

Prospectus Requests
Bronx Charter School of Health and Wellness
Lead Applicant: Jennifer Ciavirella Schmidberger
Board Chair: Diane Carre

I. EXECUTIVE SUMMARY

The mission of Bronx Charter School of Health and Wellness is to establish a diverse learning environment that promotes healthy lifestyles and enhances the quality of life. The school will encourage students and families to strengthen their health and well being through educational opportunities, integrated programs, and wellness activities. The school will promote positive changes in physical, social, emotional, and intellectual wellness which will lead to heightened individual student performance.

The goals for Bronx Charter School of Health and Wellness will be high academic attainment and improvement, a responsive educational program and environment, responsible school leadership and governance, financial sustainability and internal controls, and a strong school culture coupled with supportive relationships.

We will have high academic expectations for all students. The school will meet or exceed its absolute performance goals, student progress goals, and continually reduce the performance gap. Each year we will meet or exceed the 95 % participation rate required for AYP. Each year every accountability group will show evidence of acceptable performance on assessments in the current year or evidence of improvement from the previous year. By the time of renewal, we will meet AYP and surpass the performance of similar schools. Each year 75% of all tested students who are enrolled consecutively for two years will perform at or above level 3 on the NYS ELA and Math exam. Each year, the percent of students passing the NYS ELA and Math Assessment with a proficiency level of 3 or better will exceed that of all the students from the local school district. Each year, each grade level cohort of students will reduce by one half the gap between the percent at or above Level 3 on the previous year's State ELA and Math exam and 75% at or above Level 3 on the current years' ELA exam. Other goals will be to have a school wide attendance rate of 95% and promotion rates that will exceed the district. Our goal is to have a 90% parent satisfaction/retention rate coupled with a 90% teacher retention rate.

All teachers will be highly qualified. They will be competent in their assigned areas and have the requisite qualifications under state and federal law. There will be quality instruction in every classroom. Our curriculum will be aligned with the state standards. We will use data to improve our instruction, student learning, and curriculum.

We will strive to be in financial compliance with evidence of no major findings in our annual audits and will operate every year on a balanced budget and maintain a stable cash flow.

Bronx Charter School of Health and Wellness is being designed to meet the physical, social, emotional, and intellectual needs of the students and their families. Research from the Bronx District Public Health Office states that obesity and overweight in residents of all ages in the south Bronx is common and is becoming an epidemic. Nearly 1 in 3 children South Bronx Head Start programs is obese and almost half are overweight. Nearly 1 in 4 children in public

elementary schools in the South Bronx is obese and 4 in 10 are overweight. Many adolescents and adults in the South Bronx do not exercise regularly or eat the recommended amount of fruits and vegetables. Factors related to obesity/ overweight in school children negatively influence a child's readiness to learn and overall achievement. Poor nutrition and lack of physical activity are not only root causes of overweight/obesity, they are also factors associated with lower academic achievement. Studies demonstrate that when children's basic nutritional and fitness needs are met, they attain higher achievement levels. We will play a critical role in helping our students learn and practice healthy eating habits, and provide the knowledge, motivation, and skills children need for lifelong physical activity. Recent studies have been conducted by Action for Healthy Kids-which demonstrate that poor nutrition hampers academic achievement and that proper nutrition and increased physical activity lead to higher academic achievement. Bronx Charter School of Health and Wellness will have a Wellness Policy that will address healthy eating, physical activity, and provide socio-emotional support. We will increase opportunities for physical activity and increase the availability of healthy foods and promote healthy

We will also coordinate our school's health and wellness efforts through a variety of other services such as counseling and psychological services, family involvement, food services, health education, and health services. We will dedicate a section of our facility to address all these services. It will be noted as the Wellness Wing. We will partner with non-profit organizations to assist us in providing this array of services. They will include: Wellness in the Schools, Bronx Health Reach, Montefiore School Health Program, NY Academy of Medicine, The Alliance for a Healthier Generation (Healthy Schools Program), The NY Coalition for Healthy School Meals, CookShop, City Harvest, and Healthy Bucks.

Academically, our educational design will be centered around the New York State Standards as it gives a clear indicator of what our students are supposed to be able to do. The other parts of our curriculum will consist of professional development, instruction, assessment, and resources. However, the main driver will be the standards. They will be the most important component of our educational plan and will have a great impact because we will have them aligned with the types of assessments, instruction, professional development, and resources we seek, use, and implement.

We will welcome parents/guardians for visits. Parents will be required to commit 8 hours a school year if two parent household and 4 hours a school year if single parent household specifically at wellness and health events. The parent organization will be instrumental in marketing and tracking parent involvement hours. The parent organization will also assist the school in accessing health services for the school community. We will provide workshops for parents that will assist them in supporting learning in the home. We will provide wellness nights and activities that will support our mission of providing opportunities for students and families to learn about the importance of eating healthy and being physically active.

The Founding Committee of Bronx Charter School of Health and Wellness comprises mostly of educators, who have a wide-range of experience, devoted to the education of children, parents/guardians, and community members committed to South Bronx living. It includes: successful track records in leading reform in urban public education systems; operating public school systems; teaching in elementary and middle schools; preparing and monitoring school

system strategic and school improvement plans; engaging in instructional leadership and professional development activities; community outreach; and developing strategies to engage parents and community members in schools. The team’s experience also encompasses developing business plans; building effective community partnerships; and engaging in all aspects of business, including human resource development and management, technology, budget development and management, purchasing, facility and financial management, and Board of Director leadership.

Bronx Charter School of Health and Wellness will be governed by a Board of Trustees, which will work closely with the Principal. Specifically, the Board is responsible for: upholding the mission and vision, fiscal oversight, establishing overall policy, fund-raising, ensuring adequate resources, and evaluation of school Principal. The Board of Trustees of Bronx Charter School of Health and Wellness will have final authority for policy and operational decisions of the school. They will effectively oversee and govern the school by participating in a mandatory training and yearly retreat, attending and participating in all monthly meetings, and operate in accordance with their by-laws. Some current members of the Founding Committee will be selected for Board membership. The initial startup Board will transition to a permanent Board. The Founding Committee is committed to seeking out and securing a broad range of professional skills when recruiting Board members, carefully considering the need for diverse backgrounds. The Committee will specifically recruit Board members that have experience in elementary education, fundraising, legal affairs, finance and business, and health and wellness. The current BCSHW Founding Committee is determined to go slowly in creating an Executive Board for the proposed charter school. The Founding Committee will enlist the most qualified individuals and make sure those individuals understand the extent of their responsibilities and gravity of the mission.

