



CLASSICAL
CHARTER SCHOOLS

| APPLICATION SUMMARY | |
|---|--|
| Charter School Name | South Bronx Classical Charter School IV ("SBCCS IV") |
| Application History | The Lead Applicant and Founding Group previously applied for the charters for South Bronx Classical Charter School in November 2005, which was approved in December 2006; South Bronx Classical Charter School II in February 2012, which was approved in June 2012; South Bronx Classical Charter School III in March 2014, which was approved in November 2014; and South Bronx Classical Charter School IV, which the Lead Applicant and Founding Group withdrew their application on May 13, 2016 to resubmit during Round 2 for 2016. |
| Board Chair Name | Charles Stephen Baldwin |
| Board Chair Email Address | [REDACTED] |
| Board Chair Telephone Number | [REDACTED] |
| Public Contact Name | Lester Long/Samuel Wilder |
| Public Contact Email Address | newcharter@southbronxclassical.org |
| Public Contact Telephone Number | 718-860-4340 |
| District of Location | Proposed to be in the South Bronx (Districts 9, 7, 12 ,8 , 11) |
| Opening Date | August 16, 2017 (Third Wednesday of August) |
| Proposed Charter Term | Issuance through June 30, 2022 |
| Proposed Management Company or Partners | Existing Education Corporation – Classical Charter Schools (SBCCS I, II, & III) |
| Projected Enrollment and Grade Span for Indicated Years | Year 1: K-1 (124 Scholars) |
| | Year 5: K-5 (372 Scholars) |
| Mission Statement | South Bronx Classical Charter School IV prepares K-8 th 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. |

Brief Summary:

SBCCS IV will closely resemble the school model of South Bronx Classical Charter School I, II, and III (together “Classical Charter Schools”). 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.

The school’s objectives seek to offer structure, academic rigor, and “college ready” curricula to ensure college and career readiness through academic and ethical knowledge and skill.

The school’s instructional leadership will include the Executive Director and the Director of Curriculum and Instruction, and each grade will have a Grade Team Leader, who will be charged with curricular refinement, observing and improving teachers in his or her grade, holding grade team meetings, and reporting to the Executive Director. This system provides organizational stability and a leadership pipeline for teachers to become Directors of Curriculum and Instruction, Literacy and Math coaches, or Deans of Students.

The school’s target population is the families of the South Bronx, particularly in the Longwood, Mott Haven, Hunts Point, Morrisania, and surrounding neighborhoods. These areas are highly diverse, and thus demographic statistics vary greatly. Generally, however, the target population resides in areas in profound need of improved educational outcomes.

SBCCS IV will partner with SBCCS I, II, and III for a variety of services, including professional development, bookkeeping, curriculum, and human resources.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name **South Bronx Classical Charter School IV**

Proposed School Location (District) **9, 7, 12, 8, and 11**

Name of Existing Education Corporation (if applicable) **Classical Charter Schools (SBCCS I, II, & III)**

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

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

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;

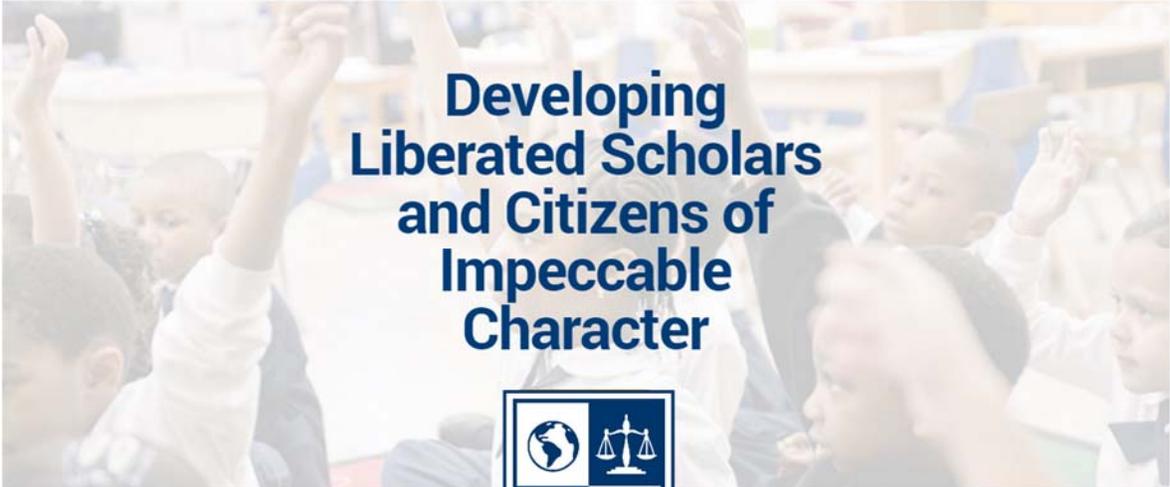
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted; and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.

I, **Charles Stephen Baldwin**, hereby certify that the information submitted in this Full Application to establish **South Bronx Classical Charter School IV** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

A handwritten signature in cursive script that reads "C. Stephen Baldwin". The signature is written in black ink on a white background.

Date: 8/16/2016



**Developing
Liberated Scholars
and Citizens of
Impeccable
Character**



CLASSICAL
CHARTER SCHOOLS

**CHARTER APPLICATION FOR
SOUTH BRONX CLASSICAL
CHARTER SCHOOL IV**

Submitted by: Lester Long

August 16, 2016

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

A. Mission Statement and Objectives

Mission Statement: “South Bronx Classical Charter School IV 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.”

The general objectives of South Bronx Classical Charter School IV 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 a nationally-normed Reading and Math tests.

SBCCS IV 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 IV 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”), and South Bronx Classical Charter School III (“SBCCS III”). 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, or Deans of Students.

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 IV 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 IV 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 IV will recruit teachers from a variety of sources, including critical networking with such organizations as Teach For America, New Leaders for New Schools, 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 Extended Time Schools.

Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS IV 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 IV will closely resemble the school model of the three 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 100th percentile on the New York City Progress Report. In 2014, it was 93rd percentile. Ranked by pass rate above its Community School District, the New York City Charter School Center ranks SBCCS as 8th in Math and 3rd in ELA across the city’s 164 charter schools with 3-8 testing grades. The school has been the highest performing elementary school in District 12 for over five years and among New York State’s most fiscally strong non-CMO charter schools, receiving clean audit letters for seven years.

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

| TOP 20 NYC CHARTER SCHOOLS (OUT OF 164) | | |
|---|--|--------------------------|
| SORTED BY 2015-2016 PASS RATE OVER HOME DISTRICT | | |
| | | Average Pass Rate |
| 1 | Success Academy Charter School - Bronx 1 | 72.1% |
| 2 | South Bronx Classical Charter School | 66.6% |
| 3 | Success Academy Charter School - Crown Heights | 65.9% |
| 4 | Success Academy Charter School - Harlem 2 | 65.8% |
| 5 | Success Academy Charter School - Bronx 2 | 65.5% |
| 6 | Success Academy Charter School - Bronx 3 | 64.1% |
| 7 | Success Academy Charter School - Harlem 5 | 63.4% |
| 8 | Family Life Academy Charter School II | 62.5% |
| 9 | South Bronx Classical Charter School II | 60.9% |
| 10 | Success Academy Charter School - Bed Stuy 1 | 58.7% |

The following charts summarize CCS's success compared to the other 13 charter school networks:

| NYC CHARTER SCHOOL NETWORKS PASS RATES | | | | | | |
|---|----------------------------------|--------------|--|-------------|----------------------------------|--------------|
| Rank | Network | ELA | | Rank | Network | Math |
| 1 | Classical Charter Schools | 82.0% | | 1 | Success Academies | 94.1% |
| 2 | Success Academies | 81.6% | | 2 | Classical Charter Schools | 83.1% |
| 3 | Icahn | 63.1% | | 3 | Icahn | 69.6% |
| 4 | Family Life Academies | 50.0% | | 4 | Achievement First | 65.1% |
| 5 | Achievement First | 49.4% | | 5 | Uncommon Schools | 56.5% |
| 6 | Uncommon Schools | 45.5% | | 6 | KIPP | 54.9% |
| 7 | KIPP | 45.4% | | 7 | Manhattan | 50.6% |
| 8 | Public Prep | 45.1% | | 8 | Family Life Academies | 47.7% |
| 9 | Manhattan | 43.3% | | 9 | Ascend Learning | 41.1% |
| 10 | Ascend Learning | 39.6% | | 10 | Democracy Prep | 41.0% |

C. Enrollment, Recruitment, and Retention

Enrollment

To create a strong school culture in a gradual and deliberate manner, SBCCS IV will open with 62 scholars in kindergarten and 62 scholars in first grade (three classes of 20-21 students each, per grade). If a facility of sufficient size become available, in the spirit of educational urgency the school would welcome opening with a second grade as well. SBCCS IV 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 372 students; should the school be re-chartered and expand to grade 8, and again assuming no attrition, the school would serve a maximum of 558 students. The chart below reflects a 0% annual attrition rate.

| PROJECTED ENROLLMENT TABLE OVER THE CHARTER TERM | | | | | | |
|---|--------------|------------------|------------------|------------------|------------------|------------------|
| Year | Ages | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| K | 4-5 | 62 | 62 | 62 | 62 | 62 |
| 1st | 5-6 | 62 | 62 | 62 | 62 | 62 |
| 2nd | 6-7 | | 62 | 62 | 62 | 62 |
| 3rd | 7-8 | | | 62 | 62 | 62 |
| 4th | 8-9 | | | | 62 | 62 |
| 5th | 9-10 | | | | | 62 |
| 6th | 10-11 | | | | | |
| 7th | 11-12 | | | | | |
| 8th | 12-13 | | | | | |
| Total: | | 124 | 186 | 248 | 310 | 372 |

Throughout the process of deciding to replicate, we have had numerous discussions with parents at SBCCS I, II, and III 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 IV to be very similar in its design to SBCCS I, II, and III.

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

| SOUTH BRONX CLASSICAL CHARTER SCHOOLS LOTTERY HISTORY | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Total Applications | 249 | 263 | 275 | 498 | 567 | 514 | 752 | 880 | 2175 | 3244 | 4736 |
| K Applications | 112 | 180 | 160 | 259 | 270 | 284 | 386 | 566 | 677 | 1430 | 2237 |
| Available Seats | 120 | 60 | 60 | 60 | 60 | 60 | 60 | 180 | 120 | 240 | 180 |
| Applications/Seat | 2.1 | 4.4 | 4.6 | 8.3 | 9.5 | 8.6 | 12.5 | 4.9 | 18.1 | 13.5 | 26.3 |
| K Applications/Seat | 0.93 | 3.00 | 2.67 | 4.32 | 4.50 | 4.73 | 6.43 | 3.14 | 5.64 | 5.96 | 12.4 |
| Waitlist | -8 | 120 | 100 | 199 | 210 | 224 | 326 | 386 | 557 | 1190 | 2057 |

Recruitment

SBCCS IV 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 IV 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 IV, depending on the district the school is eventually housed in:

| District | 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 IV seeks to match these figures and continues to seek best practices of charter schools to encourage special student populations to apply.

SBCCS IV 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 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, and III, 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 IV will mail school information, including information about its instructional program, and strong results (SBCCS I, II, and III), special education and 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 IV 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, 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 IV 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 IV, 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 IV will give presentations to local community organizations that serve ELL populations, including Mott Haven Community Partnership Program and South Bronx Churches and discuss the specific support we will offer ELL scholars.
6. We will do outreach and distribute information about SBCCS IV, 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 IV on Facebook, and have all advertisements translated into English, Spanish, and French. 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 IV 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 ELL support services to residents of SBCCS IV's Community School District.

Admissions and Enrollment

The SBCCS IV 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 IV 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 IV 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, and III, 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, and III and we will use them, among others, at SBCCS IV.

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 14%, near our total average of 12%.

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 IV will experience strong student retention.

Vacancies

While we do not expect to enroll students after the fifth grade, other than siblings, a separate waiting list will be used in case of excess vacancies. SBCCS IV 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 IV is officially notified that a scholar is attending another school, that scholar, after an investigation, may be disenrolled.

