaquín "El Chapo" Guzmán Loera?

En agosto de este año, el juez Brian Cogan permitió que Jeffrey Lichtman se sumara al equipo de defensa del presunto líder del Cártel de Sinaloa, luego de una batalla de la familia para demostrar de dónde obtendría el dinero lícito para cubrir los gastos.

"Finalmente se ha resuelto", dijo Lichtman cuando se dio a conocer su integración al equipo liderado entonces por ne a Eduardo Balarezo y

William Purpura. El defensor de capos -- que logró liberar a John "Junior" Gotti -- dijo que la familia de Guzmán Loera iba a cubrir su salario. "Tuvi-mos que asegurarnos de que se hiciera correctamente, con respecto a las limitaciones del gobierno". ¿Quién en particular pagará? Es un secreto.

Emma Coronel, la esposa de "El Chapo", afirmó nerviosa en una entrevista en Telemundo que tiene negocios que le permiten vivir, pero no habló del pago de la defensa de su marido.

"¿Tu pregunta es que si tengo dinero legal... negocios legales?", fue la respuesta a Rebeka Smyth, cuando la cuestionó de qué vivía.

La esposa del líder del Cártel de Sinaloa pensó un instante su respuesta mientras arrastró una frase "Este... tenemos negocios". Luego afirmó que no podía ahondar en el tema. "Negocios de los que... no te puedo hablar de ellos".

El diario El País, que ha seguido el juicio desde el comienzo, se hace la misma pregunta, al tiempo que destaca que los bienes de Guzmán Loera están embargados.

"Cómo paga 'El Chapo' a sus abogados es una incógnita. Se calcula que financiar la defensa de un caso de este calibre puede costar cinco millones de dólares... y los bienes del acusado, de

### La defensa del capo

La defensa del Chapo la dirige el abogado de origen ecuatoriano Eduardo Balarezo, custodiado por el experto en interrogatorios William Purpura y el neoyorquino Jeffrey Lichtman, un caro equipo que debe pagar 'El Chapo'.



**Ni la familia de "El Chapo" ni sus abogados revelan quién paga los gastos.**

61 años, han sido embargados", indica el diario.

Balarezo ha defendido a otros personajes polémicos relacionados con la delincuencia -incluido a Alfredo Beltrán Leyva, uno de los líderes y fundadores del cartel que lleva su apellido- es un abogado conocido, lo mismo que Lichtman y Purpura, quien ha liderado los cuestionamientos a los testigos. Sus salarios no son bajos.

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### Bienes embargados

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Florida y el Departamento de Justicia.

"Los tres abogados tienen bufetes independientes. Pero existe mucha relación entre Balarezo y Purpura desde 2004", indica El País que cuestiona posible conflicto de interés, debido a que Balarezo ha defendido gente mencionada en el "juicio del siglo" que se desarrolla en Brooklyn.

Los tres defensores saben lo que hacen. "Si piensas que lo sabes todo, estás perdido", advierte Balarezo. ¿Quién les pagará? Ninguno se atreve a revelarlo. ●



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# #Narcotráfico

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## NY Launches Solar Program

New York Set To Give Solar Panels To Middle-Class Families At Little To No Down

Green Energy Tribune



Proposal good for 2 weeks from date



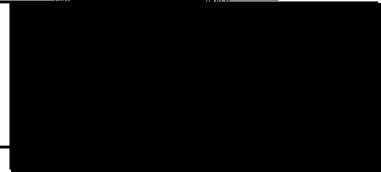
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NEW YORK (RAINBOW) DMA RPT Oct18 DMA Nielsen NHI Live+7

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 Advertiser: Classical Charter Schools  
 Product: Education  
 Sched Dates: 12/26/18 - 01/02/19

Lengths: 30  
 Dayparts: RT



All-Wks Avrg	Notes	Rate \$\$/00	Unit/ Wk	Unit Tot	Unit Dur	Wk 1 - Wk 2
						Households
						Prog Name
NEW YORK (RAINBOW) DMA RPT Oct18 DMA Nielsen NHI Live+7		\$700.00		1		
0807.		\$700.00		1		
NWBX-TV		\$700.00		1		Not Insertable
M-Su 3a-3a	100,000 Imp Banners on News12bronx.com	\$700.00	1	1	30	>News12.com
<b>Total</b>		\$700.00		1		

**Broadcast Month Costs - Grand Total**

Month	Gross Cost	Total Units
12/2018	\$0	0
01/2019	\$700	1
<b>Total</b>	\$700	1

This report has been prepared using STRATA NuMath research.  
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Adjustments: Network Insertability and Network Carriage have been factored into calculations.  
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## Proposal good for 2 weeks from date

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12. All obligations and liabilities of Advertiser and Agency hereunder shall be joint and several.
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## Leena Gyftopoulos

---

**From:** Jupiter Ed <[REDACTED]>  
**Sent:** Wednesday, January 02, 2019 3:15 PM  
**To:** Leena Gyftopoulos  
**Subject:** Joshua Weld-Wallis — New Schools for 2020

**Reply**

### New Schools for 2020

Hello Families,

Our network, Classical Charter Schools, is hoping to open two new schools in the South Bronx by 2020! We are applying for these two new charters right now, so we'd like some feedback from you. We remain committed to meeting the needs of the families and scholars that are a part of our community, so your input is vital. If you'd like, please respond with how you think we're doing so far (the good and the bad) and give us any advice for what you'd like to see in these two new potential Classical charter schools in the South Bronx.