II. STUDENT POPULATION

A. Student Enrollment

Anticipated Enrollment Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	40	40	40	40	40
1st	44	44	44	44	44
2nd	44	44	44	44	44
3rd		44	44	44	44
4th			44	44	44
5th				44	44
6th					44
7th					
8th					
9th					
10th					
11th					
12th					
Ungraded					

B. Target Populations

Community:

The student population of Bronx Charter School of Health and Wellness will be representative of students served in District 8, Community Board District 2 where our site will be located. The most recent data from the New York City Department of City Planning states the following:

- Population is 75% Hispanic, 21% Black (Non-Hispanic), and 5% other.
- 73% are family households
- Over half the population lives below the poverty line and receives Public Assistance
- Average household income is \$16,000
- 22% of population are high school graduates
- 6% of population are college graduates or higher
- 50% of the foreign born population are from the Dominican Republic, 10% are from Ecuador, 8% are from Honduras, 7% are from Mexico 3 % are from Jamaica, 2% are from Guatemala, 2% from El Salvador, 16% others
- 64% of the population is proficient in English
- Of the 36% non English proficient families, 98% speak Spanish at home.
- Currently, there are 11 elementary schools in Bronx CBD 2, in which 4 are charter schools

According to nySTART, in 2008-2009, District 8 had 85% free and reduced lunch, 12 % limited English proficiency, 11% special education and 17% teacher turnover rate. Special education and LEP accountability groups did not make AYP (though qualified through Safe Harbor). There is a clear indication that SpEd and LEP students could benefit from a quality, individualized based school. Bronx Charter School of Health and Wellness is being designed to meet the physical, social, emotional, and intellectual needs of these students and their families.

Special Education and At-Risk Students:

Any child who is qualified to attend public school in New York City will also be qualified to attend Bronx Charter School of Health and Wellness. It is the aim of the Bronx Charter School of Health and Wellness to attract, encourage, and maintain a comparable or greater enrollment of students with disabilities as compared to the enrollment figures for students in our school's district location. We will hold open tours quarterly for any parent in our district to see our special education programs in action, to visit classrooms, to speak to our teachers, staff, and administration, to attend parent-teacher association meetings and special events. As well, we will provide opportunities for current parents of special education students to personally connect with prospective parents via telephone, email, and face to face interaction. It is our hope that students who reside in our school's district will register and attend our charter school. We will be a local charter school of excellence that encourages enrollment by local children of local families who will support the teaching and learning efforts of the Bronx Charter School of Health and Wellness.

The services that will be provided directly by our charter school will include all those that are mandated by our students' IEPs. These include: resource room services, consultant teacher services, co-teaching and/or itinerant teaching services, speech and language services,

occupational therapy services, physical therapy services, psychological services, school social worker services, and ELL services. All of these services will be coordinated by our school's special education coordinator who will report directly to the principal. The coordinator will also be responsible for all IEPs including, delivery of services, distribution to teachers and staff, and attendance at all Committee on Special Education meetings. The school's budget will reflect the costs of these services, the school's facility will provide appropriate space for these services, and all staff members who are identified above that will be providing these services, will be highly qualified and certified. Students with IEPs will be represented at Committee on Special Education meetings by our special education coordinator, the child's classroom teacher, and other service providers whose attendance is required via the IEP. The child's parent or guardian will be encouraged to attend these meetings and, if necessary, transportation costs will be provided to ensure their attendance

As indicated by law, Bronx Charter School of Health and Wellness will not operate as the local education agency for a student with a disability. The LEA will be the district in which the child resides in. Bronx Charter School of Health and Wellness will comply with all federal requirements, specifically but not limited to the Individuals with Disabilities Education Act (IDEA), Part 300 of the Federal Regulations (43 CFR 300), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Family Educational Rights Privacy Act (FERPA). Bronx Charter School of Health and Wellness will address FERPA and IDEA regulations with regard to confidentiality of student records with due seriousness and complete compliance. We will follow these procedures to ensure absolute compliance with federal mandates of FERPA and IDEA:

- ❖ Although written consent by a parent , guardian, or student (depending on his/her age), is required in order to release information included in a student's school record, under FERPA, the following persons or organizations are permitted to view these records without said written consent. These include (a) school administration, (b) student's teachers, (c) court officials in order to comply with judicial or legal request, (d) situations involving health and safety emergencies (Individuals noted will sign a designated form including signature, date, reason for review of records, prior to gaining access to student files. Once access is gained, indication of this individual will be included in that student's school record file)
- ❖ Non confidential information regarding a student, such as name, address, telephone number, birth date, may be disclosed without written consent. Our school would inform all parents about the availability of said school directory in order to allow parents to formally request this information be withheld to the school community.
- ❖ Bronx Charter School of Health and Wellness will also comply with regard to maintenance of students' school records by storing them in a secure, locked location (cabinet, closet, desk, storage room, electronic storage file) with access permitted to individuals noted in item 1 above.

Students who are at risk of academic failure are often the students at greatest jeopardy in a school setting. Youngsters who are identified by the Committee on Special Education are afforded, by law, the services they require to achieve their academic potential. Budget constraints tend to be ignored or somewhat adjusted when it comes to providing students with

IEPs whatever it is they need to be successful in school. Those who are at risk, however, often slip through the cracks for several reasons. These are the youngsters who may not appear to be cognitively impaired; in fact, these children may be able to hold their own in kindergarten and the early part of first grade. As the years progress, however, they tend to lose ground, often struggling in basic reading and mathematics as well as language usage and written expression. Another group who may be at risk for academic failure is those youngsters who struggle with family and home problems; these stressors take their toll on their ability to gain academic skills with the due speed of their peers. Students of other cultures and language backgrounds also fall into the category of being at risk of learning failure. These are the youngsters who often fail to be acknowledged as being in need based on the cultural norms or expectations of their homeland. It is for those reasons, among others, that the needs of these students must be identified, assessed, and, ultimately, addressed. If this does not occur in a systematic, coordinated, prescriptive manner, using best practices, these children will most assuredly find academic failure and accompanying issues that will further impact their ability to learn and, ultimately, to be productive citizens in our society.