D. Community to be Served

SBCCS IV 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 IV 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 9, 7, 12, or 8. These four districts have been in 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 English language instruction) that CCS is most excited to serve with the opening of SBCCS IV. 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 IV'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 ELL referrals and the severity of the challenges those scholars face.

The proposed location of SBCCS IV 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 IV 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, SBCCS III alone received 420 kindergarten applications in 2015, its first year, while in 2016, it received 816 kindergarten applications, a 94% increase, equating to 12 applications per seat.

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, collocated 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., and Bronx Borough President Ruben Diaz, Jr. All three elected officials have visited at least one of our schools.

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

E. Public Outreach

This Charter Application was not developed alone. Instead, the experiences gained from the development of SBCCS I, II, and III will ensure that SBCCS IV 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 IV 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.

On February 24, 2016, CCS held a public community meeting to describe future schools and the need it seeks to address. Invitations to the event were published on the Classical Charter Schools website, displayed throughout the community, and were given directly through specific telephone invitations. 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.

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 IV will co-locate with SBCCS III for the first two years. This will not only be financially beneficial to SBCCS IV, but also SBCCS III.

During a separate request for comments, another parent suggested more updates on social media and our website. We adopted this suggestion, by assigning our Talent Associate to handling all social media posts and website updates.

2) Community Members: Acknowledging that SBCCS IV will be a different school in many ways, with different staff, parents, scholars, etc., we have posted several types of public notices on our website, in the SBCCS I, II, and III buildings, and around the neighborhood. 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 IV 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) 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. Programmatic and Fiscal impact

Our proposed opening district is District 9. Currently in District 9, there are 30 DOE operated schools and 9 charter schools. In 2019, we plan to relocate to District 7. Currently in District 7, there are 17 DOE operated schools and 19 charter schools.

Below are the estimated annual budgets for SBCCS IV per year as well as estimated impact:

| School Year | Charter Year | Est. Budget | DOE Annual Budget* | Impact |
|---------------------------------------|--------------|-----------------|--------------------|--------|
| 2017-2018 | 1 | \$ 2,297,133.00 | 27,600,000,000 | 0.008% |
| 2018-2019 | 2 | \$ 2,749,200.00 | 27,600,000,000 | 0.010% |
| 2019-2020 | 3 | \$ 3,353,999.00 | 27,600,000,000 | 0.012% |
| 2020-2021 | 4 | \$ 3,939,668.00 | 27,600,000,000 | 0.014% |
| 2021-2022 | 5 | \$ 4,466,884.00 | 27,600,000,000 | 0.016% |
| * Based on the 2015-16 budget. | | | | |

SBCCS IV 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 IV will not divert a significant number of students (or funding) from those schools.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

SBCCS IV intends to use and refine curricula developed by Classical Charter Schools. As the mission and design of SBCCS IV 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 K-8 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 8th 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 2nd 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 4th grade, scholars have both social studies and science daily.

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

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 IV. 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.

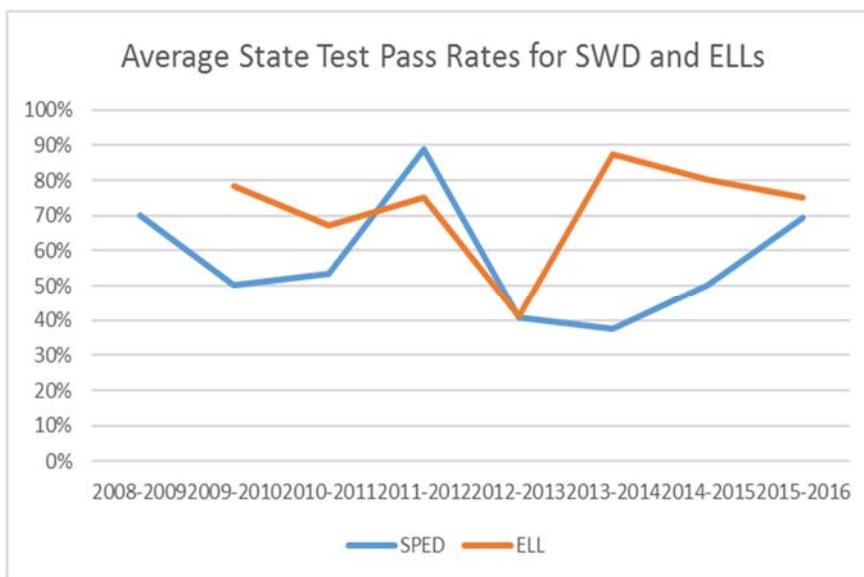
A core philosophy, particularly with our special student populations (English language learners and Special Education), is that students need to maximize their thinking time around literacy and mathematical concepts. Therefore, students are expected to talk about problems, rather than answering low-level (“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 minutes Reading Comprehension and Guided Reading block with four 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 piloted a pre-k summer program over July of 2016, which served primarily 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 2016 New York State 3rd-8th grade State Tests improved in every grade in both ELA and Math. Our average pass rate was 83%, which is significantly higher than the state’s average of 38% and the NYC charter school average of 46%. The consistency of

performance across both SBCCS I and SBCCS II 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 8th grade scholars were accepted into at least 1 of their top 5 schools this year. Additionally, 100% of 4th graders received a score of 4 on the NYS Science Exam and 100% of 8th 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 IV will be a replication of SBCCS I, II, and III. The practices described above have already served scholars greatly, earning South Bronx Classical Charter School I the 2014 Blue Ribbon Award. 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 IV will be even more successful than its predecessors. Our focus on student academic performance and character education appears to yield strong results.

B. Special Student Populations and Related Services

The Founding Board of SBCCS IV 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 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 IV 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 IV, 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 IV will be highly data-driven, and will be responsive to the needs of special student populations as performance data necessities. SBCCS IV 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 IV 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 IV will strive for frequent, honest, and transparent communication between specialists and teachers to create carryover of strategies from the classroom environment.

ELL SUPPORT PROGRAM

SBCCS IV 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 IV 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 ELL Coordinator, to determine and support the scholar's 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 ELL scholars. In addition, teachers will be given specific and general training, by the 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. 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. The school will hire tutors in the scholar's native tongue, when appropriate, 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 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 ELL services, by the 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 ELL educational programming will be parallel to that of non-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 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 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 IV will assess ELL scholars through: The NYSITELL to measure English proficiency; the NYSESLAT (as required); teacher observations, and state tests. Most importantly, SBCCS IV 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 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 IV 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 IV 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 IV;
- 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 IV 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 IV'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 IV 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 IV 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 IV will have a Special Services (SST), consisting of the School Director, Special Education Coordinator, Dean of Students, 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 IV 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 and applicable.

The SBCCS IV 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 IV 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 IV will have Learning Specialists, including an At-Risk Learning Specialist who is a certified literacy specialist and will support its most At-Risk students, regardless of disability status. We will also have Learning Specialists at each grade, which are teachers 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. Learning Specialists will be certified to teach Students With Disabilities.

SBCCS IV 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 IV will establish a close relationship with the family. This will include regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their children. During this contact, SBCCS IV will communicate their scholar's progress, areas of growth and areas of concern. SBCCS IV will regularly evaluate changes in service depending on scholar progress, and service providers will maintain at least monthly contact with parents. SBCCS IV 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 IV will collaborate with the Committee for Special Education (CSE) to determine the appropriate setting and services for students. SBCCS IV 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 IV is unable to provide a specific service, SBCCS IV will contract with a related service provider to provide services to students. If SBCCS IV 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 IV will emphasize a commitment to each student's growth, through all resources available.

SBCCS IV 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 IV 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 IV 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 that are aware of their responsibilities to implement parts of the plan and maintain the scholar's confidentiality. SBCCS IV 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, 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 IV 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, and III, SBCCS IV’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 IV’s students and mission.

SBCCS IV 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 IV 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 IV plans to be urgently responsive to all indicators of programmatic ineffectiveness to best serve all students.

C. Achievement Goals

| | |
|--|--|
| Goal 1: Scholars will demonstrate proficiency in reading. | |
| (a) | 80% of all scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State English Language Arts Test (ELA) |
| (b) | the SBCCS IV average score on the ELA will exceed the average score of its home district and of the City as a whole, for each grade |
| (c) | beginning in grade 2, each cohort of scholars will improve its literacy score by of 3 percentiles per year, as measured by internal assessments or State Test |

| | |
|--|--|
| Goal 2: Scholars will demonstrate proficiency in mathematics. | |
| (a) | 80% of all scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Mathematics Test |
| (b) | the SBCCS IV average score on the State Mathematics Test will exceed the average score of its home district and of the City as a whole, for each grade |
| (c) | beginning in grade 2, each cohort of scholars will improve its average math score by 3 percentiles per year, as measured by the internal assessments or State Test |

| | |
|--|---|
| Goal 3: Scholars will demonstrate proficiency in science. | |
| (a) | 60% of all fourth grade scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Science Test |
| (b) | 60% of all eighth grade scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Science Test or Learning Environment Regents Exam. |

| | |
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| Goal 4: Scholars will demonstrate strong social skills, character and citizenship. | |
| (a) | Every SBCCS IV scholar will perform age-appropriate community service 2 hours per month* |
| | * As tracked by the Dean of Students |

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| Goal 5: SBCCS IV will demonstrate strong annual attendance and enrollment. | |
| (a) | The average daily attendance rate will meet or exceed 95% each year |
| (b) | the SBCCS IV waiting list will exceed 1.5 applications per available seat |
| (c) | SBCCS IV will retain its scholars at an annual rate of 90% or more during the term of its charter |

| | |
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| Goal 6: SBCCS IV will demonstrate fiduciary responsibility in managing public and private resources. | |
| (a) | SBCCS IV will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit |
| (b) | SBCCS IV will produce financial reports demonstrating fiscal transparency and sound financial standing |

| | |
|---|--|
| Goal 7: SBCCS IV will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school | |
| (a) | 85% of SBCCS IV parents through the NYC Department of Education’s Learning Environment Survey will consider SBCCS IV a “safe” school |
| (b) | 85% of SBCCS IV parents through the NYC Department of Education’s Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement |

SBCCS IV 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 8:1). SBCCS IV 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 IV is most interested in serving.

| District | ELL % | FRLP % | Special Education % |
|----------|-------|--------|---------------------|
| 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, and III, 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 show 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% | 84% | 24% | 27% | 23% | 15% | 78% |
| Grade 4 | 24% | 31% | 24% | 17% | 90% | 23% | 30% | 23% | 16% | 100% |
| Grade 5 | 14% | 24% | 18% | 14% | 72% | 16% | 23% | 17% | 14% | 77% |
| Grade 6 | 15% | 20% | 16% | 13% | 87% | 13% | 22% | 16% | 14% | 95% |
| Grade 7 | 14% | 24% | 17% | 17% | 71% | 10% | 18% | 14% | 16% | 71% |
| Grade 8 | 20% | 27% | 24% | 19% | 86% | 8% | 13% | 13% | 12% | 76% |

The overarching belief that governs SBCCS IV 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 in our Accountability Goals. 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 8-year history with the fourth grade State Science test, 99.8% of SBCCS I students passed. Last year, 100% of scholars scored a 4.

There was a Social Studies goal in the original SBCCS I charter; however, in 2010 the state stopped administering the fifth grade Social Studies test. There are non-academic goals set forth above, related to “Character & Community” and financial viability. Our goals around community service reflect the belief that all community members should work to better their community.

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

SBCCS IV has only five principles of practice, and “data” is among them. Additionally, of our seven core values, two of them are transparency and accountability. Clearly, SBCCS IV 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.

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 10 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 helped 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 Achievement Goals and 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.

Goals 1, 2, and 3 are 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.

Goal 4, our focus on character and community, is managed by the dean team. Deans gather accurate data each month on the amount of community service each class is partaking in. The deans provide teachers with support on selecting the area to prioritize and also on making up missed community service opportunities in the case of absences.

Goal 5, 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.

Goal 6, 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.

Finally, our 7th goal, focused 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 2015-2016 93% of parents responded to the survey. Of those 93%, 96% of parents opined that the school is safe and 95% of parents responded that there is strong communication. As a replication school, SBCCS IV 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 IV 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.