Thank you,  
Joshua Weld-Wallis

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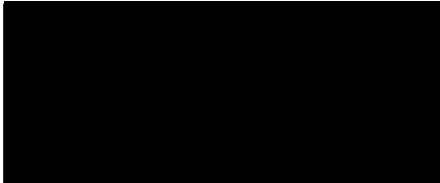
## Leena Gyftopoulos

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**From:** Joshua Weld-Wallis  
**Sent:** Thursday, January 03, 2019 12:42 PM  
**To:** Leena Gyftopoulos  
**Subject:** FW: Amina Karimou — New Schools for 2020

Application feedback note

Joshua Weld-Wallis  
Operations Manager & SLA Director  
South Bronx Classical Charter School II



**From:** Jupiter Ed [redacted]  
**Sent:** Thursday, January 3, 2019 12:01 PM  
**To:** Joshua Weld-Wallis [redacted]  
**Subject:** Amina Karimou — New Schools for 2020

**Reply**

### **New Schools for 2020**

Good morning and first happy New Years to you .for now you Gus are doing good the only thing is the hours plus homework for the kindergarten for exemple we wake up at 5 M for the bus and they comeback at 5:30 pmhome and à home .evey morning to wake thème up is a problem . we love the school and the good job they doing for our children thanks .

[Unsubscribe](#)

## Leena Gyftopoulos

---

**From:** Joshua Weld-Wallis  
**Sent:** Thursday, January 03, 2019 8:56 AM  
**To:** Leena Gyftopoulos  
**Subject:** FW: Brianna Reid - Parent of [REDACTED] - New Schools for 2020

Application feedback

Joshua Weld-Wallis  
Operations Manager & SLA Director  
South Bronx Classical Charter School II

[REDACTED]

**From:** Jupiter Ed [REDACTED]  
**Sent:** Wednesday, January 2, 2019 4:07 PM  
**To:** Joshua Weld-Wallis [REDACTED]  
**Subject:** Brianna Reid - Parent of [REDACTED] - New Schools for 2020

**Reply**

### New Schools for 2020

Hello! I would really love to attend the upcoming meeting but I do not think I will be able to leave work early. I do have a few things I would like to say about the school and I would also like to add my idea for the proposed new school. First i want to state that I have seen a huge improvement in my older child Anaiyah Sankey. She was struggling in her previous school when it came to discipline and completing her assignments but she does not have that problem anymore. I love that i have open communication with the teachers via Jupiter and they are always quick to respond. The only issue we seem to be having is with my younger child Shane and I simply think that while the structure of the classes is great for some students, it does not work for all. Every child is different and she may not be the type to benefit from it but we still appreciate all of the effort. I am hoping that you will consider adding another area for middle school to the south Bronx. I would love for my older children to attend an SBC school as well but distance is definitely a factor as i do not have time to make two school drop offs and pick ups so far apart. I would also hope that we can see more chances to gain access to after school activities and for some of the younger kids. Keep up the great work! I absolutely love the progress that I am seeing and I love how easy it is to talk to your staff.

Sincerely,  
Brianna Reid

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**CLASSICAL**  
CHARTER SCHOOLS

January 2, 2019

We are excited to share our plan to expand Classical Charter Schools by starting two new schools in the South Bronx by 2020. We welcome your input, comments and questions to ensure we meet the needs of our community. Please fill out the form below to share your thoughts.

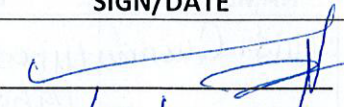
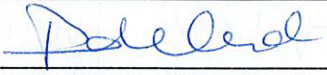
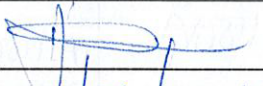


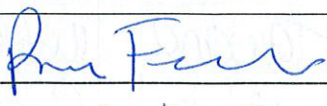
NAME (print)	EMAIL	COMMENT	SIGN/DATE
Jai Bhikam	[REDACTED]	Great school excited for the new school	x: Date: 01-04-2019
Rajana Jones	[REDACTED]	Great job with the students	x: Date: 1-4-19
Mona Aly	[REDACTED]	Awsome school Appreciate the school	x: Date: 1-4-19
Luisanna villa	[REDACTED]		x: Date: 1/4/19
	[REDACTED]		x: Date: 1/4/19
Dejia Voss	[REDACTED]		x: 1/3/19 Date: _____



**CLASSICAL**  
CHARTER SCHOOLS

January 2, 2019

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NAME (print)	COMMENT	SIGN/DATE
Ese Enad ghe	Perfect	x:  Date: 1/3/2019
Adelaida Munoz	Awesome	x:  Date: 1/7/2019
Jenni Ricker	great	x:  Date: 1/7/2019
Elizette Casiano		x:  Date: 1/7/2019
Mamadou Diatta	nice building & community	x:  Date: 1/7/19
Ricky Fernandez		x:  Date: 1/7/2019