Identification of youngsters who are potentially at risk for academic failure will be accomplished in several ways. Without a doubt, the first line of defense in most instances stems from the keen eye of the classroom teacher, the educator who most often deals with these children in the learning setting. Parents and guardians are also, oftentimes, aware of the difficulties their child might be dealing with during homework time as well as general retention of early literacy skills being covered at school. School support staff such as the school social worker, the special education teacher/coordinator, speech and language therapist, principal, and any other ancillary staff that engages with the child before, during, and after the school day, are also prime identifiers of skills they may be lacking. Finally, probably the most telling and perhaps the most reliable identifier may be the child at risk him/herself. Oftentimes, these youngsters reveal their learning challenges through behaviors, comments, artwork, etc.

We will also implement a Child Study Team. The team would consist of the school Social Worker, School Psychologist, Special Education Teacher/Coordinator, the Principal, Classroom Teacher, and Parent. The purpose of the CST is to provide support and recommend services for students having learning problems and/or behavioral difficulties. The CST will utilize a problem solving approach. CST is a collaborative team effort of professionals with differing areas of expertise. Child Study Team meetings will be held every other week in accordance with teacher or parent made referrals. Once a student is referred to CST, the CST team will: meet to discuss referral and determine possible interventions, modifications, or referrals; follow up meeting within one month to determine if the recommendations were effective and needed modification; and make referral to Committee of Special Education if appropriate.

Once students who are potentially at risk for academic failure are identified, formal assessment must occur. Assessments that are standardized, reliable, and provide an overall picture of the child's skill levels should be used and individually administered by a professional evaluator that is skilled in its administration, analysis of the results, and ability to provide a personalized assessment of the child's learning needs based on the accrued data and the program(s) that will be most beneficial to warding off academic failure.

Assessments that are suggested include, but are not limited to the following:

- ❖ Woodcock Johnson Individual Achievement Test
- ❖ Young Children's Achievement Test
- ❖ Norris Educational Achievement Test
- ❖ Test of Academic Achievement Skills
- ❖ Kaufman Achievement Test
- ❖ Diagnostic Achievement Battery
- ❖ Basic Achievement Skills Inventory
- ❖ Peabody Individual Achievement Test

All too often, students who are at risk of academic failure are given instruction in watered down curriculum that tends to insure their lack of interest, engagement, and intellectual stimulation. Instead, students identified as being potentially at risk for school failure should be provided, as should all students, with curriculum that is rich, challenging, fun, and goes beyond the basics. The school environment must include classrooms that are a collaborative effort between regular and special educators who exude energy, enthusiasm, and employ clear and effective teaching practices that will enable each and every youngster to learn to their potential. High expectations must be the norm, not simply for those who learn in spite of methods, materials, and programs, but for all children, including the exceptional learners, the gifted, the LEP and those at risk of failure. Classroom must be heterogeneous with learning standards prevailing in all instruction. Instruction must include a variety of approaches and strategies but must, with absolute certainty, be direct. Opportunities for reinforcement, review, and repetition will be present, as well, with ample time allotted for learning that utilizes Gardner's multiple intelligences research theory as its foundation. Learning for all students must be engaging and interactive; merely sitting, listening, and parroting will no longer meet the standards for effective teaching and learning. Thinking skills must be woven into lessons such that students learn by investigation, trial and error, brainstorming, and reflection. Metacognitive strategies that encourage students to use the aforementioned processes will then lead and guide them to learn in ways that most effectively work for themselves, the learners. In this way, at risk learners will determine how best to learn and the methods that they can rely on to help themselves learn; they become more independent in their learning approach. As well, these students can then more easily see how topics/skills/tasks they are learning apart relate to each other; how they fit and interact in order to make more sense. Finally, all learners must make connections of newly acquired information or material to what they already know. Without this essential piece of the learning puzzle, at risk learners will most certainly never break out of their presumed cycle of failure.

Instructional programs that meet the needs of students who are at risk of academic failure are predominant in the field of education. While they may vary some in their approach or methodology, those that rely on prescriptive measures that focus on the data driven needs of the students are proposed for this charter school. They, after years of teaching use in New York City and beyond, have garnered excellent reviews based on the results that have been achieved for students who are at risk for academic failure. These programs are data driven in their approach and are systematic and explicit in their teaching approaches and methodology. At this time, the following programs are being suggested as those that will be utilized with the at risk student population of our charter school. They are Project READ and Reading Rescue. Both provide extensive professional development training to teachers and paraprofessionals that occur over an enduring period of time with opportunities for follow up training in the years following the initial

training. These programs provide one to one intensive instruction in literacy that includes sight word development as well as phonics instruction; both of which are crucial for reading and literacy development and, ultimately, improved reading levels among students who are at risk for failure. The consistency of daily instruction, including high frequency sight word and phonics reviews, are the hallmarks of research based reading programs with notable improvement and results that can be documented through post assessment data collection.

Conducting a successful program for students who are at risk demands a variety of teaching tools and materials. Aside from the actual reading programs cited above, the following are essential for successful teaching and learning. This list is not totally inclusive but merely a smattering of what will be available for teachers and students at our charter school.

- ❖ A well-trained professional staff that is skilled, energetic, and believes that all students can and will learn with instruction that is data driven and developmentally appropriate.
- ❖ A school community that is inclusive and welcoming to all parents and guardians and encourages participation in the school environment and their children's learning experiences.
- ❖ A school day that begins and ends with opportunities for all students to thrive: this includes traditional academics as well as learning through health and wellness activities and programs.
- ❖ A variety of teaching methodologies and practice that include cooperative teaching, direct large and small group instruction, multiple intelligences strategies, multisensory strategies, thematic instruction, and other research based effective practices such as inquiry based learning, simulation and role playing, and real life problem solving.
- ❖ Materials that are commercial and teacher made: these include games, puzzles, computer software and applications, audio visual materials, books, and puppets.
- ❖ A relationship with the local public library that will afford opportunities for class visits to the library as well as visits to our charter school by local librarians for assistance with class research projects, read alouds, and the promotion of school literacy.
- ❖ Literacy will be promoted as part of our charter school's culture: classroom teachers, special area teachers, office staff, teaching assistants, custodial staff, parents and guardians, board members, and administration will be involved at all times to promote literacy and, thus, fewer students who are at risk of academic failure.