D. 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 September, 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 |
|-------------------------|-------|------|-----|-----|-----|-------|-----|-----|------|------|------|
| WTW | K – 2 | | | | | K – 2 | | | | | K-2 |
| State ELA/Math | | | | | | | | | 3 -8 | | |
| State Science | | | | | | | | | | 4, 8 | 4, 8 |
| Running Record | All | K-2 | All | K-2 | All | K-2 | All | K-2 | All | K-2 | All |
| Unit Assessments | | K-5 | | K-5 | | K-5 | | K-5 | | K-5 | |

SBCCS IV 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 IV 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 September 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, 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.

E. Performance, Promotion, and Graduation Standards

Consistent with its mission, SBCCS IV 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 2nd grade, pass our Common Core-aligned Internal Assessment;
- in 3rd 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 Thursday 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.

F. 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 IV 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 IV 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. The above schedules provide specific detail, but 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.

G. School Culture and Climate

SBCCS IV 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 IV 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 IV 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 IV 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 IV 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 IV 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 IV 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 IV, 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.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group 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.

| Applicant(s)/Founding Group | | | | |
|------------------------------------|--|--|---|---|
| Name | Role in Charter Application Development | Current Employment | Proposed Position on the Board (e.g., officer, trustee, or constituent representative) | Proposed role(s) |
| Lester Long | Lead Applicant | Founder & Executive Director, CCS | Education/Finance | Executive Director, acting SBCCS IV School Director |
| C. Stephen Baldwin | Founding Group | Retired & Board Chair, CCS | Executive/Education/Finance/Real Estate | Board Chair |
| Kathryn Heleniak | Founding Group | Professor, Fordham University & Vice Chair, CCS | Executive/Education | Vice Chair |
| J. Kevin Murphy | Founding Group | Retired & Secretary, CCS | Executive/Education/Finance | Secretary |
| William Higgins | Founding Group | Retired & Treasurer, CCS | Executive/Finance | Treasurer |
| Laurence Hirsch | Founding Group | Senior Representative, Dept. of Housing Trustee, CCS | Real Estate | Trustee |
| James Maher Jr. | Founding Group | Principal, Harbor Road Holdings & Trustee, CCS | Real Estate | Trustee |

| | | | | |
|--------------------------|----------------|--|-------------------|---------|
| Louisa Childs Smaylovsky | Founding Group | Legal Counsel, Dwight Schools & Trustee, CCS | Legal | Trustee |
| Ingrid Bateman | Founding Group | Domestic Homemaker & Trustee, CCS | Education/Finance | Trustee |

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 IV. The Board of Trustees will abide by and implement the Oversight Plan.

As mentioned above, SBCCS IV 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 IV.

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 all teaching staff will report directly 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, William Higgins, 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.

| Proposed Founding Board of Trustees | | | |
|--|----------------------|------------------------------|--------------------------|
| Trustee Name | Voting (Y/N?) | Position on the Board | Term Length (yrs) |
| C. Stephen Baldwin | Y | Chair | 3 |
| Kathryn Heleniak | Y | Vice-Chair | 2 |
| J. Kevin Murphy | Y | Secretary | 1 |
| William Higgins | Y | Treasurer | 2 |
| Larry Hirsch | Y | Trustee | 1 |
| Louisa B. Childs | Y | Trustee | 3 |
| James R. Maher, Jr. | Y | Trustee | 2 |
| Ingrid Bateman | Y | Trustee | 1 |

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 Chair of SBCCS/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.

Louisa Childs, proposed Trustee

Ms. Childs has been a Trustee of SBCCS/CCS since 2010. A graduate of Dartmouth College and NYU School of Law, Ms. Childs is Counsel at the Dwight International School.

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 IV scholars, will also have monthly interaction with the Board of Trustees.

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

C. Management and Staffing

SBCCS IV 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 IV in January of 2017. Staff will be hired through a mix of teachers and leadership from other CCS locations and from outside hiring, which will commence in January 2017 and is expected to be finalized in May 2017.

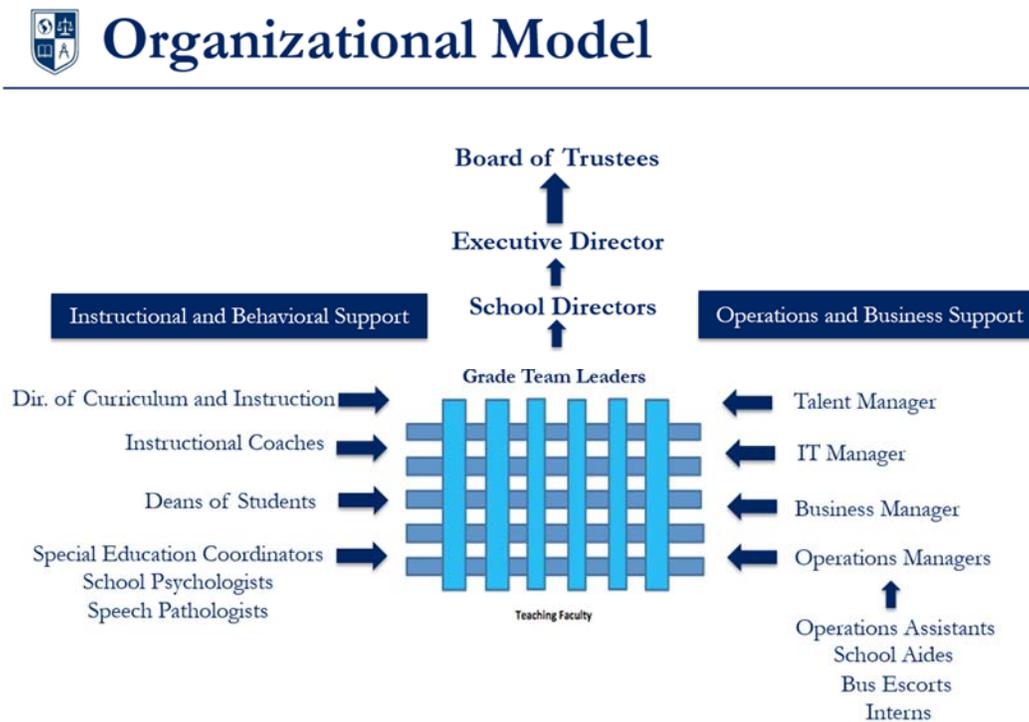
Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This "matrix structure" is well-developed in other industries.

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 IV 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 IV 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 IV 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. All teaching staff, 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:



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 IV. This includes the financial management, human resources, and legal compliance.

The **Director of Talent** manages all recruitment and staff retention aspects of SBCCS IV. 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 ELL Coordinators** are charged with coordinating and monitoring the related services for scholars with IEPs and 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 IV 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 30 fellow 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, ELL Coordinator, SETSS teacher, School Psychologist, and Speech/Language Pathologist. In addition, starting in 2016, approximately 25% of our classroom teachers will 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 a Talent Associate, the latter two of whom have actually taught for several years at our schools. 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 17 in 2016; 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 IV 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 26 years old and has a salary of \$62,000.

SBCCS IV 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.

C1. Charter Management Organization

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

As CCS school, CCS will provide benefits to SBCCS IV 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 IV 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 IV.

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

Please see Attachment 7 for the Letter of Intent.

D. 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 IV 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 IV 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 IV 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 IV scholars receive a confidential Learning Environment Survey from the New York City Department of Education. In this process, families and teachers (and scholars in 6th 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.

However, in addition to such reports, SBCCS IV will ask parents to fill in a different survey which is more specific to our school. These surveys, also confidential, ask parents to rate every aspect of the school, from teachers and leadership to homework requirements and the Code of Conduct. The original school, South Bronx Classical, used these surveys to adjust its program over the past seven years.

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 IV will pride itself on describing its business and operations as the bedrock of the educational program.

SBCCS IV 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 20 years of experience in finance, school leadership, and school operations.

The Operations of SBCCS IV will be managed by the Operations Manager. The Operations Manager and Operations Assistant 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, and human resources) aspects of SBCCS IV 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 IV will use Charter School Business Management (CSBM) for its bookkeeping and accounting oversight. 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.

E. Professional 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 ELL scholars.

Frequency

Professional development will be a very large and very important investment at SBCCS IV. 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 IV teachers will receive over 100 hours of Professional Development per year.

Annual Orientation

SBCCS IV 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:

| Session | Topic | Date |
|----------------|-----------------------------------|-------------------|
| 1 | Developing your Classroom Culture | September 1, 2017 |
| 2 | English language learners | October 6, 2017 |
| 3 | School Visits | November 3, 2017 |
| 4 | Progress Reports/Report Cards | December 1, 2017 |
| 5 | Curriculum Development/Standards | January 5, 2018 |
| 6 | Engagement | February 2, 2018 |
| 7 | Assessment/Standards | March 2, 2018 |
| 8 | Scholar Work | April 6, 2018 |
| 9 | Curricular Reflection | May 4, 2018 |

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 IV 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.

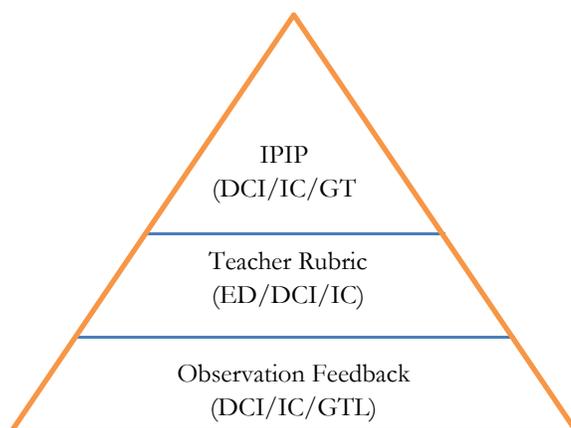
Individual Sessions

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 observation feedback 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.

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

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 IV 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.

F. Facilities

SBCCS IV is looking for school facilities in the South Bronx which, should charter be granted, will be educating scholars starting in August 2017. Any such facility must meet the needs of all

scholars and thus be ADA-Compliant and fully accessible for scholars and visitors with disabilities.

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.

Because of the steep ramp-up of students (about 300% in three years), to minimize paying for unused space, we will be using SBCCS III permanent facility as an incubation space for the first 2 years. We have partnered with a Bronx developer to start work on the permanent location in District 7 (0.8 miles from the co-located space) after the charter has been approved. The relocation of SBCCS IV to their permanent space will be in 2019-20. We expect to spend 20% of our 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 IV will apply for rental assistance from the New York City Department of Education.

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 \$30-35 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 IV’s mission.

Cost Estimates

Using an assumption of 85 total square feet per enrolled student, SBCCS IV will require about 10,000 square feet our first year. Upon full enrollment, SBCCS IV 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 would 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 | 2017-2018 | K - 1 | 124 | 8 | 10,200 | 306,000 |
| 2 | 2018-2019 | K - 2 | 186 | 12 | 15,045 | 451,350 |
| 3 | 2019-2020 | K - 3 | 248 | 15 | 19,635 | 589,050 |
| 4 | 2020-2021 | K - 4 | 310 | 18 | 23,970 | 719,100 |
| 5 | 2021-2022 | K - 5 | 372 | 20 | 28,050 | 841,500 |
| 6 | 2022-2023 | K - 6 | 410 | 22 | 31,960 | 958,800 |
| 7 | 2023-2024 | K - 7 | 452 | 24 | 34,850 | 1,045,500 |
| 8 | 2024-2025 | K - 8^ | 480 | 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. | | | | | | |

G. Insurance

CCS has partnered with Austin and Company 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 IV is chartered, this school location will be added to CCS's policy and have access to the following insurance coverage:

| Coverage Type | Coverage |
|----------------------------|-------------|
| 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 IV'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. Food, Health, and Transportation Services

a. Food Services

SBCCS IV 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.

Over 80% of 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 IV 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 IV may hire an independent food service provider or the New York City Department of Education to prepare the food and deliver it appropriately.

b. Health Programs

SBCCS IV 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 IV 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 IV 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 IV 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. 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 coming to the 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.

c. Transportation Services

Scholars at SBCCS IV 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 IV would require transportation services when the surrounding district does not require them, SBCCS IV 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 IV will provide special transportation and accommodations that are included in a student's IEP or 504 plan.