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CHARTER SCHOOLS

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Kenia Lara			x: <u>Kenia Lara</u> Date: <u>01/07/2019</u>
Freddy Merlo			x: <u>Freddy Merlo</u> Date: <u>1/07/19</u>
Christelle Kodjars			x: <u>[Signature]</u> Date: <u>1/7/19</u>
Jasita Samasi			x: <u>Jasita Samasi</u> Date: <u>1/7/19</u>
Fatoumata Barrie			x: <u>[Signature]</u> Date: <u>1-7-19</u>
Alexis Vaquero			x: <u>Alexis Vaquero</u> Date: <u>1-7-19</u>



**CLASSICAL**  
CHARTER SCHOOLS

January 2, 2019

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e

NAME (print)	EMAIL	COMMENT	SIGN/DATE
Aisha f. Carmen		very structured but worth it. Very nice everything	x: <u>[Signature]</u> Date: <u>Carmen Diaz</u>
Jos Indygar		Very nice with the discipline, and with the teaching.	x: <u>[Signature]</u> Date: <u>1-3-19</u>
Amunda Mohammed		Love the routine and structure. Great learning environment.	x: <u>[Signature]</u> Date: <u>1/3/19</u>
Jessica Lopez		Very structured, organized with high standards, much needed in the community	x: <u>[Signature]</u> Date: <u>1-3-19</u>
GEORGE TINERIKY		A lot of discipline and respect. It is much needed in the community	x: _____ Date: _____
Alisha Daria			x: <u>[Signature]</u> Date: <u>1-3-19</u>



# CLASSICAL CHARTER SCHOOLS

January 2, 2019

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Cecilia Lebron			x: Date: 1/3/19
Tazul Chowdhury		It's nice to know about new school around BRONX.	x: Date: 01/03/19
Jeffrey Williams			x: Date: 1-3-19
Chris Sosa		Keep it up!	x: Date: 1/3/19
Jamie Maldonado		Great	x: Date: 1-3-19
Giselle Molina		Good	x: Date: 1.3.19.





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CHARTER SCHOOLS

January 2, 2019

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
O. Almonk		Good school	x: <u>(OW)</u> Date: <u>01-02-19</u>
J. Febrés			x: <u>JFC</u> Date: <u>1-2-19</u>
Katherine Rodriguez		Great School, Amazing teachers + staff	x: <u>Katherine R</u> Date: <u>1-2-19</u>
Adam Lopez		good school	x: <u>A.L</u> Date: <u>1-2-19</u>
Deren Austin		great school	x: <u>D. Austin</u> Date: <u>1/2/19</u>
Taneka T. Kelly		Great school	x: <u>T. Kelly</u> Date: <u>1/2/19</u>



**CLASSICAL**  
CHARTER SCHOOLS

2 de enero de 2019

Nos complace compartir nuestro plan para ampliar las escuelas autónomas clásicas al comenzar dos nuevas escuelas en el sur del Bronx para 2020. Agradecemos sus comentarios, preguntas y preguntas para asegurarnos de satisfacer las necesidades de nuestra comunidad. Por favor complete el siguiente formulario para compartir sus pensamientos.

Nombre	CORREO ELECTRONICO	COMENTARIO	FIRMA / FECHA
Shirley Abelino <del>Radhamos</del>	[REDACTED]	Buena elección <del>5/2</del>	x: Shirley Abelino Date: 1/2/19
Radhamos	[REDACTED]	bien	x: Radhamos Date: 1-2-19
Gloria Guillera	[REDACTED]	[REDACTED]	x: [REDACTED] Date: 01/3/19
Abicia	[REDACTED]	Muy bien	x: [REDACTED] Date: 01/3/19
			x: _____ Date: _____
			x: _____ Date: _____



**CLASSICAL**  
CHARTER SCHOOLS

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Ramona Soto	[REDACTED]	Seia bueno otra escuela habria más oportunidad para (tu)	x: <u>Ramona Soto</u> Date: <u>01/3/2019</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



**CLASSICAL**  
CHARTER SCHOOLS

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Nombre	CORREO ELECTRONICO	COMENTARIO	FIRMA / FECHA
Mariela	[REDACTED]	es una buena para idea para los niños	x: <u>[Signature]</u> Date: <u>01/04/18</u>
Carmen Daiz	[REDACTED]	Very Good Everything	x: _____ Date: <u>01/09/19</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



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CHARTER SCHOOLS

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
E. Padilla			x: <u></u> Date: <u>01-4-19</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____

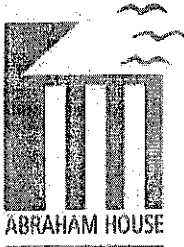


**CLASSICAL**  
CHARTER SCHOOLS

January 2, 2019

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Ben Powell	[REDACTED]	Community School Where one close to home is good.	x: <u><i>Ben Powell</i></u> Date: <u>1/3/2018</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



**A Place of Hope**  
*Breaking the Cycle*  
*of Incarceration*

**January 3, 2019**

**To whom it may concern,**

**It is with pleasure that I write this letter on behalf of Abraham House in support of South Bronx Classical Charter School's proposal to expand their capacity to serve more youth in the South Bronx community, in which we both serve.**