Limited English Proficient Students:

Bronx Charter School of Health and Wellness will serve limited English proficient students. It is the aim of the Bronx Charter School of Health and Wellness to attract, encourage, and maintain a comparable or greater enrollment of LEP students as compared to the enrollment figures for students in our school's district location.

The school's admission application will include a Home Language Survey. Parents/Guardians will be required to fill this out. The survey will be available to the parent/guardian in the language that he/she understands. The survey will ask the following questions:

- ❖ What language is spoken in the student's home?
- ❖ What language is spoken most of the time to the student in the home?
- ❖ What languages does the student understand?

- ❖ What languages does the student speak?
- ❖ What languages does the student read?
- ❖ What languages does the student write?
- ❖ Do you consider your child proficient in English?

This Home Language Survey will serve as our initial language (LEP) screening of all new applicants. If the parents/guardians responses on the survey indicate that the child falls into any of the categories below, the student may be LEP:

- ❖ Language other than English is spoken at home
- ❖ Pupil is foreign born and speaks or understands a language other than English
- ❖ Pupil because of foreign ancestry speaks or understands a language other than English
- ❖ Pupil lives in a home where English is spoken, but still speaks a language other than English

If the student then appears to be LEP based on the survey, Bronx Charter School of Health and Wellness will informally interview the student and parent/guardian. The interview will hopefully provide ample feedback necessary to make a reasonable assessment of the student's proficiency in the English language.

Once this preliminary screening is complete and the results show that the student speaks a language other than English and speaks little or no English, we will conduct a formal assessment of the students' proficiency level of English by using the Language Assessment Battery-Revised (LAB-R). The LAB-R is only given once to a student. The scores on the LAB-R will determine the proficiency level and the eligibility for LEP services. These students who are to be serviced will be grouped by their proficiency level: Beginner, Intermediate, and Advanced and will be serviced through a pull out/push in program provided by our highly qualified and certified English Language Learner teacher(s).

Bronx Charter School of Health and Wellness will also annually administer the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language Arts Assessment to students who are identified as LEP's. The NYSESLAT determines the progress the student has made and if they continue to be eligible for LEP services.

In summation, the following is the formal assessment schedule specifically for LEP students:

- ❖ LAB-R (Language Arts Battery – Revised)
- ❖ Spanish LAB
- ❖ NYSESLAT (New York State English as a Second Language Achievement Test)

LEP students at Bronx Charter School of Health and Wellness will be held to the same high expectations and academic standards as the general education population. Primarily, the program that we will provide the LEP students will be a push in and pull out program in which extra support is provided by the English Language Learner teacher.

Our LEP students will participate in the general education curriculum coupled with some modifications and accommodations. We will align instruction for LEP's who take standardized and alternate assessments with ESL and ELA NYS learning standards and performance

indicators. We will use multicultural materials and resources as well as seize opportunities to celebrate the school's cultural diversity. We will use instructional and adaptive technology as needed, provide after-school tutoring, and will implement Title III program if eligible.

Primarily, however, the school will use immersion strategies in instructing our LEP students. Formal and informal support will be given to LEP's to help them cope in an all-English classroom. This could include an LEP teacher who is bilingual in Spanish (since the data for District 8 Community Board District 2 shows that the dominant foreign language in the district is Spanish).

The LEP and general education teachers will use language development strategies, such as total physical response and regalia, strategies for giving students concrete objects, and actions to help them internalize new vocabulary. They will simplify their language and teach specific vocabulary likely to be unfamiliar to LEP's. English language learners have been found to benefit from instruction in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring programs, cooperative learning programs, and programs emphasizing extensive reading. Our LEP learners will then also benefit from the programs READ and Reading Rescue. Both programs provide one on one instruction and support specifically in reading comprehension and phonics.

Parent Engagement will also be extremely important in ensuring the progress and success of the LEP students. BCSHW will provide orientation sessions and intensive training on LEP learning, instruction, and assessment. We will ensure oral interpretation, written translation, and dissemination of information materials family's preferred language. We will make available community resources, specifically academia and health and wellness resources to our LEP families. If eligible for Title III monies, we will provide English and computer classes for our LEP parents.

Bronx Charter School of Health and Wellness will staff the LEP department with a LEP teacher/coordinator. This person will be responsible for the pre-screening, screening, placement, servicing, and assessment of the LEP students. He/she will report directly to the school principal and will be involved in all school leadership and data meetings. In working with the school leadership, the LEP teacher/coordinator will conduct periodic reviews of LEP student information in CAP and ATS, Analysis of LEP students' achievement data, and updates on the LEP assessments.

The LEP teacher/coordinator will also work closely with the school Administrative Assistant, Social Worker and Health and Wellness Coordinator to ensure parent engagement (as mentioned above). School leadership will ensure that the LEP teacher/coordinator receives all necessary training and on-going technical assistance needed for a successful and compliant LEP program. The school will participate in the New York City Charter School LEP cohort.

Whatever type of student population, we are serving; we believe that all students can learn. Their learning may be at a different pace or rate; it may be based on a specific learning style; it may require additional support. Whatever the needs of the student, Bronx Charter School of Health and Wellness will ensure that each individual's learning needs are met. We rely heavily

upon having a strong and effective special education program, LEP program, and practices that assist us with identifying and monitoring at-risk students. On a day to day basis, we will also utilize the following to ensure we meet our goals:

Differentiated Instruction/Learning: As each student is equipped with his/her own learning style and needs, instruction cannot be generic for all students. It is essential that instruction methodology meet the needs of all students. Teachers must and will at Bronx Charter School of Health and Wellness match learners' abilities to the teaching methodology that will best insure learning and acquisition of skills. This may require special materials that go along with specific learning modalities, such as auditory, visual, and kinesthetic. This may also include whole group, small group, or individualized instruction. In effect, differentiated instruction is pro-active teaching and it will occur at Bronx Charter School of Health and Wellness,

Literacy: While literacy is traditionally defined as the ability to read and write, literacy at Bronx Charter School of Health and Wellness will expand its definition to include school – wide, classroom, home-centered, and community-centered opportunities and activities that will provide skill based and integrated reading, writing, speaking, and listening instruction that will encourage students to enrich their lives through the love of reading, instill life-long reading skills, and encompass curricula area learning through reading. Commercial and teacher-made materials will be used to promote literacy.