I. Family and Community Involvement

Family Involvement

SBCCS IV 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 IV 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 IV 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 IV 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 IV 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 IV 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 IV 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 ten 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 IV 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 IV 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 receiving 70 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 \$14,027 (based on 2016-17 rates), the CSP grant of \$750,000 spread over the planning year and the first two years of operation, and the leasing assistance of \$2,805.40 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 | \$110,000 |
| Instructional Coach | \$75,000 |
| Operations Manager | \$60,000 |
| Teachers | \$50,000 plus \$5k per year experience |
| Special Education Coordinator | \$80,000 |
| Business Manager (divided by 4 schools) | \$30,000 |
| Dean of Students | \$75,000 |
| Other Staff (Aides & Associates): | \$45,000 |

SBCCS IV be covered under the insurance policy of CCS. The cost for the insurance is budgeted in the proposed budget and CCS will allocate SBCCS IV'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 students from nearby colleges who are accepted as tutors and trained. We expect that approximately 8% of our student body will be receiving tutoring services. This equates to ten scholars in our first year, and 36 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 two tutors during our first year and six 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 both the experiences of the first school's opening and more recent requirements based on the current landscape. Please note that the task list below includes the person responsible for direct execution of each task. 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-2016 | DB |
| Start Recruitment | Nov-2016 | DT |
| Create a comprehensive list and schedule of purchases | Jan-2017 | OM |
| Order NYSESLAT annually for ELL students | Jan-2017 | OM |
| Setup SBC IV in Powerschool | Jan-2017 | OM |
| Provide OPT with scholar name and addresses | Jan-2017 | OM |
| Hire school professionals | Jan-2017 | DT |
| Set up computer network system | Mar-2017 | DB |

| | | |
|---|----------|---------|
| Install and connect infrastructure (lights, phones computer) | Mar-2017 | OM |
| Purchase Labor Law posters | Mar-2017 | DB |
| Setup SBC IV in Intacct | Mar-2017 | DB |
| Open bank account for Escrow | Mar-2017 | DB |
| Hire pro bono attorney | Apr-2017 | ED |
| Complete all purchasing | Apr-2017 | OM |
| Finalize location | Apr-2017 | ED/DB |
| Board passes all policies, by-laws, handbooks, annual budget | Apr-2017 | ED |
| Contact insurance broker for benefits, D&O, Workers Comp | Apr-2017 | DB |
| Conduct lottery | Apr-2017 | OM |
| Identify Scholars with IEPs | May-2017 | SD |
| Purchase classroom equipment and furniture | May-2017 | OM |
| Setup Employees in ADP | May-2017 | DB |
| Hold Board of Trustees Annual Meeting | May-2017 | ED |
| Design forms: check request, expense report, reimbursement | May-2017 | DB |
| Hold inaugural Family Advisory Council meeting | May-2017 | OM |
| Apply for parking permits | May-2017 | OM |
| Schedule vision screenings | May-2017 | OM |
| Enter transit check program | May-2017 | DB |
| Submit BEDS Data | May-2017 | DB |
| Meet with Office of School Food | May-2017 | OM |
| Collect all required scholar forms, including HLQ | Jun-2017 | OM |
| Set up phone systems and answering service | Jun-2017 | OM |
| Ensure staff have CPR, First Aid, and AED training and supplies | Jun-2017 | OM |
| Complete Project SAVE plan and submit to SED | Jun-2017 | SD |
| Purchase or lease one copier | Jun-2017 | OM |
| Ensure building has School Nurse | Jun-2017 | SD |
| Family orientations | Jun-2017 | OM |
| Obtain all student records (including immunization forms) | Jun-2017 | OM |
| Hire Related Service Providers | Jun-2017 | SD |
| File per pupil invoice with NYSED and DOE | Jun-2017 | DB |
| Submit IRS SS-4, W-9 Registration, NYS Exemption Certificate | Jun-2017 | DB |
| Hire an auditor | Jun-2017 | ED |
| Receive all scholar IEPs | Jul-2017 | SD |
| WELCOME SCHOLARS! | Aug-2017 | ALL |
| Submit Consolidated Application for Title Funding | Aug-2017 | DB |
| Hold staff professional development | Aug-2017 | ED, DCI |
| Hire three interns | Aug-2017 | SD |
| Request BEDS number from Office of New Schools | Aug-2017 | OM |
| Enter student information in ATS | Sep-2017 | OM |
| Collect free/reduced lunch forms | Sep-2017 | OM |
| Mail memo to parents with bus stops and schedule | Sep-2017 | OM |

| | | | |
|--|-------------------------|---------------------------|----|
| Complete Transportation Request Form for OPT | | Sep-2017 | OM |
| KEY: | | | |
| ED = Executive Director | SD = School Director | OM = Operations Manager | |
| DCI = Director of Curriculum and Instruction | DT = Director of Talent | 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 IV 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 IV has set forth procedures in the event that SBCCS IV 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 IV. 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 IV will work with the district to ensure that all students are transferred to the applicable public or non-public school.

d. Transfer School’s Assets

Consistent with the timeline, the Trustee will begin locating possible buyers or renters of SBCCS IV 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.

Attachment 1 – Admissions Policies and Procedures

POLICIES/PROCESS

Any child who is legally qualified for admission into any New York State public school is also qualified for admission, without charge, to South Bronx Classical Charter School IV (“SBCCS IV” or “the School”). Admission of students to SBCCS IV is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission is purely on a lottery basis.

The School reserves 10% of its enrollment each year for student transfers under the New York City Department of Education’s No Child Left Behind choice transfer program. If the school at any time has an actual student enrollment 10% over or 10% under its enrollment plan, it will notify the Chancellor’s designee.

In school year 2017-2018, SBCCS IV will enroll scholars in kindergarten and first grade. Thereafter, it will most of its scholars for kindergarten and will back-fill as it is able from first to fourth grade. Children must turn 5 years old by December 31 to be eligible for kindergarten, just as in the New York City public schools.

At the time of application, students must be a resident of New York State. Parents are required to evidence proof of residency by providing copies of current leases or utility bills as of the previous 2 months (except in the case of homeless students).

SBCCS IV will not require any action by a student or family (such as an admissions test, interview, essay, attendance at informational sessions, etc.) in order to either receive or submit an application for admission to the school.

SBCCS IV distributes quick facts flyers, the special services pamphlet, and applications throughout the Longwood and Hunts Point Communities advertising its admission of students. For our kindergarten grade, we also meet with Head Start programs in the area, and distribute our flyers, pamphlets, and applications there too.

Information sessions are held at the school in the mornings and evenings to ensure that all interested parents have a forum to see if the school meets their needs. These information sessions are not mandatory, but they are strongly encouraged. The purpose of the sessions is to allow parents and guardians to make an informed choice for their child. SBCCS IV makes every effort possible to provide a translator, child care, and accommodations for those with disabilities to attend the meetings. Each of the sessions is similar, so there will be no need for parents to attend more than one.

PROCEDURE

On January 1, 2017, applications will be made available to parents in the following ways:

- 1) Downloadable on our website
- 2) Via Email
- 3) Via Common Application
- 4) At the school
- 5) Regular Mail
- 6) At several of the local Head Start programs

All applications must be received by April 1, 2017. If the number of applications is greater than the number of available seats, then a public lottery is held. The lottery is conducted in the public domain and administered by a third party. For the 2017 -2018 academic year, the lottery will be held on April 4, 2017.

Admission is based on the following preferences in strict order:

- 1) Returning students (not applicable for entering kindergarten class)
- 2) Siblings of returning students
- 3) Siblings of accepted new students
- 4) Students in the Community School District in which SBCCS III is located
- 5) Students living in New York City, but not in the District set forth above

Within two business days of the lottery selection, the School sends either a Letter of Acceptance or a Waitlist Letter to parents and guardians on their child's status.

Parents and guardians have approximately 14 calendar days to fill out, sign, and return their acceptance letter if they intend on enrolling their child. Those placed on the waitlist will receive their number on the list. Forms can be returned via mail, fax, or drop off at the school. If not received by the deadline, the student loses his seat and SBCCS IV will contact the next name on the list in the appropriate order.

If the number of applications is less than the number of available seats, then all students will be admitted, and a second round of information sessions will be held to fill any remaining seats will be held. If a second lottery process is necessary, the Public Lottery will be held between May 1 and May 15.

The notice of the Public Lottery will be announced at least one week prior to the enrollment lottery. The Public Lottery is conducted in the public domain and administered by a third party.

SBCCS IV will keep accurate records of the waitlist containing, the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. If any vacancies open up prior to December 1, SBCCS IV will contact those families on the waiting list for enrollment.

| South Bronx Classical Charter School IV | |
|--|--|
| Admission Policy and Calendar | |
| Date (2017) | Event |
| January 1 | Advertising campaign. Application available via website, fax, office, mail, and email. |
| February 11 | Visit Head Start Program #1 |
| February 15 | Information Session #1 (morning) |
| February 26 | Information Session #2 (afternoon) |
| March 9 | Visit Head Start Program #2 |
| March 23 | Information Session #3 (evening) |
| April 1 | Final date for Application Receipt |
| April 2 | Determination of Application Eligibility |
| April 4 | Public Lottery |
| April 5 | Applicants sent confirmation of admission with contract or wait list status and rank |
| April 20 | Deadline for contract return |
| April 28 | Request student records from District |

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

| Dates of Outreach | Description of Outreach | Location of Outreach | Target Stakeholder Group | Feedback Obtained | Action Taken on Feedback | Number of Attendees |
|--------------------------|--|--|---------------------------------|--|---------------------------------|--|
| 2/10/2016 | Hosted informational session about Classical Charter Schools and our expanding network | 333 E. 135 th Street, Bronx, NY 10454 (CSD 7) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 14 Families of scholars in Pre-Kindergarten & Kindergarten |
| 2/10/2016 | Hosted informational session about Classical Charter Schools and our expanding network | 977 Fox Street, Bronx, NY 10459 (CSD 12) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 15 Families of scholars in Pre-Kindergarten & Kindergarten |
| 2/10/2016 | Hosted informational session about Classical Charter Schools and our expanding network | 3490 Third Ave, Bronx, NY 10456 (CSD 9) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 10 Families of scholars in Pre-Kindergarten & Kindergarten |
| 2/23/2016 | Hosted meet/greet to solicit feedback | 977 Fox Street, Bronx, NY 10459 (CSD 12) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | Come & go event at dismissal – total feedback 6 |
| 2/24/2016 | Hosted Community Feedback Meeting | 977 Fox Street, Bronx, NY 10459 (CSD 12) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 20 Families of scholars in K-8 th grades. |
| 2/24/2016 | Hosted meet/greet to solicit feedback | 333 E. 135 th Street, Bronx, NY 10454 (CSD 7) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | Come & go event at dismissal – total feedback 8 |

| Dates of Outreach | Description of Outreach | Location of Outreach | Target Stakeholder Group | Feedback Obtained | Action Taken on Feedback | Number of Attendees |
|--------------------------|--|--|-----------------------------------|--|---------------------------------|---|
| 2/25/2016 | Hosted meet/greet to solicit feedback | 3490 Third Ave., Bronx, NY 10459 (CSD 9) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | Come & go event at dismissal – total feedback 5 |
| 3/23/2016 | Hosted informational session about Classical Charter Schools and our expanding network | 333 E. 135 th Street, Bronx, NY 10454 (CSD 7) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 7 Families of scholars in Pre-Kindergarten & Kindergarten |
| 3/23/2016 | Hosted informational session about Classical Charter Schools and our expanding network | 977 Fox Street, Bronx, NY 10459 (CSD 12) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 8 Families of scholars in Pre-Kindergarten & Kindergarten |
| 3/23/2016 | Hosted informational session about Classical Charter Schools and our expanding network | 3490 Third Ave, Bronx, NY 10456 (CSD 9) | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 5 Families of scholars in Pre-Kindergarten & Kindergarten |
| 7/11/16 & 7/18/16 | Visited Ready/Set/Learn Headstart program to meet with parents and staff | CSD 9 (various locations) | Staff/families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 8 Families of scholars in Pre-Kindergarten. |
| 7/12/16 & 7/19/16 | Passed out flyers at various subway stops in CSD 9 | CSD 9 & 7 | Families from the community | Need for the expansion of our network and services we provide our scholars | Applying for the SBC IV charter | 120 Families of scholars in Pre-Kindergarten & Kindergarten |

Attachment 2b - Initial Samples of Public Outreach/Samples of Evidence of Community Outreach

Part 1

One example that shows the group has informed the community about the proposed charter school including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered.