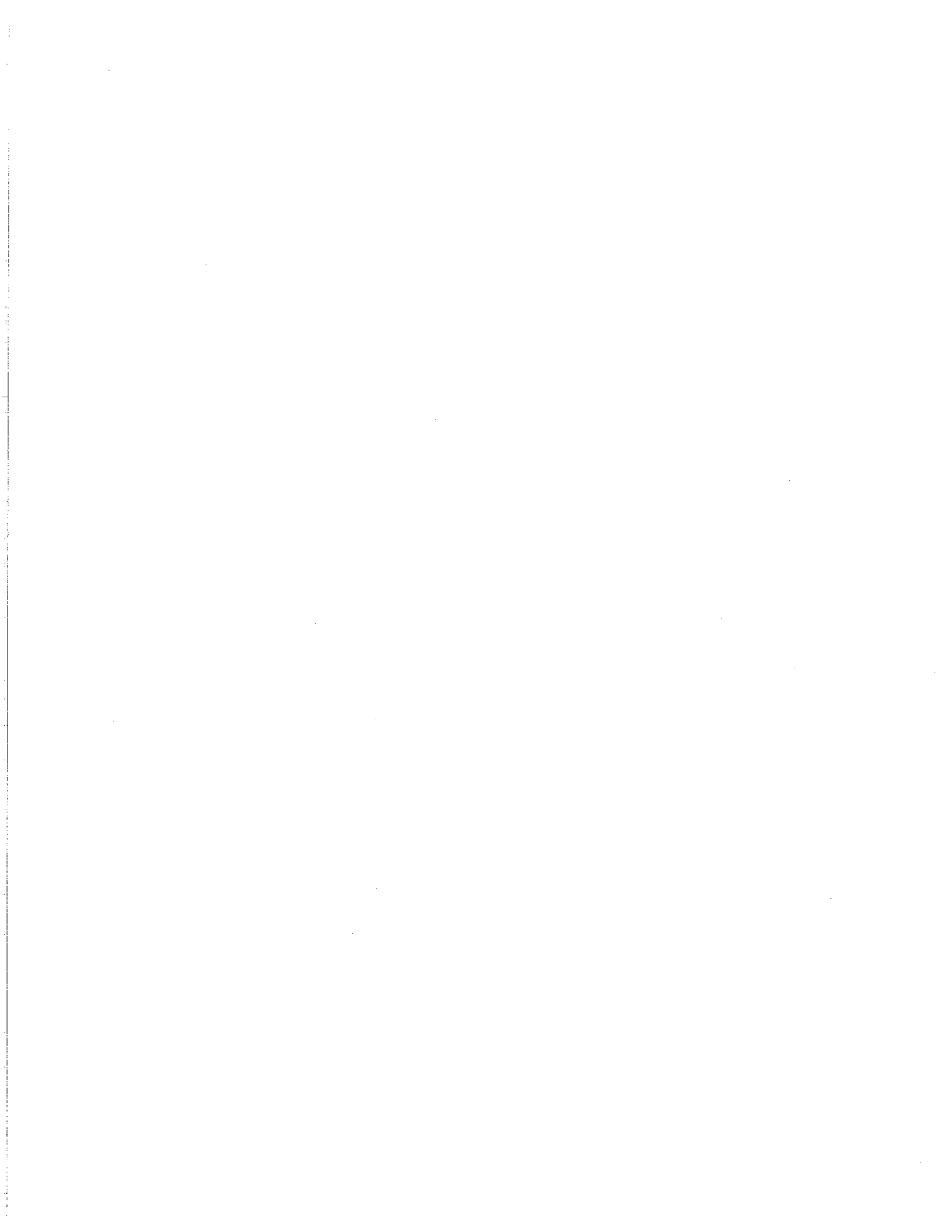
**Abraham House is a non-profit organization located in Mott Haven providing holistic services to at-risk youth, and adults and families whose lives have been affected by incarceration. We have a robust afterschool program that optimizes our youth's developmental, educational and social emotional learning experiences from kindergarten to 12<sup>th</sup> grade. We have developed strong partnerships with schools, youth service organizations, and constituents over the years with whom we continue to collaborate vigorously to build and foster a solid foundation for our youth to transition into successful adults. South Bronx Classical Charter's esteemed approaches and diligent work is tremendously benefiting our youth and community, thus they will have the capacity to contribute far greater with their proposed expansion.**

**Abraham House looks forward to continuing and increasing our collaboration with South Bronx Classical Charter and providing vibrant serves to our youth in the South Bronx.**

**If I can be of further assistance please contact me a**

**Yours truly,**

**Althea Brooks**  
**Executive Director**





# SHELTERING 18 ARMS 31

Children and Family Services

January 7, 2019

Joselyn Urena  
Senior Case Planner  
412 E. 147<sup>th</sup> Street  
Bronx, NY 10455



Mr. Ganaganayagam  
South Bronx Classical Charter School II  
333 E. 135<sup>th</sup> Street  
Bronx, NY 10454

To Whom It May Concern,

My name is Joselyn Urena and I'm the Senior Case Planner at a foster-care agency, Sheltering Arms Children and Family Services. I have been working at Sheltering Arms since August, 2013. In my multiple positions at my agency I have witnessed a lot of children and adolescents in very unfortunate situations and not feeling at "home." Providing emotional support and warmth is extremely important in the work we do here at Sheltering Arms.