Workshops for Parents and Professional Development for Staff: (a) Special Education (b) LEP, (c) Health and Wellness (d)Academic

Recruitment and Enrollment:

It is the goal of Bronx Charter School of Health and Wellness that the racial composition of the charter school enrollment will reflect that of New York City District 8, Community Board 2. We will widely advertise, in both English and Spanish the goals and objectives of the school and the dates and times that a series of Orientation Sessions will occur in communities across the South Bronx. These sessions will inform parents/guardians of the application process to enroll students in the school and those who so choose may fill out an application for enrollment at the session. We will utilize interim spaces such as libraries and community partners should our facility not be ready in time for our pre-opening recruitment.

Information about the Orientation Sessions will be disseminated using fliers, letters, newspaper, radio and local television ads. We will engage a vendor to design this information and the founders and community members will distribute it to residents of the city, targeting communities across District 8, Community Board 2. These activities will also include sending information to the homes of families in a diverse cross-section of neighborhoods to ensure that the recruitment campaign is not discriminating in any way.

The founders of our school and our community partners will also engage in efforts to inform parents/guardians about the opportunity our school offers their children. They will distribute recruitment campaign information via community leaders and organizations, including communities of faith, libraries, recreation centers, local shops, child-care centers, real-estate offices, housing developments, dance and music schools, salons, food stores, and other appropriate places.

In keeping with our commitment to provide quality educational services to all students, Bronx Charter School of Health and Wellness will make all possible efforts to market to English Language Learners (ELL) and students with Special Education needs. In order to ensure that we reach a wide audience, we will send flyers advertising the opening of the charter school specifically to pre-schools, head start programs, and day cares that serve these populations. We will also contact third party related service agencies (i.e. Interactive Therapy) that offer intervention and Special Education services. This will give us the opportunity to advertise to specifically the special education and at risk populations. A list of NYC Early Intervention Program Contracted Service Providers for the Bronx, such as Bilinguals Inc. and the Roosevelt Children's Center, can be found on the New York City Government website. We will specifically market to the LEP population by advertising in Spanish specifically in local Spanish newspapers. We will target organizations specifically in District 8 that serve and assist immigrant families.

III. SCHOOL DESIGN

Bronx Charter School of Health and Wellness is committed to improving the health and wellness of its school and community members because of the belief that better health and wellness lead to better academic performance and higher education. Our mission and vision clearly indicates that we are committed to promoting healthy lifestyles and will encourage students and families to strengthen their health and well being through educational opportunities, integrated programs, and wellness activities. We intend to promote positive changes in physical, social, emotional, and intellectual wellness which will lead to student academic achievement. Our wellness policy will address healthy eating, physical activity, and socio-emotional support. We will also ensure that our parents/guardians are aware of the opportunities and access they have to address their medical and immunization requirements and needs. We will be sure to make and retain partnerships with non-profit organizations that will assist us in this mission. Bronx Charter School of Health and Wellness firmly believes that if we effectively address these issues, our students will be more likely to achieve the rigorous academic program that we will be providing. With a true balance of educating the whole child, our students will academically achieve.

Our instructional philosophy is that language is the essential tool for learning in all subject areas. We will focus on the language demands of each school subject and on the teacher's role of developing students' communication abilities in all subjects. Learning in all subjects occurs through language. Learning and growth in language processes—listening, speaking, reading, writing, viewing and representing—are interconnected and inseparable from learning in each subject area. Each school subject possesses unique (as well as common) language requirements. Language instruction needs to be incorporated into all school subjects, and should focus on the particular language demands of each subject in terms of teacher talk, language of resource materials and the specialized vocabulary and structured form of expression unique to that subject. Through the language processes--listening, speaking, reading, writing, viewing and representing—students construct meaning and develop their thinking abilities. As learners advance, managing content area material requires additional reading skills. Research reveals that reading is a primary vehicle or medium through which students gather information in order to expand and develop new concepts. Therefore, it is crucial that students are provided with instruction about how to make sense of the resources that they read. Writing in the content areas is just as important as it deepens knowledge and understanding. Therefore, our primary

academic priority will be on literacy (reading and writing). We will center our literacy initiatives and learning of content areas around the 5 strands of Reading Comprehension: Accurate Fluent Reading, Oral Language and Vocabulary, Background Knowledge, Reading and Writing Connections, and Repertoire of Strategies. We will address this through our model of the Reader's Workshop. This model consists of a mini lesson/read aloud, student-teacher conferences, small group work, independent reading and writing, and collaboration (sharing). Direct instruction will be kept to a minimum. Effective instruction at BCSHW will incorporate engaging content, explicit strategy instruction, rich complex text, collaborative learning, graphic organizers, writing in response to text, high level questioning and discussion, and coaching.

Our essential curriculum will be centered around the New York State Standards as it gives us a clear indicator of what our students are supposed to be able to do. The other parts of our curriculum will consist of assessment (the tools that directly measure our students' mastery), instruction (the methods instructional staff use to enable students master the standard), resources (the materials that guide instructional staff in helping students master the standards), and professional development (the learning opportunities that leadership will provide to staff to enable them and ensure students meet the standards). Hence, the main driver of our curriculum will be the standards as they are the only thing that cannot change in this design. They will be the most important component of our curriculum because they have great impact on assessments, instruction, professional development, and resources.

We will design focus calendars. The purpose of our focus calendar is to map out each month the specific standards, competencies, and performance indicators to ensure that we leave no gaps in our instruction. The focus calendars also include specific vocabulary words, high frequency words, key questions, learning activities and clear and measurable outcomes for each week/month. We will then align our focus assessments with our focus calendars to assess whether or not the students achieved what we wanted them to. The focus assessment will give indication whether or not the student was able to do what was expected. The results on the focus assessments will assist in driving the teacher's differentiation and more specifically his/her review and re-teaching. With this type of alignment and consistency across grade levels, we are sure to reduce the achievement gaps in English language arts and Math.

Data will also be instrumental in ensuring we increase student achievement. Teachers will understand that there is a direct line between their performance and their students' performance. Teachers will be trained on how to utilize data we gather from our assessments that will assist them in their continuous improvement and performance. Each individual student will have a Student Plan which will be treated as a living document. The more children are engaged on their own specific level, the greater progress we will see. This plan will focus on the each student's strengths and weaknesses and will indicate his/her own academic goals. It will allow the teacher to monitor the child's progress and use assessment results effectively/ Data will drive and revise the plans as needed and appropriate. Student plans will be shared with parents to ensure there is a link with home and school. The student plan will even indicate for parents' strategies and skills they can work on at home with their child.