Attached: Community Feedback presentation that was presented on February 24, 2016.

Attached: Flyers passed out at subway stations and Headstarts in the South Bronx.



CLASSICAL
CHARTER SCHOOLS

Community Feedback for SBCCS IV

Samuel Wilder, Business Manager
SBCCS I, SBCCS II, & SBCCS III



Mission

South Bronx Classical Charter School IV 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.



Description of School Network

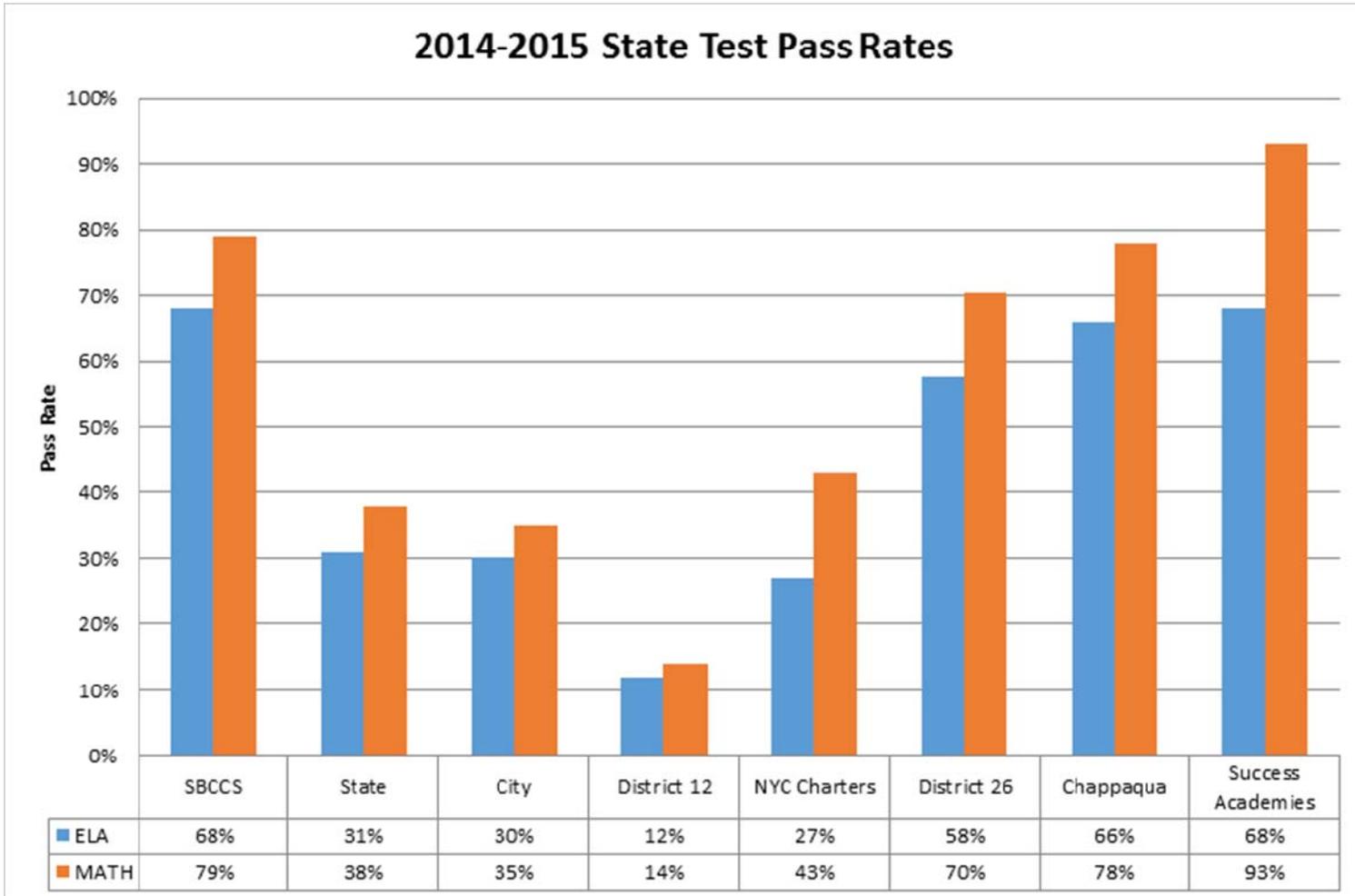
Classical Charter Schools

- Rigorous curriculum in all grades and subjects
- Offers double the Art, Music and Gym that public school do
- Begin Latin instruction starting in 3rd grade
- Debate starting in 4th grade

| | | |
|---|---|--|
| South Bronx Classical I <ul style="list-style-type: none">• Founded in 2006• Elementary/Middle School• Currently serves K-8th grades• Current enrollment: 430 students• District 12• Most improved NYC public school in 2011• Ranked 100 percentile in 2012• National Blue Ribbon School | South Bronx Classical II <ul style="list-style-type: none">• Founded in 2013• Elementary/Middle School• Currently serves K-3rd grades• Current enrollment: 216 students• District 7 | South Bronx Classical III <ul style="list-style-type: none">• Founded in 2015• Elementary/Middle School• Currently serves K-1st grades• Current enrollment: 130 students• District 9 |
| South Bronx Classical IV <ul style="list-style-type: none">• Opening 2017• Elementary/Middle School• Will serve K-1st Grades• Projected enrollment: 130 students• 2017-2019 Location: District 9• 2019-Permanent Location: District 7 | | |



Academic Performance





Academic Performance

2014-15 School Quality Snapshot / K-8

www.classicalcharterschools.org

South Bronx Classical Charter School (84X346)



Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



KEY:



School Overview

South Bronx Classical Charter School prepares 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.

General Information~

Principal: Lester Long
 Grades served: 0K,01,02,03,04,05,06,07
 Enrollment: 370
 Shared Space: Yes
 Admissions methods:



Student Demographics

Asian: 2% | Black: 42% | Hispanic: 55% | White: 1%

Activities and Sports

48% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

N/A



Need and Demand

- **Located in the South Bronx**
- Among lowest performing education districts in NYC (typically 30th out of 32nd)
- New York City’s highest unemployment, asthma, murder, rape, and robbery rates
- Poorest Congressional District (#16) in the United States

| CLASSICAL CHARTER SCHOOLS LOTTERY HISTORY | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Total Applications | 249 | 263 | 275 | 498 | 567 | 514 | 752 | 880 | 2,175 | 3,244 |
| K Applications | 112 | 180 | 160 | 259 | 270 | 284 | 386 | 566 | 677 | 1,430 |
| Available Seats | 120 | 60 | 60 | 60 | 60 | 60 | 60 | 180 | 120 | 240 |
| Applications/Seat | 2.1 | 4.4 | 4.6 | 8.3 | 9.5 | 8.6 | 12.5 | 4.9 | 18.1 | 13.5 |
| K Applications/Seat | 0.93 | 3.00 | 2.67 | 4.32 | 4.50 | 4.73 | 6.43 | 3.14 | 5.64 | 5.96 |
| WAITLIST | -8 | 120 | 100 | 199 | 210 | 224 | 326 | 386 | 557 | 1,190 |



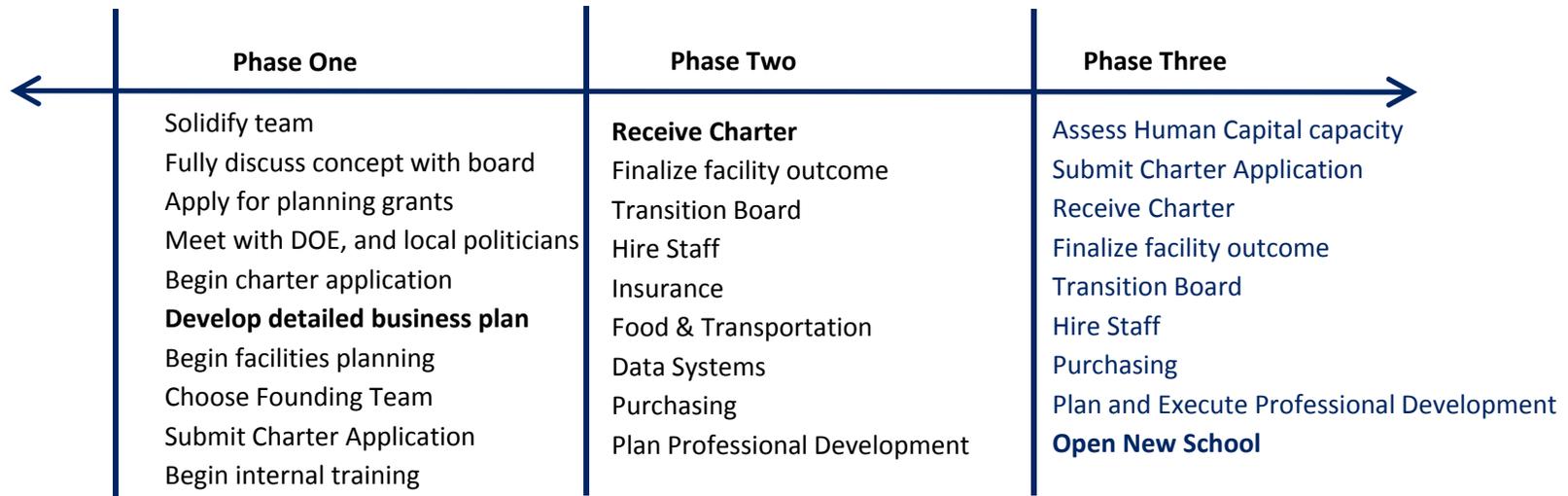
Committed and Satisfied Families

According to the 2012-2013 NYC DOE Learning Environment Survey:

- 100% of our parents are very satisfied or satisfied with the education their child receives.
- 100% of parents agree or strongly agree that we have strong expectations for their children.
- 99% of our parents agree or strongly agree that the school helps keep their child on track for college, career and success in life.
- 98% of our parents feel that their child's teachers are interested and attentive when discussing their child.



Planning Phases





Feedback

- Questions, Comments, or Suggestions?
- After this meeting, please email any questions, comments, or suggestions to newcharter@southbronxclassical.org.



New School Opening

Classical Charter Schools is in the process of submitting an application for our next great school, South Bronx Classical Charter School IV!

We want to hear what you think of our schools to help us plan the next one!

Help us by emailing comments, questions, and suggestions to newcharter@southbronxclassical.org.



Apertura de una Escuela Nueva

Classical Charter Schools está en el proceso de presentar una solicitud para abrir nuestra próximo gran escuela, South Bronx Classical Charter School IV!

Queremos escuchar lo que piensa de nuestras escuelas para ayudarnos a planificar la próxima!!

Ayúdenos por someter sus comentarios, preguntas y sugerencias por correo electrónico a newcharter@southbronxclassical.org.



SBC IV –New Charter School

Classical Charter Schools is opening a new school location at 3450 Third Avenue.

Enrollment opens January 2017 for incoming **Kindergarten & First Graders!**



For more information about Classical Charter Schools, visit us at www.classicalcharterschools.org or email us at charter@southbronxclassical.org!



SBC IV – Nueva Escuela Charter

Classical Charter Schools está abriendo una nueva la escuela en el 3450 Third Avenue.

La inscripción comenzara en Enero del 2017 para entrantes de **Kindergarten** y **Primer Grado!**



-Para obtener más información acerca de Classical Charter Schools, visitanos en www.classicalcharterschols.org o escribanos a charter@southbronxclassical.org!

Attachment 2b – Initial Samples of Public Outreach/Samples of Evidence of Community Outreach

Part 2

One example that shows the group has had a public meeting with stakeholders in the school district(s) the proposed charter school may be located.

Attached: Sign in sheet from the informational session presented in District 7.