For the past two years I have had the privilege of working with South Bronx Classical Charter School's Pajama Program. I can attest from personal experience, from the support of the staff and the immense amount of happiness that this program has brought to so many families is priceless. I could humbly and proudly say that Sheltering Arms has received over 350 sets of pajamas. Each child at our agency has had a pair of either their favorite super-hero or Disney character providing them with happiness, comfort, and warmth. That is priceless and heartwarming.

main: 212.675.1000    fax: 212.989.1132    305 7th Avenue, New York NY 10001

ShelteringArmsNY.org     ShelteringArmsNY     @ShelteringArmsNY

# SHELTERING 18 ARMS 31

I am

Children and Family Services

beyond

happy that there are programs that support children in need and ways to offer additional support to families. In addition, the Pajama Program has provided the agency with at least

100 books and the excitement on the children and parents' and caretakers' faces is incredible.



Perhaps the Pajama Program is not a universal concept for some, but for families in need and children who feel "lost" it serves a universal smile and warmth.

Respectfully Submitted,



Joselyn Urena  
Senior Case Planner

main: 212.675.1000 fax: 212.989.1132 305 7th Avenue, New York NY 10001

ShelteringArmsNY.org  ShelteringArmsNY  @ShelteringArmsNY

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# THE PARENTING TRAINING NETWORK

515 Mount Prospect Avenue (STE: 9F) Newark N.J. 07104 (347) 210-0823

January 4<sup>th</sup>, 2019

To whom it may concern:

RE: Endorsement of Mr. Long and the Classical charter schools expansion in district Seven and Nine

All children deserve to have quality educators who provide an atmosphere conducive to learning. I highly recommend and endorse a comprehensive educational approach offered by Classical Charter Schools. CCS offers a learning environment where students are motivated and exhibit self-discipline to become lifelong learners, pride in their achievement sets the tone for future success in society.

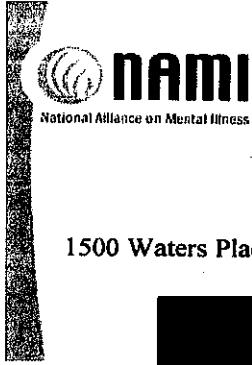
Classical Charter Schools work closely with parents and families they are a part of a team of support and encouragement to each student. The family support that Classical Charter Schools offers encourages students to use their time constructively, to stay away from the streets and lift their sights to higher achievements made by their forbearers who overcame adversity. Classical Charter Schools inspires progress and hope for children who have the potential to no longer be victims of benign neglect.

It is with great pride and encouragement that the Parenting Training Network supports and will continue to support the development of Classical Charter Schools.

Sincerely,

C. Shields, Program Director  
The Parenting Training Network





1500 Waters Place

Tel: (718) 862-4828

86

Ms. Paulina Magnetti,  
Executive Director  
Bronx Provider Consumer Alliance, Inc.  
3355 Country Club Road  
Bronx, NY 10465

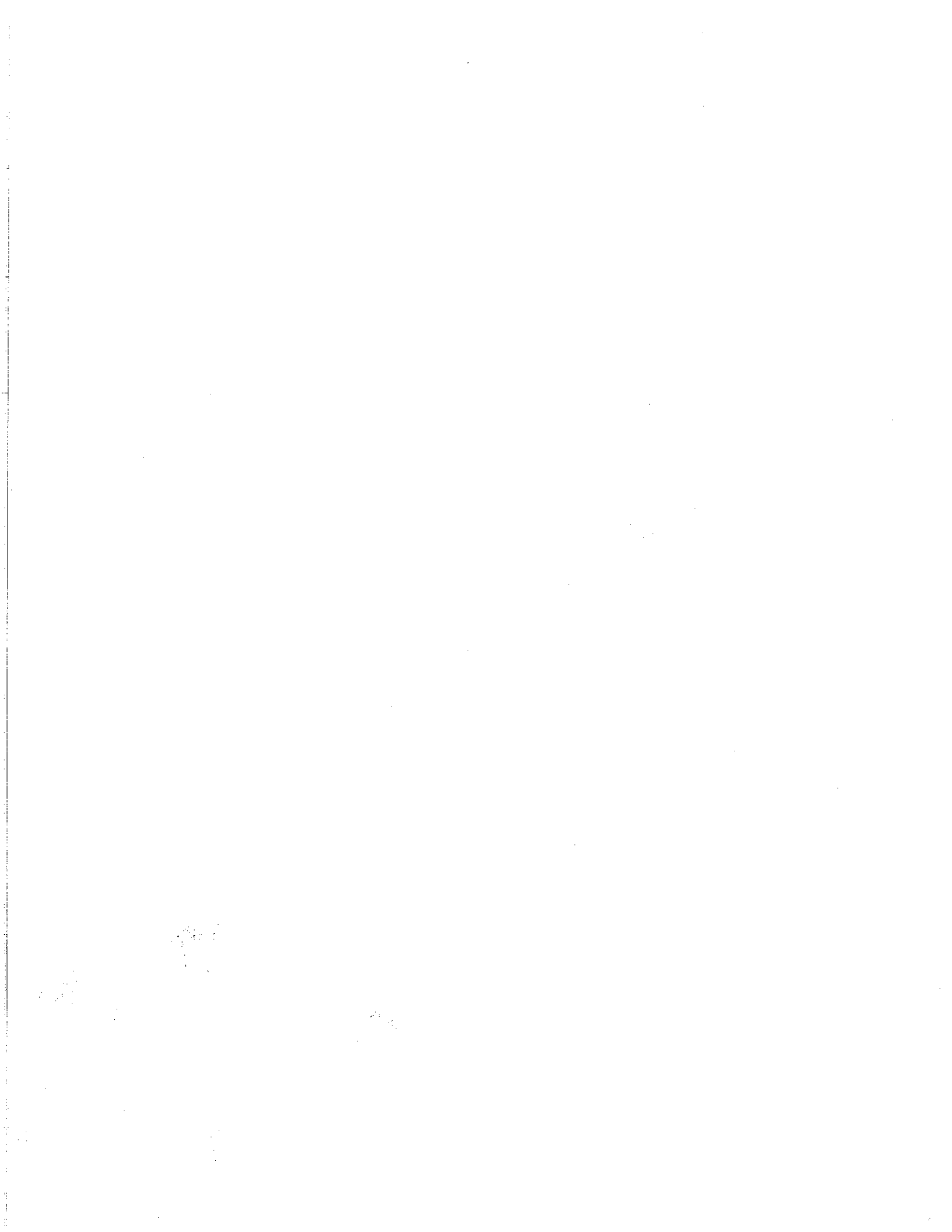
**RE: Endorsement of Mr. Lester Long and the Classical Charter Schools Expansion in Districts 7 and 9**