The process of assessing students and analyzing the data will be on a continuous basis. The assessment program (as indicated below) is designed to provide valid, reliable, and timely

information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The assessment program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. At each monthly meeting, each student will be reviewed. The data and discussion at these meetings will aide in revising and updating student's individual goals and the type of instruction, remediation, and extension that may be necessary.

Assessment	Description	Schedule
LAB-R	Language assessment battery to identify new entrants in grades K-8 who may be eligible for LEP/ELL programs	Begins in September and is concurrent with receiving new student throughout the year
NYSESLAT	To measure student progress in developing English language proficiency in grades K-8	April-May
NYS Assessments Math	To assess students' mastery of the NYS standards in grades 3-8	May
NYS Assessments ELA	To assess students' mastery of the NYS standards in grades 3-8	April
NYSED Science: Performance and Written Sections	To assess student learning as measured by the State science standards in grades 4 and 8	May and June
NYSED Elementary and Intermediate Social Studies: Parts I and II	To assess student learning as measured by the State social studies standards in grades 5 and 8	June
Terra Nova	Diagnostic assessments to help define students' weakness and strengths with critical skills. These assessments also help us gauge each student's individual learning gains each year in grades 1-8	Sept. and June
Emerging Literacy Assessment	A screening assessments in literacy for Kindergarten that is quick and efficient measure of overall reading ability or efficient measures of critical skills known to be strong indicators that predict student performance..	Sept., January, and April
Benchmark Assessments in Math and Reading	Given to students in grades 1-8, Benchmark assessments measures student's achievement with proficiency based on grade level performance standards. They are administered two times a year. They provide teachers	November and January,

	and administration information to plan instruction and inform needed interventions.	
Focus Assessments	These are progress monitoring assessments given to students in Grades K-8 that determine whether a student is making adequate progress with critical skills and current instruction. These assessments are administered 8 times a year as part of the instructional routine. This ensures individual instruction is provided for students at risk for failure as well as to assess if the teacher has adequately taught the standards. We specifically call these assessments our Focus Assessments because they align with our Focus Calendars	October, November, December, January, February, March, April, May,
Leveled Reading Assessments	We also utilize Leveled Reading Assessments for Grades 1-8 three times a year, (can also be administered on an as need basis) to provide us with information/data regarding each child's individual reading level and monitor their progress. This helps drive our guided reading groups, individualized instruction, as well as what is appropriate for each child during independent reading time.	October, January, April Kindergarten has one administration in June
Informal Classroom Assessments	Teacher created assessments that provide additional information about student learning to assist educators in meeting the needs of students- typically not standardized or normed.: such as health and wellness projects, math fair projects, science fair projects, quizzes, teacher created assessments, class participation, and students' individual writing portfolios.	On-going

The school improvement process will be driven by our student/school data collection system which will be on-going. This will enable the instructional and administrative staff to make informed decisions related to educationally sound action plans. Systematic monitoring and data-

driven decision making is most important factors that will contribute to the school's growth. Our on-going assessment data will be used to:

- ❖ Gauge student understanding;
- ❖ Determine whether students were performing on grade level;
- ❖ Identify areas for improvement;
- ❖ Form instructional strategies in English/language Arts and mathematics;
- ❖ Plan units of instruction; and
- ❖ Design, implement, and monitor each student's learning plan
- ❖ Create specific strategies for at-risk students

Since our mission, commits us to promoting the health and wellness of our students and educating the whole child, our educational plan will also include instruction in the arts (Visual and Musical) as well as Physical Education. Our student will participate in 45 minutes a week in art and music and 150 minutes a week in physical education. Our classroom teachers will also be trained through programs such as Move to Improve, on how to integrate physical activity into learning and their classrooms. Bronx Charter School of Health and Wellness is committed to forming partnerships that will support our mission.

The Bronx Charter School of Health and Wellness in compliance with Section 2854(2) of the statute will provide that admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. BCSHW will enroll each eligible child who submits a timely application to the school by April 1st unless the number of applications exceeds the capacity of the grade or building. In such cases, students shall be accepted from a lottery process. The lottery will be conducted at the school site by a third non-related party. Preference will be provided in such a case as in accordance with our charter.

The leadership team at Bronx Charter School of Health and Wellness will overcome start up challenges to open and maintain a successful school. As history indicates, the typical reasons charter schools don't succeed are due to: mismanagement of resources and poor academic performance. The principal will be key in ensuring BCSHW overcomes these challenges. One of the unique attributes to Bronx Charter School of Health and Wellness is that the founding Principal has successfully opened three charter schools. The start-up challenges would not be foreign. In addition, a majority of the founding committee has experience with specifically dealing with resource limitations, including funding and facilities. We have been proactive in addressing these challenges by already identifying a developer and private site. We also are keenly aware of the grants that are available to charter schools specifically during the start up phase and would be timely in seizing those opportunities. Lastly, not partnering with a management company, allows for more creative budgeting as we would not incur any indirect management costs.

The Principal will be responsible for all aspects of school effectiveness and will directly report to the Board of Trustees. Through a variety of balanced leadership techniques (autocratic, democratic, and delegative) the Principal will be successful in upholding the charter school's unique mission by carrying out the following duties:

- ❖ providing strong academic and instructional leadership

- ❖ guiding the development, selection, implementation and evaluation of all curriculum and instructional services based on “best practices” that are aligned with standards of New York State
- ❖ coordinating activities affecting the daily operation of the charter school
- ❖ organizing and planning staff development
- ❖ ensuring coordination of all school programs with state and federal mandates
- ❖ interpreting and implementing governing board policies, corresponding rules, and regulations
- ❖ coordinating rules for appropriate student and staff conduct
- ❖ preparing school, district, state, and federal reports as necessary
- ❖ making decisions or delegating to other school staff decisions on matters related to the operation of the school, including: budgeting, curriculum, and operational procedures
- ❖ providing assistance and direction to the staff to improve teaching and learning
- ❖ coordinating on-going monitoring and student progress
- ❖ facilitating communication among stakeholders
- ❖ recruiting new employees
- ❖ evaluating teachers and non-teaching employees
- ❖ ensuring that all personnel undergo background checks and other investigations as required by law and Board policy before they are employed in the school
- ❖ arranging and contracting for negotiated services
- ❖ ensuring that the school adheres to the same health, safety, civil rights, and disability requirements as are applied to all public schools
- ❖ participating in parent/teacher progress conferences
- ❖ attending school meetings and extra-curricular school events
- ❖ maintaining awareness of the students' attendance and conduct
- ❖ serve as liaison between the Board and the school
- ❖ recommend policies, guidelines and procedures for Board consideration and adoption
- ❖ plan and implement the master schedule in collaboration with the faculty and staff
- ❖ prepare the annual budget, with committee input and for Board approval
- ❖ practice relevant fiscal management