CCS Info Session I

Wednesday, February 10, 2016 from 5:00 PM to 6:00 PM (EST)
333 E. 135th Street - Bronx, NY 10454

| | Last Name | First Name | Qty | Ticket Type | Payment Status |
|-------------------------------------|-----------|------------|-----|---------------------------|---|
| <input checked="" type="checkbox"/> | Ansong | Jane | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489496726 |
| <input type="checkbox"/> | AWOUDI | AMEYO | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489312198 |
| <input type="checkbox"/> | Bates | Shaiquana | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489398563 |
| <input type="checkbox"/> | Bryan | Monique | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489486421 |
| <input checked="" type="checkbox"/> | Feliz | Zary | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489430052 |
| <input type="checkbox"/> | Herrera | Isabel | 2 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489320209 |
| <input checked="" type="checkbox"/> | Lorenzo | Smailin | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489415754 |
| <input checked="" type="checkbox"/> | Lorenzo | Smailin | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489415754 |
| <input type="checkbox"/> | Pagan | Denise | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489458494 |
| <input type="checkbox"/> | Pepple | Janet | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489313745 |
| <input type="checkbox"/> | Powell | Venessa | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489325782 |
| <input type="checkbox"/> | Prince | Tiesha | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489417197 |
| <input type="checkbox"/> | romero | brenda | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489327441 |
| <input checked="" type="checkbox"/> | Sealy | Madia | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489332651 |
| <input checked="" type="checkbox"/> | Solano | Zoila | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489349797 |
| <input checked="" type="checkbox"/> | Tatis | Samuel | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489440776 |
| <input type="checkbox"/> | Torres | Maria | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489381784 |
| <input type="checkbox"/> | Vazquez | Jermyliz | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489462952 |
| <input type="checkbox"/> | Villegas | Yamarie ✓ | 1 | RSVP, Session 1, School 2 | Free Order Order 21381560824-489426380 |

Others

- 1 Davie Yoga 10
- 2 Xavier Marciat 11
- * Belkis Rodriguez 12
- 4 JOHN H. ESTUN 13
- * Zena A BABA 14
- 6 Jane Ansong 15
- 7 Nilufar Yasmin 16
- 8 Lendynette Pachero-Torpe 17
- 9 18

Attachment 2b – Initial Samples of Public Outreach/Samples of Evidence of Community Outreach

Part 3

One example that shows the stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school.

Attached: Community feedback comment cards from various sessions.



CLASSICAL
CHARTER SCHOOLS

Community Feedback

Name: Maria Katsour

Comment or Suggestion:

The Best School in the
 Bronx.

Maria

Signature

2/24/16

Date



CLASSICAL
CHARTER SCHOOLS

Community Feedback Session

Name: Yanet Hiciano

Comment or Suggestion:

This is the best school. You
are an example to follow. I can't
think of anything bad to say
best education my kids can have.
Yanet Hiciano 2/23/16

Signature

Date



CLASSICAL
CHARTER SCHOOLS

Community Feedback

Name: Martin Rosario

Comment or Suggestion:

As a parent I believe that the Classical
Charter Schools is the best thing
that had ever happened to our
society. Gladly Appreciated It.
Martin Rosario
February, 24th, 2016

Signature

Date



CLASSICAL
CHARTER SCHOOLS

Community Feedback Session

Name: Eva Vializ

Comment or Suggestion:

Love that the school offers
extra help after school and teachers
communicate with the parents
constantly through email, text and phone
Eva Ch. Vializ 2/23/16

Signature

Date

Attachment 2b – Initial Samples of Public Outreach/Samples of Evidence of Community Outreach

Part 4

One example that shows the comments received from the impacted community or communities concerning the educational and programmatic needs of students were addressed.

Attached: Minutes from the Community Feedback Meeting held on February 24, 2016.



CLASSICAL

CHARTER SCHOOLS

LEADERSHIP

LESTER LONG
FOUNDER & EXECUTIVE DIRECTOR
SCHOOL DIRECTOR, SBCCS

LEENA GYFTOPOULOS
SCHOOL DIRECTOR, SBCCS II

REBECCA GEARY
SCHOOL DIRECTOR, SBCCS III

BOARD OF TRUSTEES

C. STEPHEN BALDWIN, CHAIR

KATHRYN MOORE HELENIAK,
VICE CHAIR

WILLIAM F. HIGGINS, *TREASURER*

J. KEVIN MURPHY, *SECRETARY*

INGRID BATEMAN

LOUISA CHILDS

LAURENCE HIRSCH

JAMES MAHER, JR.

LOCATIONS

SOUTH BRONX CLASSICAL
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
3490 THIRD AVENUE
BRONX, NY 10456

CLASSICALCHARTERSCHOOLS.ORG

Community Feedback Meeting Minutes

Date: February 24, 2016

Time: 5:30 pm

Staff Attending: Samuel Wilder, Business Manager

I. Call to Order

The Community Feedback Meeting was called to order at 5:30 p.m. at 977 Fox Street, Bronx, NY 10459.

II. Presentation

Samuel presented the presentation about the Classical Charter Schools Network and the application for South Bronx Classical Charter School IV.

III. Open Forum Discussion

Samuel opened the meeting up for community feedback and the following questions and responses were recorded.

Q: What grades will the school serve?

A: Upon opening, we will serve a community of Kindergarten and First grade. Each year we will continue to add a grade each year until we reach full scale at 8th grade.

Q: Where will the new school be located?

A: For the first two years, the school will be co-located in the brand new facility built for SBC3. In August 2019, the school will relocate to its own permanent private facility.

Q: Who will be the School Leader?

A: We have created a School Leader Fellowship and we are currently interviewing for this position. This Fellow will train directly with the Executive Director and other School Directors between now and when the school opens.

Q: What will this school have in common with the three other schools?

A: South Bronx Classical Charter School IV will be a true replication from SBCCS I – a Blue Ribbon Award School and the other two sister schools. It will also have the same core leadership team that runs the three other schools.

IV. Other Feedback

After the open forum discussion, Samuel indicated that comment cards are being passed around for those that would like to provide any feedback about our school network.

IV. Adjournment

With there being no further discussion, the meeting was adjourned.

**Attachment 2c: Evidence of District Support for Restart/Turnaround
(N/A)**

N/A

Attachment 3a – Sample Weekly Student Schedules (ES, MS, and/or HS)

See attached schedule.

“Specials” refers to Art, Physical Education, and Music.

South Bronx Classical Charter School IV

First Grade Daily Schedule 2016-2017 (Student)

| | Classroom 1 | | Classrom 2 | | Classrom 3 | | Classrom 4 |
|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|--------------------------|
| 8:00 - 8:10 | Math Meeting | 8:00 - 8:10 | Math Meeting | 8:00 - 8:10 | Bathroom (e) | 8:00 - 8:10 | Bathroom MSMC |
| 8:10 - 8:20 | Bathroom (e) | 8:10 - 8:20 | Bathroom (w) | 8:10 - 8:20 | Math Meeting | 8:10 - 8:20 | Prep |
| 8:20 - 8:55 | Math |
| 8:55 - 9:40 | Specials |
| 9:40 - 10:40 | Guided Reading |
| 10:40 - 11:10 | Lunch |
| 11:10 - 11:20 | Bathroom (w) | 11:10 - 11:40 | Phonics | 11:10 - 11:20 | Bathroom (e) | 11:10-11:45 | Prep |
| 11:20 - 11:50 | Phonics | 11:40 - 11:50 | Bathroom (e) | 11:20 - 11:45 | Grammar | | |
| 11:50 - 12:15 | Grammar | 11:50 - 12:15 | Grammar | 11:50 - 12:15 | Phonics | 11:50 - 12:15 | Grammar MSMC |
| 12:15 - 1:00 | Specials |
| 1:00 - 1:40 | Read Aloud | 1:00 - 1:40 | Read Aloud | 1:00 - 1:40 | Read Aloud | 1:00 - 1:40 | Read Aloud IU |
| 1:40 - 2:20 | Number Stories/Reteach | 1:40 - 2:20 | Number Stories/Reteach | 1:40 - 2:20 | Number Stories/Reteach | 2:20 - 2:40 | Prep |
| 2:20 - 2:30 | Bathroom (w) | 2:20 - 2:30 | Snack | 2:20 - 2:30 | Bathroom (e) | | |
| 2:30 - 2:40 | Snack | 2:30 - 2:40 | Bathroom (w) | 2:30 - 2:40 | Snack | | |
| 2:40 - 3:30 | Writing | 2:40 - 3:30 | Writing | 2:40 - 3:30 | Writing | 2:40 - 3:30 | Writing Williams |
| 3:30 - 4:00 | Social Studies/Science | 3:30 - 4:00 | Social Studies/Science | 3:30 - 4:00 | Social Studies/Science | 3:30 - 4:00 | Social Studies/Sci. MSMC |
| 4:00 - 4:15 | Choice Time | 4:00 - 4:15 | Choice Time | 4:00 - 4:15 | Choice Time | 4:00 - 4:15 | Prep |
| 4:15 - 4:30 | Dismissal |

Attachment 3b – Sample Weekly Teacher Schedules (ES, MS, and/or HS)

See attached schedule.

South Bronx Classical Charter School IV

First Grade Daily Schedule 2016-2017 (Teacher)

| | Classroom 1 | | Classroom 2 | | Classroom 3 | | Classroom 4 |
|----------------------|-------------------------------------|----------------------|-------------------------------------|----------------------|-------------------------------------|----------------------|-------------------------------------|
| 7:00-7:50 | Grade Wide Meeting/Prep |
| 7:50-8:00 | Pick up Scholars |
| 8:00 - 8:10 | Math Meeting | 8:00 - 8:10 | Math Meeting | 8:00 - 8:10 | Bathroom (e) | 8:00 - 8:10 | Bathroom MSMC |
| 8:10 - 8:20 | Bathroom (e) | 8:10 - 8:20 | Bathroom (w) | 8:10 - 8:20 | Math Meeting | 8:10 - 8:20 | Prep |
| 8:20 - 8:55 | Math |
| 8:55 - 9:40 | Prep |
| 9:40 - 10:40 | Guided Reading |
| 10:40 - 11:10 | Lunch |
| 11:10 - 11:20 | Bathroom (w) | 11:10 - 11:40 | Phonics | 11:10 - 11:20 | Bathroom (e) | 11:10-11:45 | Prep |
| 11:20 - 11:50 | Phonics | 11:40 - 11:50 | Bathroom (e) | 11:20 - 11:45 | Grammar | | |
| 11:50 - 12:15 | Grammar | 11:50 - 12:15 | Grammar | 11:50 - 12:15 | Phonics | 11:50 - 12:15 | Grammar |
| 12:15 - 1:00 | Prep |
| 1:00 - 1:40 | Read Aloud |
| 1:40 - 2:20 | Number Stories/Reteach |
| 2:20 - 2:30 | Bathroom (w) | 2:20 - 2:30 | Snack | 2:20 - 2:30 | Bathroom (e) | 2:20 - 2:40 | Prep |
| 2:30 - 2:40 | Snack | 2:30 - 2:40 | Bathroom (w) | 2:30 - 2:40 | Snack | | |
| 2:40 - 3:30 | Writing |
| 3:30 - 4:00 | Social Studies/Science | 3:30 - 4:00 | Social Studies/Science | 3:30 - 4:00 | Social Studies/Science | 3:30 - 4:00 | Social Studies/Sci. MSMC |
| 4:00 - 4:15 | Choice Time | 4:00 - 4:15 | Choice Time | 4:00 - 4:15 | Choice Time | 4:00 - 4:15 | Prep |
| 4:15 - 4:30 | Dismissal |
| 4:30 - 5:30 | Meetings/Grading/Prep (optional) |

Attachment 3c – First Year Calendar

South Bronx Classical Charter School IV will coordinate its calendar with the New York City Department of Education school calendar. Below is a proposed schedule until the NYC DOE releases the schedule.

| SOUTH BRONX CLASSICAL CHARTER SCHOOL IV 2017-2018 | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|--------------|----|-----------------------|----|----|----|--------------|--------------|----|---------------------|----|----|----|----|---------------|----|--|--|--|
| <i>August 2017</i> | | | | | | | <i>September 2017</i> | | | | | | | <i>October 2017</i> | | | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | | | | |
| <i>November 2018</i> | | | | | | | <i>December 2018</i> | | | | | | | <i>January 2018</i> | | | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | |
| 26 | 27 | 28 | 29 | 30 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | 31 | | | | | | |
| | | | | | | | 31 | | | | | | | | | | | | | | | | |
| <i>February 2018</i> | | | | | | | <i>March 2018</i> | | | | | | | <i>April 2018</i> | | | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | |
| | | | | 1 | 2 | 3 | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | |
| 25 | 26 | 27 | 28 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | | | | | | | | |
| <i>May 2018</i> | | | | | | | <i>June 2018</i> | | | | | | | <i>July 2018</i> | | | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | <u>28</u> | 29 | 30 | 29 | 30 | 31 | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |

There will be 200 school days in the 2017 - 2018 academic year.