All children deserve to have quality educators who provide an atmosphere conducive to learning. I highly endorse a comprehensive educational approach offered by Classical Charter Schools. CCS offers a learning environment where scholars are motivated and exhibit self-discipline to become lifelong learners; pride in their achievement sets tone for future success in society.

Classical Charter Schools work closely with parents and families; they are a part of a team of support and encouragement to each scholar. The family support that Classical Charter Schools offers encourages scholars to use their time constructively, to stay away from the streets and lift their sights to higher achievements made by their forebearers, who overcame adversity. Classical Charter Schools inspires progress and hope for children who have the potential to no longer be victims of benign neglect.

Respectfully,

Ms. Paulina Magnetti  
Executive Director





# CLASSICAL CHARTER SCHOOLS

## LEADERSHIP

LESTER LONG  
FOUNDER & EXECUTIVE DIRECTOR  
SCHOOL DIRECTOR, SBCCS

LEENA GYFTOPOULOS  
SCHOOL DIRECTOR, SBCCS II

REBECCA GEARY  
SCHOOL DIRECTOR, SBCCS III

SOUTH BRONX CLASSICAL CHARTER SCHOOL II  
333 EAST 135<sup>TH</sup> ST.  
BRONX, NY 10454  
PHONE: 718-292-9526  
FAX: 718-732-2945  
[WWW.SOUTHBRONXCLASSICAL.ORG](http://WWW.SOUTHBRONXCLASSICAL.ORG)

Monday, January 07, 2019

## BOARD OF TRUSTEES

C. STEPHEN BALDWIN, CHAIR

KATHRYN MOORE HELENIAK,  
VICE CHAIR

MELISSA BROWN, TREASURER

J. KEVIN MURPHY, SECRETARY

INGRID BATEMAN

LOUISA CHILDS

WILLIAM F. HIGGINS

LAURENCE HIRSCH

JAMES MAHER, JR.

To Whom It May Concern,

My name is Mayra and I support the application of Classical Charter Schools to open up more schools in the South Bronx. I have lived across the street from the South Bronx Classical Charter School 2 ever since they opened and have been involved with many of the kids that attend that school. I babysit for some families and help make sure their children are doing the right thing. I have gotten to know the teachers and staff and they are doing all they can for our children. The commitment and dedication these teachers have shown is amazing. I regularly recommend to my friends that they send their kids to this school as well. Please accept their application to open more schools in my neighborhood.

Thank you,

MAYRA PELLET

## LOCATIONS

SOUTH BRONX CLASSICAL I  
977 FOX STREET  
BRONX, NY 10459  
718 860 4340

SOUTH BRONX CLASSICAL II  
333 E. 135TH STREET  
BRONX, NY 10454  
718 292 9526

SOUTH BRONX CLASSICAL III  
3480 THIRD AVENUE  
BRONX, NEW YORK 10456  
929 285 3025

[CLASSICALCHARTERSCHOOLS.ORG](http://CLASSICALCHARTERSCHOOLS.ORG)

CLASSICAL CHARTER SCHOOLS PREPARE K-8TH GRADE STUDENTS IN THE SOUTH BRONX TO EXCEL IN COLLEGE-PREPARATORY HIGH SCHOOLS. THROUGH A CLASSICAL CURRICULUM AND HIGHLY STRUCTURED SETTING, STUDENTS BECOME LIBERATED SCHOLARS AND CITIZENS OF IMPECCABLE CHARACTER WHO ACHIEVE PROFICIENCY IN AND ADVANCED MASTERY OF NEW YORK STATE PERFORMANCE STANDARDS.



**East Side House  
SETTLEMENT**

Dear South Bronx Classical Charter School 2,

I just want to say from us at east side house we are grateful for your partnership with us over the last couple of years. You've helped us enroll numerous of children into our afterschool program and also helped us maintain a positive safe environment. I truly hope you'll find success in whatever new environment you guys will be in. I highly recommend you to whomever you decide to partner with as a staff and school base.