As a public school of choice in District 8, CBD 2, we would hope and intend to build a relationship with the other neighboring schools. The leadership would purposefully connect with each district school’s leader in hope of forging an understanding of our purpose in the community. One way we can demonstrate a mutual support is by clearly communicating with one another the transfers, enrollees, and exits of students. We could also demonstrate a working partnership by sharing resources such as professional development opportunities, facility space, and recreational opportunities. We do not intend on operating as an isolated entity. There is evidence (Civic Report No 10, June 2000) that school managers respond to competition from other schools. Principals adopt more innovations at their school in direct proportion to the competitive enrollment pressure that they feel and as that pressure mounts, principals try hard to

boost school efficiency. While it would understandably be difficult, it would benefit both the public schools in the district and our charter school, to amicably work together to meet the competitive pressures of the expected academic attainment.

Charter schools seize the opportunity to be innovative and creative with their practices. As mentioned previously, BCSHW will develop its own best practices which will specifically revolve around our belief that health and wellness impact academic achievement and our literacy initiatives. Other best practices we would hope to share include:

Learning Community

- continuous feedback given to students regarding academic progress
- monthly professional development for teachers
- bi-monthly meetings with Principal to review and monitor student data

Curricular/Academic

- curriculum based on students' individual needs
- student-created goals
- smaller class sizes
- focus on standards-based curriculum that is aligned with school assessments
- ongoing classroom assessments to inform student needs and curricular modifications
- reading and writing across the content areas with a focus on "language development"
- more academic minutes scheduled for Physical Education, Transitional movement, and health classes

Social

- strong parent-school partnership
- a variety of social programs highlighting opportunities to educate the whole child: character education, physical education (yoga), arts, health and wellness
- discipline policies and behavior management plans create a safe learning environment
- school uniforms create unity and decrease competition
- counseling offered to students in need

In summary, Bronx Charter School of Health and Wellness will be a viable option for education for students in District 8, CBD 2. We will provide a positive educational experience and commit to each child's academic success.



New York State Education Department

2010 Charter School Application

**Bronx Charter School of Health and Wellness
Full Application**

The Regents of The University of the State of New York
Office of Innovative School Models
89 Washington Avenue
Albany, New York 12234
<http://www.emsc.nysed.gov/psc/>

Sally Bachofer, Executive Director

Prospectus Requests

Please note the Prospectus was submitted August 16th, 2010. It is incorporated into the full application. .

I. EDUCATION PLAN

Bronx Charter School of Health and Wellness (BCSHW) educational plan is derived from our commitment to improving the health and wellness of the school and community. We believe and research shows that better health and wellness lead to better academic performance and higher education. This educational design was developed because the data for District 8, Community Board District 2 indicated that people residing in this area are poverty stricken, have a high amount of limited English residents, and have residents that experience more barriers to health care and education than any other neighborhood in New York City. Obesity is more than common in children in the South Bronx and this district specifically has a higher than average proportion of adults with diabetes. Our mission and vision indicate that we are committed to promoting healthy lifestyles and encouraging students and families to strengthen their “whole” being through educational opportunities, integrated programs, and wellness activities. We firmly believe that if we effectively and efficiently address health and wellness needs, our students will be more likely to achieve the rigorous academic program that we will be providing. Our school culture will be one where we promote positive changes in physical, social, emotional and intellectual wellness which will lead to heightened student performance. With a true balance of educating the whole child, we will achieve our goals.

BCSHW intends on developing partnerships with non-profit organizations that can support our mission. (Attachment 13). We also will implement a wellness policy that will address healthy eating, physical activity, and socio emotional support. Through the wellness policy and collecting student and parent attendance and participation data from our educational and integrated programs and wellness activities, we will monitor the impact that our wellness initiative has on our student’s learning and progress.

A. Curriculum and Instruction

Our essential curriculum will be centered around the New York State standards. Our curricular philosophy is that curriculum is defined as: Standards (clear indicator of what our students are supposed to be able to do), Instruction (the methods instructional staff use to enable students master the standard), Assessment (the tools that directly measure our students’ mastery), Resources (the materials that guide instructional staff in helping students master the standards), and Professional Development (the learning opportunities that leadership will provide to staff to enable them and ensure students meet the standards). One builds off the other with the standards being the only thing that does not change or differentiate. That is why we consider our curriculum standards driven. Our focus calendars and maps (Attachment 14) show how we align the standards with specific vocabulary for students to know, key questions, learning activities, and clear and measurable outcomes. The focus calendars are completed for the year, but updated monthly. This allows us to begin with the end in mind, and ensure there are no gaps or too many overlaps for each grade. We also use the Focus Calendars as our pacing guide. Since the Focus Calendars and maps are completed for the year (and updated monthly) it ensures that all the standards per grade level are covered in ample time. This model also allows for review and extension time each month. The review and extension time are specifically planned for after the Focus Assessment (refer to D. Assessment). This specific model is unique to our school but derived from the Backward Design model.

Our instructional philosophy is that language is the essential tool for learning in all subject areas. Our philosophy focuses on the language demands of each school subject and on the teacher's role of developing students' communication abilities in all subjects. Learning in all subjects occurs through language. Learning and growth in language processes—listening, speaking, reading, writing, viewing and representing—are interconnected and inseparable from learning in each subject area. Each school subject possesses unique (as well as common) language requirements. Language instruction needs to be incorporated into all school subjects, and should focus on the particular language demands of each subject in terms of teacher talk, language of resource materials and the specialized vocabulary and structured form of expression unique to that subject. Through the language processes--listening, speaking, reading, writing, viewing and representing—students construct meaning and develop their thinking abilities. As learners advance, managing content area material requires additional reading skills. Research reveals that reading is a primary vehicle or medium through which students gather information in order to expand and develop new concepts. Therefore, it is crucial that students are provided with instruction about how to make sense of the resources that they read. Writing in the content areas is just as important as it deepens knowledge and understanding. Therefore, our primary focus will be on literacy (reading and writing). We will center our literacy initiatives and learning of content areas around the 5 strands of Reading Comprehension: Accurate Fluent Reading, Oral Language and Vocabulary, Background Knowledge, Reading and Writing Connections, and Repertoire of Strategies. We will address this through our model of the Reader's Workshop. This model consists of a mini lesson/read aloud, student-teacher conferences, small group work, independent reading and writing, and collaboration (sharing). Direct instruction will be kept to a minimum. Effective instruction at BCSHW will incorporate engaging content, explicit strategy instruction, rich complex text, collaborative learning, graphic organizers, writing in response to text, high level questioning and discussion, and coaching.