Note: Shaded boxes indicate no school. Boxes with diagonal lines indicate early dismissal days (at 1:00 PM).

| | | | | | |
|--------------|---------------------|--------------------|------------------------|-----------|-----------------|
| August 16 | First Day of School | December 22 | Holiday: 1/2 Day | March 30 | Report Card #3 |
| September 4 | Labor Day | Dec 25- Jan. 1 | Winter Vacation | April 2-6 | Spring Break |
| September 22 | Progress Report #1 | January 1 | Winter Vacation End | April 16 | Conferences |
| September 25 | Welcome Night | January 18 | End of Q2 | May 7-11 | Assessments |
| October 9 | Columbus Day | January 15 | MLK Day | May 17 | Progress Report |
| October 27 | End of Q1 | January 22 | Report Card #2 | May 28 | Memorial Day |
| November 3 | Report Card #1 | January 25 | Conferences | June 28 | Last Day |
| November 8 | Conferences | February 15- 20 | Mid-Winter Break | June 29 | Staff Last Day |
| Nov. 23-24 | Thanksgiving | February 26 | Progress Report #3 | | |
| December 8 | Progress Report #2 | March 27 | End of Q3 | | |

Attachment 4 – Scholar Discipline Policy

RESPECTFUL ENVIRONMENT

Respect is a core value at SBCCS IV, and scholars are expected to demonstrate the following elements of respect each day:

Respect for self

- Carrying themselves with a sense of dignity every day – in their behavior, language, and their school uniform dress

Respect for fellow scholars

- Showing support, encouragement, and kindness to all scholars and refraining from insulting, teasing, bullying, or physically harming others

Respect for faculty, staff, and all adults

- Listening and following instructions and using appropriate language, gestures, and tone of voice in all interactions with adults

Respect for the classroom

- Following the rules of the classroom; working hard and dedicating themselves to excellence; participating in class activities and completing all homework; and attending class each day, arriving on time, with all materials necessary for school

Respect for property

- Respecting their personal property and the property of other scholars; maintaining their textbooks and other materials; and caring for school grounds/property and pitching in to keep them clean and neat

SBCCS IV will comply with all aspects of the Dignity for All Students Act.

Our Dean of Students is responsible for disciplinary concerns. The Dean collaborates with teachers, families and scholars to help create a safe and orderly learning environment. The Dean is given the authority to decide on the appropriate consequences for inappropriate scholar behavior.

SBCCS IV must provide a safe and secure environment, from the moment the scholars leave their homes to the moment they return, where they can focus solely on mastering their skills in reading, writing, math, science and social studies. South Bronx Classical must promise parents that their children are in safe and capable hands throughout the extended day and year that scholars attend the school.

To this end, SBCCS IV has set forth policies that support our mission, ensure a culture of achievement, and are consistent with the requirements of due process and with federal laws and regulations governing the placement and disciplining of Students With Disabilities.

We have created a Code of Conduct in order to ensure that our school is a respectful space for learning where all feel comfortable, allow scholars to focus on their learning, and prepare scholars to become engaged citizens who follow rules set by our communities.

The Code of Conduct describes behaviors that the school considers inappropriate or unacceptable (“behavioral infractions”) and the consequences of those behaviors. Scholars who do not to meet the school community’s clearly defined standards for reasonable and acceptable behavior are not 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 student Code of Conduct. It is important to note that since SBCCS IV will provide a highly structured setting, in which expectations are clearly explained and consistently modeled, we anticipate that such infractions as are described below will be minimal. We believe that scholars rise to the level of behavioral expectations we set for them, and that within a disciplined environment, along with positive and consistent modeling, scholars will behave very well.

BEHAVIORAL INFRACTIONS

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, South Bronx Classical staff has sole discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this code occurring while the scholar is on school grounds or school-related transportation, during school-sponsored activities and trips, and during all other school-related events.

RESPECTFUL BEHAVIOR

At SBCCS IV we help our scholars grow into mature young people. To that end, while we will not tolerate disrespect, we do allow for scholars to disagree respectfully with each other and with adults. We have developed routines and procedures that enable scholars to do so.

TRAFFIC LIGHT BEHAVIOR SYSTEM

If a scholar disrupts learning for himself or others, there is a consequence to that behavior. If a scholar commits any of the following minor infractions, the scholar will move down levels on our traffic light behavior system. In addition to moving up and down levels on the traffic light, the scholar may receive additional targeted, corrective consequences and/or lose other school privileges. Behavioral infractions include, but are not limited to:

- Chewing gum; being out of uniform; unexcused lateness to school or class; making inappropriate noises or speaking out of turn during class; not paying attention or following directions or procedures of the class or school; and other behaviors deemed inappropriate by school staff.

DETENTION

If a scholar endangers himself or others physically or verbally, and thus commits any of the following major infractions, the scholar may receive a detention. Behavioral infractions which warrant a detention include, but are not limited to:

- Moving down from green to yellow to red on the traffic light; disrespecting a fellow scholar; disrespecting faculty, staff, or other member of the school community;

disrespecting school property; deliberately disrupting class; engaging in disruptive conduct or making scholars feel uncomfortable/excluded; failing to return a signed progress report or report card the day after distribution; and chronic tardiness.

PROCEDURES FOR TRAFFIC LIGHT MOVEMENTS AND DETENTIONS

If a scholar commits an infraction and the consequence called for is any other than suspension or expulsion, staff members are authorized to address the infraction and invoke the consequence according to their professional judgment. The School Director and Dean of Students will be responsible for ensuring through professional development that teachers are modeling positive and appropriate behaviors consistently, and applying the Code of Conduct in a uniform and equitable way.

Teachers will notify school leaders of any significant or repeated discipline concerns and seek support from school leaders in finding ways to modify scholar behavior where needed. The school will reserve the right to insist upon parent involvement in resolving the disruptions before the student will be allowed to return to class.

Detention may be served during lunch, Enrichment, choice time, or with a buddy teacher on day the detention is earned. Such decisions are at the discretion of the teacher and/or Dean of Students. There may be some days when a scholar is required to stay in another classroom for detention.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

If a scholar endangers the school community and commits any of the following gross infractions, the scholar may receive an in-school or out-of-school suspension, as determined by the Dean of Students and School Director. Behavioral infractions which warrant a suspension include, but are not limited to:

- Gross disrespect of a fellow student, faculty member, or school transportation provider; damaging, destroying, or stealing property or attempting to do so (including graffiti); using or possessing tobacco products; inappropriate sexually or racially motivated conduct; using abusive, vulgar or profane language; fighting, or any form of harassment or intimidation; making verbal or physical threats, empty or otherwise; setting off false alarms; gambling, forging, plagiarizing, or cheating; and being charged with a felony.

PROCEDURES FOR IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

If a scholar commits an infraction that calls for a consequence of short-term suspension (ten days or fewer), such action will be recommended by the Dean and possibly approved by the School Director. In such cases, the school will adhere to the following procedure, consistent with applicable law:

- The scholar shall be informed of the charges against them as well as the evidence of those charges; the scholar will have the opportunity to explain their side of the events; the school will immediately and personally notify the parent and will call or send written confirmation by personal delivery or mail within 24 hours of the decision to suspend a scholar; the parent will have the opportunity to discuss the suspension with the

Principal; the school may require a meeting with the parents before the scholar may return to classes; if the scholar is out-of-school suspended, alternative education will be an option. If the scholar does not attend alternative education, the scholar's suspension will be an unexcused absence.

ALTERNATIVE EDUCATION

Alternative Educational Services are in-school instructional services provided to all scholars who have received an out-of-school suspension for 1-5 consecutive school days. Parents/Guardians must check the appropriate box, located at the bottom of the suspension letter or contact the school's Dean of Students.

EXPULSION

Expulsion is defined as the exclusion from the school on either a long-term or permanent basis at the discretion of the Executive Director or his/her designee. Behavioral infractions that can lead to expulsion include:

- Possessing a dangerous or illegal weapon or anything intended to be used as a weapon including, but not limited to, a knife or a gun; possessing a controlled substance including, but not limited to, illegal drugs or alcohol; repeated suspensions; assault (i.e. threatening assault, hitting, kicking, punching, slapping, pushing) against fellow students or other members of the school community; theft or destruction (attempted or actual) of personal or school property, including arson; and consistent and continuous behavioral infractions as noted above.

PROCEDURES FOR LONG-TERM SUSPENSION OR EXPULSION

Long-term suspension indicates the removal of a scholar from the school building for disciplinary reasons for more than ten days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The following procedures which comply with applicable law are followed:

- The scholar is immediately removed from class/school as needed; and the scholar is informed of the charges against him/her as well as the evidence of those charges; where applicable, the scholar has the opportunity to explain his/her side of the relevant events.

The Executive Director immediately notifies a guardian of the child in person or on the phone and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel, and sets a date for a formal hearing and notifies guardians in writing of the date, time, and place of the hearing, as well as:

- The charges against the scholar; a summary of the supporting evidence; and their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

The Executive Director will preside at the hearing and makes a decision as to the scholar's status and issues a written decision which is sent to the scholar's guardians, the Board of Trustees, and put in the scholar's permanent file. If the Executive Director finds that long-term

suspension or expulsion is indicated, the guardians of the scholar may appeal this decision to the Board of Trustees within ten days of the decision to suspend or expel.

Such appeal is heard at the discretion of the Chair; in such cases the guardians are once again notified in writing of the date, time, and place of the hearing, as well as:

- The charges against the scholar; a summary of the supporting evidence; and their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

PROVISION OF INSTRUCTION DURING REMOVAL

In order to ensure academic progress, alternative instruction is provided to scholars who have been suspended or removed. The method and form of this alternative instruction is determined on a case-by-case basis. In all situations, the method and form is selected with the goal of maximizing the scholar's academic progress. It enables the scholar to master material, complete assignments, and participate in assessments. Instruction commences within two days of a scholar being removed or suspended. In such cases, instruction occurs either: within the school facility, at the scholar's home, or at a contracted facility which is reasonably accessible to the scholar. It occurs either during the school day, before school hours, or after school hours.

POLICY FOR INFRACTIONS WHICH CONSTITUTE A VIOLATION OF THE LAW

Infractions which are violations of municipal, state, and federal law (such as weapons possessions, assaults, thefts, and possession of controlled substances) are reported to the appropriate law enforcement authorities (e.g., the New York City Police Department).

STUDENT SEARCHES

In order to maintain the security of all its scholars, we reserve the right to conduct searches of its scholars and their property. If searches are conducted, the school ensures that the privacy of the scholars is respected to the extent possible, and that scholars and their families are informed of the circumstances surrounding and results of the search.

SCHOLAR RESTRAINTS

SBCCS IV maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including the traffic light movements, detentions, loss of privileges, suspensions, and expulsions. Corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the Executive Director will file a detailed report of such with the board.

DISCIPLINE OF SCHOLARS WITH SPECIAL NEEDS

SBCCS IV will comply with all Federal and State law that provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability.

Attachment 5b – By-Laws

Since SBCCS IV will be governed by the CCS Board of Trustees, the By-laws for CCS have been included.

CLASSICAL CHARTER SCHOOLS

BY LAWS

ARTICLE I

Name and Policy

Section 1.01. Name. The name of the education corporation is Classical Charter Schools (“CCS” or “the Organization”).

Section 1.02 Non-Discriminatory Policy. CCS seeks diversity in its student/parent body, faculty, staff and administration and does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II

Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall have control of and manage the operations and affairs of CCS, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of CCS and shall oversee that such policies and procedures are carried out by the Executive Director and such other staff of CCS as the Board of Trustees may employ or authorize the Executive Director to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that CCS is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of CCS from time to time, which shall not be less than five (5) and not more than thirteen (13). The trustees shall be elected (“Elected Trustees”) pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years

commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. If a Trustee is meeting all obligations required by the Board of Trustees, he or she shall not be limited as to the number of successive terms he or she shall be able to serve. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-third of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04 Initial Trustees. The initial Trustees (the "Initial Trustees") are those persons named as Trustees in the Charter. The Initial Trustees shall serve until the earliest of (a) the first annual meeting of the Board held during 2006, (b) their resignation or (c) their removal from office pursuant to Section 2.13.