Sincerely,

Jason Carter

Evening Program Director

Mitchel Community Center





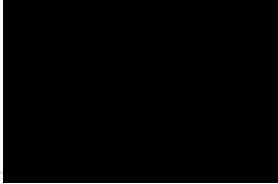
# Table 1: Applicant Group Additions and Deletions

Last updated: 01/09/2019

---

**Have you made any changes  
(additions or deletions) to the  
applicant group after the  
submission of the LOI?**                      No

## Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/S kills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Ben Arabia 	Maverick Capital & Trustee, CCS	Applicant Group Member / Finance, Fundraising	Trustee	Finance	
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

## New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

The newly added member has NOT ever applied to this or another charter entity to open this proposed school or another charter school.

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

**ATTACHMENT 5a: 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, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

---

**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

Member Name: BENJAMIN ARABIA

Proposed Charter School Name: South Bay Classical I

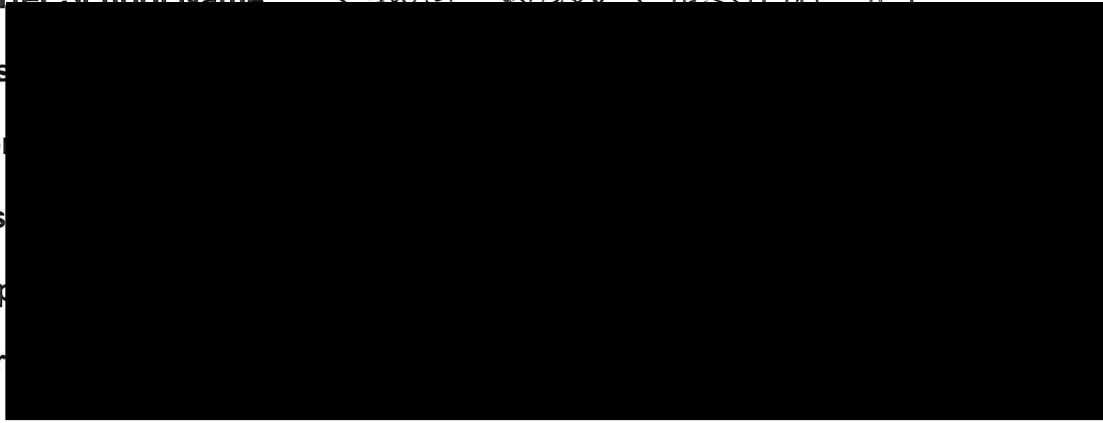
E-Mail Address

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. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. *Through school director Lester Long*

3. 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.

4. 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**

5. Please provide a personal statement regarding the experience and skills that you bring to the table. *Passionate about education. Background in finance.*
6. 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).  
*Support the school as best I can.*
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

*Benjamin Arabia*

Printed Name

  
Signature

*1/8/2019*

Date

**Background Information—Proposed Board of Trustees Only**

8. 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.

9. Please indicate whether 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).

10. 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.

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

Member

12. Please explain why you wish to serve on the board.

*I believe in the mission and believe I can add value.*

13. 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):

*South Bronx Classical School I-IV*

### Conflict of Interest - Proposed Board of Trustees Only

14. 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:

15. 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:

16. 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:

17. 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.

18. 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.

19. 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.

20. 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

21. 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.

*Notify board and NPS ED.*

22. 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**

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

*Prepare K-8 grade students in South Bronx to excel in life.*

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

*Data-driven curriculum.*

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

- Strong test scores*
- Well-rounded individuals*
- Strong community relations*



**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, BENJAMIN ARABIA (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

1/8/2019  
\_\_\_\_\_  
Date

# BENJAMIN P. ARABIA

## INDUSTRY EXPERIENCE

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**Maverick Capital**, New York, NY

**2012 - Present**

*Senior Analyst* | Media and Telecommunications

**Primary analyst on 4-person sector team (1 of 5 sectors at Maverick). 4+ years of investment experience focused on Media, Cable, Satellite, Internet Infrastructure, Internet, Broadcast, and Global Telecom**

- Led 50+ independent investment processes
- Currently responsible for ~1/2 of Media and Telecommunication group's positions
- Have developed deep and detail-oriented investment process: conduct in-depth diligence, build out detailed models, meet regularly with company management teams and maintain strong industry contacts
- Monitor positions to ensure sizing reflects news flow, near-term catalysts, and valuation parameters
- Develop close relationships with senior management across sector and with relevant industry contacts and service providers
- Investment scope has spanned geographies: 60% North America, 30% Europe, 10% EM
- Focus on identifying structural change happening at an industry, company, or product level

**Morgan Stanley**, New York, NY

**2011 - 2012**

*Investment Banking Analyst* | Media and Communications

- Developed accretion/dilution, exchange ratio, discounted cash flow, leveraged buyout, precedent transactions, and public comparables models/analyses to support transaction advisory
- Collaborated with client management teams, senior bankers, and internal departments to advance transaction process, specifically in terms of valuation, financing, structuring, and strategy

*Investment Banking Summer Analyst* | Media and Communications

**Summer 2009 | Summer 2010**

- One of six sophomores accepted into sophomore internship program; accepted offer to return for junior summer

*Selected Transaction Experience:*

**Advisor to Strategic on Acquisition of an Internet Infrastructure Firm**

- Modeled accretive/dilutive effects and ownership implications of acquisition, including detailed valuation of target
- Created comprehensive overview of internet infrastructure industry trends and potential opportunities for synergies through consolidation

**Sell-side Advisor to Media Company**

- Constructed bid analyses for company's management team that included valuation through DCF, LBO, and comparables
- Managed due diligence process by chairing calls between bidders and client, updating client daily on high priority diligence items, and speaking with company management about diligence concerns

**The Weinstein Company**, Los Angeles, CA

**Summer 2008**

*Summer Analyst* | Acquisitions Department, Film Studio

- Assessed the commercial viability of 12 scripts and independent films by researching and presenting information regarding marketability, production quality, and potential profit of each film

## EDUCATION

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**Harvard University, Harvard College**, Cambridge, MA

**Fall 2007—Spring 2011**

- A.B., Sociology | Focus on social entrepreneurship and for-profit microfinance
- SAT 2250: M 790 W 750 CR 710 | GPA 3.6 / 4.0
- Students Taking on Poverty (Executive Board), Veritas Financial Group, Harvard Investment Association

**M.I.T.-Sloan**, Cambridge, MA (Cross-registered)

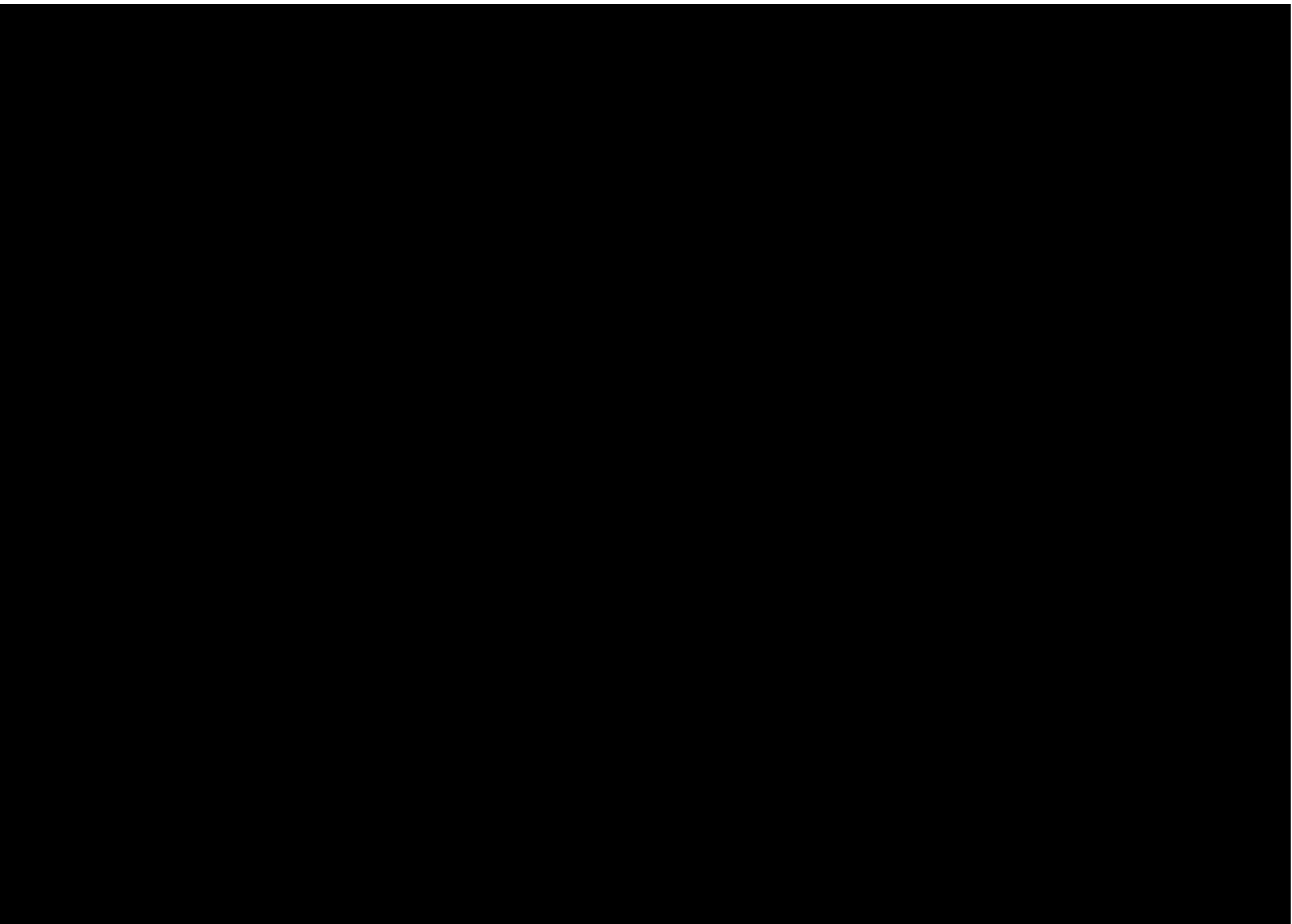
**Fall 2010—Spring 2011**

- GPA 4.0 / 4.0 | Corporate Financial Accounting (A+), Finance Theory (A), Finance: Technologies and Markets (A)

## PERSONAL

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*Interests:* Film, Soccer, Creative Writing, Texas Hold 'Em Poker, Golden State Warriors (Oakland native)



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