Section 2.05. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (c) and (d).

Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal, or an increase in the number of Elected Trustees, the Executive Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of CCS faithfully and effectively. No employee of the Organization shall be eligible to be nominated or serve as an Elected Trustee.

Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Executive Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the majority of the Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the Board Chair or the Vice Chair.

Board of Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act, or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Executive Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Executive Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine.

Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Executive Committee may abolish a vacant Elected Trustee seat, provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

Section 2.07. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

Annual Meeting. Unless otherwise provided by the Board of Trustees, the “Annual Meeting” of the Board of Trustees shall be held in June of each year.

Regular Meeting. The Board of Trustees may provide for holding of the “Regular Meetings” and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be scheduled monthly.

Special Meeting. “Special Meetings” of the Board of Trustees shall be called by the Board Chair or Vice Chair of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Board Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees.

Notice. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting or upon reasonable notice under the circumstances where 3 day notice is impractical. Notices by messenger, regular mail, e-mail, or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

Section 2.08. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of CCS have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of CCS. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of CCS. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees

can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall adopt a Policy on Conflicts of Interest to address these areas of potential conflict. In the event that any functions that are provided by institutional or contractual partners on behalf of the Organization result in a conflict of interest with any members of CCS Board of Trustees, these Board members will recuse themselves from voting upon these matters.

Section 2.09. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.11. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Board Chair. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board Chair, he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.05.

Section 2.13. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days' notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

Section 2.14. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Trustees shall serve without compensation.

Section 2.15 Evaluations. Evaluations of the Executive Director shall be conducted by the Executive Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Executive Committee on an annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees and the Executive Director. On-going informal assessments of the Executive Director and the board of Trustees shall be conducted on an as-needed basis determined by the Executive Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following “Standing Committees”: Executive Committee, Finance/Audit Committee, Education Committee, and Development Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more “Ad Hoc Committees” with such names powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members: Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees in the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Board Chair after consulting with the Chair, if any, of such committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Board Chair of each committee shall be chosen by the Board Chair from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters that come before the Board of trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee’s powers are advisory to the Board of Trustees.

Section 3.05. Executive Committee. The Executive Committee shall consist of no less than four (4) members, including the Board Chair and Vice Chair and such other Trustees as may be designated by the Board of Trustees. The Board Chair shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, conduct evaluations of the Executive Director and of the Board of trustees, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could authorized by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the Minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.06. Finance/Audit Committee. The Finance/Audit committee shall consist of no less than three (3) members. The Treasurer shall be the Chair of the Finance/Audit Committee. The Finance/Audit Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of CCS's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance/Audit Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance/Audit Committee shall review investment policies, objectives, and performance.

Section 3.10. Education Committee. The Education committee shall consist of no less than three (3) members. The Education Committee shall be responsible for evaluating whether CCS is adhering to its Charter and achieving its accountability goals. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Executive Director to analyze assessment data.

Section 3.11. Development Committee. The Development Committee shall consist of no less than three (3) members. The Development Committee shall be responsible for developing fundraising plans and initiatives for CCS, to the extent necessary and strategically desirable. It will review the financial condition of the Organization and will seek funding for various aspects of the school's day to day operating needs as well as new projects.

ARTICLE IV Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Board Chair, one Vice Chair, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office, and Qualifications. The Board of Trustees shall elect the Board Chair, one Vice Chair, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers) to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Board Chair. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of CCS may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days' notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Board Chair. The Board Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Board Chair shall preside at all meetings of the Board of Trustees and the Executive Committee and shall, when directed by the Board of Trustees, sign on behalf of CCS all contracts, securities and other obligations of CCS, when the authority to sign is not otherwise delegated by the Board of Trustees.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair on the Board of Trustees. The Vice Chair shall in the absence or disability of the Board Chair or at the Board Chair's request, perform the duties and exercise the powers of the Board Chair.

Section 4.09. Executive Director. The Executive Director shall be the chief administrative officer of CCS, and shall be appointed by the Board of Trustees to exercise control over the affairs of CCS, subject to the supervision of the Board of Trustees.

Section 4.10. The Secretary. The Secretary shall keep the minute books of CCS, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Board Chair.

Section 4.11. The Treasurer. The Treasurer shall have general custody of all money and securities of CCS and from time to time shall render to the Board of Trustees, and to the Chair, upon request, a statement of the financial conditions of CCS and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Board Chair.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All agreements, contracts, checks and other instruments of CCS requiring an expenditure or imposing an obligation of more than \$25,000 shall be executed by the Board Chair or the Treasurer. All

agreements, contracts, checks and other instruments of CCS requiring an expenditure or imposing an obligation of less than \$25,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$25,000.00 or greater must be signed by two of these individuals.

ARTICLE V Miscellaneous Matters

Section 5.01. Corporate Seal. The corporate seal of the Organization shall be circular in form and shall bear the name CCS and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of the Organization shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in CCS's Charter, the Charter shall prevail and control.

Section 5.04 Conflict with Charter. To the extent there are any conflicts between the terms of the charter of the Organization, and the terms of these by-laws, the terms of the charter will control.

Section 5.05. Indemnification.

To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, the Organization shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of CCS's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. The Organization, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she

was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise. The Organization may maintain insurance, at its expense, to protect itself and any person described in subsection (a) against any expense, liability or loss, whether or not the Organization would have the power to indemnify such person against such expense, liability or loss under applicable law.

Section 5.06. Closure or Dissolution. In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York.

Section 5.07. Amendments. These Bylaws may be altered, repealed, or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

Section 5.08. Notice. Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, email, or facsimile.

Amended June 21, 2016
Adopted September 13, 2006

Attachment 5c – Code of Ethics

Since CCS will be governed by the CCS Board of Trustees, the Code of Ethics for CCS has been included.

The trustees, officers and employees of Classical Charter Schools (“CCS”) shall at all times be in compliance with the following code of ethics:

1. The Board shall conduct and direct the affairs of CCS and exercise all such powers as may be exercised by CCS, subject to all applicable laws, the CCS Charter and these Bylaws. The Board may delegate the management of the activities of CCS to others, so long as the affairs of CCS are managed and its powers are exercised under the Board’s ultimate jurisdiction.
2. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by CCS for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee uniquely; (D) in the case of the Director or Co-Directors of CCS, such person’s evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.
4. CCS shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which CCS is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following is not a self-dealing transaction and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of CCS, if the transaction (A) is approved or authorized by the Board in good faith and without unjustified favoritism, and (B) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval or ratification, shall make a prompt, full and frank disclosure of such person’s interest to the Board or committee prior to its acting on such contract or transaction.

The body to which such disclosure is made shall thereupon determine, by majority vote, from which such person shall be excused, whether a conflict of interest exists or may reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, use his or her personal influence in connection with, or be present during the discussion or deliberations with

respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the deliberations and vote.

6. Trustees representing any not-for-profit corporation proposing to do business with CCS shall disclose the nature and extent of such business propositions.

7. No trustee, officer or employee of a for-profit corporation having a business relationship with CCS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

A. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;

B. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;

C. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

8. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Trustees shall not accept any gift or privilege in connection with CCS worth \$50 or more that is not available to a similarly situated person unless that gift is for the use of CCS.

12. CCS Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

Attachment 7 – If applicable: Partnership Information

See PDF copy of letter.



CLASSICAL
CHARTER SCHOOLS

LEADERSHIP

LESTER LONG
FOUNDER & EXECUTIVE DIRECTOR
SCHOOL DIRECTOR, SBCCS

LEENA GYFTOPOULOS
SCHOOL DIRECTOR, SBCCS II

REBECCA GEARY
SCHOOL DIRECTOR, SBCCS III

March 3, 2016

New York State Education Department
The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

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.

Dear Commissioner,

I am Board Chair of South Bronx Classical Charter School (“SBCCS I”), Board Chair of South Bronx Classical Charter School II (“SBCCS II”), and Board Chair of South Bronx Classical Charter School III (“SBCCS III”), having been duly elected prior to all three schools in 2006, 2013, and 2015 respectively. It has been a pleasure to serve our scholars in that capacity.

On December 18, 2015, SBCCS I, II, and III submitted an application for the proposed merger and name change of SBCCS I, II, and III to Classical Charter Schools. Classical Charter Schools will have the authority to operate SBCCS I, II, III, and IV (upon approval of SBCCS IV’s charter). SBCCS IV will be a replication of the three other schools.

With this replication we hope that we can create real and lasting synergies by leveraging the work, experience, and measured success we enjoy at SBCCS I, II, and III, to further our impact on more families in our community. I expect such synergies to include combined teacher development sessions; bookkeeping and financial services; curriculum and assessments; and providing leadership pipelines for all staff. The board of SBCCS IV will be composed of the same trustees as the boards of SBCCS I, II, and III. Most of these synergies will not have a material cost, and therefore any such transaction would be free or for a marginal cost.

If you have any questions or concerns, please contact me at (212) 496-6267 or email me at csbaldwin@hotmail.com. Thank you.

Sincerely,

C. Stephen Baldwin
Board Chair

LOCATIONS

SOUTH BRONX CLASSICAL
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
3490 THIRD AVENUE
BRONX, NY 10456

CLASSICALCHARTERSCHOOLS.ORG

Attachment 8a – Hiring and Personnel Policies and Procedures

HIRING POLICY

South Bronx Classical Charter School IV will use the hiring and personnel policies and procedures that Classical Charter Schools have in place. CCS will hire employees either on a full-time or part-time basis. Full-time employees are eligible to enroll in the CCS Benefit Plan. Part-time employees, working fewer than 30 hours per week, are not. At any time, the Executive Director may alter or adjust the terms of an employee's employment. These terms include salary, benefits, job descriptions, titles, or other terms, only within the parameters established by the Board of Trustees.

All full time hires must have at least 2 references and be at least working towards required certification.

REQUIRED DOCUMENTATION

- Cover Letter and Resume
- College Transcripts
- W-4
- I9
- Job Offer Letter

Most importantly, all employees are hired on an "at will" basis, and thus can be terminated, or can resign, for any cause.

All full-time staff are able to receive up to 8 sick or personal days. An employee absent for three continuous days without notifying Administration in writing, or without due reason, will be immediately terminated.

Full-time employees who have worked at CCS for one (1) months are eligible to participate in the school's deferred compensation 401(k) program. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Executive Director. In accordance with federal guidelines, employees are subject to a maximum limit per year (currently 15% of annual salary or \$17,500 in 2014) on deferred compensation.

Benefits:

Full-time employees will be offered medical and dental plans selected by the Executive Director. The terms of coverage will vary based on type of coverage (dependents, co-pay, etc.).

CCS expects to cover 97%-100% of the individual's medical and dental premiums. Employee contributions for health care and dental coverage will be automatically withheld from employees' semi-monthly paychecks.

Any CCS employee that suffers injuries resulting from accidents that occur while performing duties on behalf of the school is covered by Worker's Compensation Insurance. Such employee must file a Workman's Compensation Insurance report with the Director of Business as soon as possible, and must file any other forms as required by law.

As required by New York State law, CCS carries short-term disability insurance for its employees. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability must file appropriate reports and forms with the Director of Business. Such employee is also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

TERMINATION

All employees at CCS are hired on an "at will" basis, and thus can be terminated, or can resign, for any cause.

The termination of employees is a difficult process for all staff and students. We believe that professionalism, adherence to law, dignity and sensitivity to all parties, including scholars, will minimize the stress and disruption during the transition. The Executive Director and School Director hold the authority to terminate an employee at will. Violations of the CCS Codes of Conduct or other legal and ethical expectations outlined in the Staff Handbook may result in termination. Depending on the severity of the violation, termination may be immediate. There is no guarantee of any type of severance pay or any pay based on performance of concluding work.

RESIGNATION

To ensure a smooth transition of education services for our scholars, all personnel wishing to resign must provide a Letter of Resignation at least two weeks prior to the date of departure.