As mentioned above professional development will be a component of our curriculum. Decision making regarding professional development will be based on the school's needs, specifically the needs of the students, the need to support the mission, and the needs that the data from our assessment program implies. The objective of professional development is to promote a learning community among our staff and to enable teachers to work collaboratively, effectively, and efficiently with all their students. Since we don't know what exact needs we will be faced with, we plan on our professional development program to focus on the following:

- Teach a reading and writing integrated curriculum;
- Implement the New York State Standards through understanding of the Curricular Alignment Template; Developing the instructional competencies essential to a standards-based curriculum
- Recognize and use different learning styles; specifically for Special Education and LEP student.
- Assessment: How to design and use assessment methods to determine if a skill has been learned, a standard has been met, and/or a competency has been mastered; Make use of school data to improve curriculum and instruction

Professional development must be continuous and on-going. Leadership will conduct professional development throughout the year in formal and informal structures. During the two weeks before the first classes meet, the principal will schedule 10 full-day workshops to prepare teachers for the year to come while providing time for their individual needs in preparing their classrooms. During the school year, professional development sessions will be conducted during scheduled professional development days. The sessions offer follow-up on topics covered during the opening meetings, respond to needs for additional or new training, and cover special interests that emerge during the year. At the end of the school year, sessions will be held to consider the past year in order to determine the needs for and

structure of professional development in the school year to come. Each first year teacher will be assigned a mentor. Through this mentoring partnership, first year teachers will receive ample support specifically in classroom management, literacy (reading and writing across the content areas), and data driven instruction. The mentoring teacher will be given the opportunity to work with his/her colleague during instructional time. The new teacher will be given ample opportunities to observe his/her mentor teacher during instructional time. Every teacher will be responsible for submitting a Professional Growth Plan that will outline what areas he/she would like to improve and work on during the school year. These plans will help determine how to move forward with Professional Development workshops in house and outsourced.

B.School Calendar and Daily Schedule

Bronx Charter School of Health and Wellness will provide the number of hours and days of instruction needed to comply with the requirement of Education Law 2852(2)(n). We will be in session for 180 days. (Attachment 1 and 2).

C.Target Population

Planned Enrollment Chart

Year K		1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2011-2012	40	44	44							128
2012-2013	40	44	44	44						172
2013-2014	40	44	44	44	44					216
2014-2015	40	44	44	44	44	44				260
2015-2016	40	44	44	44	44	44	44			304
2016-2017	40	44	44	44	44	44	44	44		348
2017-2018	40	44	44	44	44	44	44	44	44	392

The student population of Bronx Charter School of Health and Wellness will be representative of students served in District 8, Community Board District 2 where our site will be located. The most recent data from the New York City Department of City Planning states the following:

- Population is 75% Hispanic, 21% Black (Non-Hispanic), and 5% other.
- 73% are family households
- Over half the population lives below the poverty line and receives Public Assistance
- Average household income is \$16,000
- 22% of population are high school graduates
- 6% of population are college graduates or higher
- 50% of the foreign born population are from the Dominican Republic, 10% are from Ecuador, 8% are from Honduras, 7% are from Mexico 3 % are from Jamaica, 2% are from Guatemala, 2% from El Salvador, 16% others
- 64% of the population is proficient in English
- Of the 36% non English proficient families, 98% speak Spanish at home.

- Currently, there are 11 elementary schools in Bronx CBD 2, in which 4 are charter schools

According to nySTART, in 2008-2009, District 8 had 85% free and reduced lunch, 12 % limited English proficiency, 11% special education and 17% teacher turnover rate. Special education and LEP accountability groups did not make AYP (though qualified through Safe Harbor).

As indicated in the data, there is a clear sign that students and families could benefit from a wellness based school which our mission supports. The data also supports our vision of serving more SpEd and LEP students than the local public schools. The data indicates that SpEd and LEP students could benefit from a quality, individualized based school. Since our instructional model focuses on literacy, integration, individualization, and a variety of modalities (differentiation), SpEd and LEP students will have a great foundation set for them to progress and succeed. Our school is being designed to meet the physical, social, emotional and intellectual needs of students in this district. The data suggests that the needs are: health and wellness (specifically healthy eating and physical activity), limited English learners, and special education students, smaller class sizes, and school choice .

We will specifically address the needs of SpEd and LEP students through our curriculum, instruction, and services provided. All too often, students who are at risk of academic failure are given instruction in watered down curriculum that tends to insure their lack of interest, engagement, and intellectual stimulation. Instead, students identified as being potentially at risk for school failure should be provided, as should all students, with curriculum that is rich, challenging, fun, and goes beyond the basics. The school environment must include classrooms that are a collaborative effort between regular and special educators who exude energy, enthusiasm, and employ clear and effective teaching practices that will enable each and every youngster to learn to their potential. High expectations must be the norm, not simply for those who learn in spite of methods, materials, and programs, but for all children, including the exceptional learners, the gifted, the ELL , and those at risk of failure. Classroom must be heterogeneous with learning standards prevailing in all instruction. Instruction must include a variety of approaches and strategies but must, with absolute certainty, be direct. Opportunities for reinforcement, review, and repetition will be present, as well, with ample time allotted for learning that utilizes Gardner's multiple intelligences research theory as its foundation. Learning for all students must be engaging and interactive; merely sitting, listening, and parroting will no longer meet the standards for effective teaching and learning. Thinking skills must be woven into lessons such that students learn by investigation, trial and error, brainstorming, and reflection. Metacognitive strategies that encourage students to use the aforementioned processes will then lead and guide them to learn in ways that most effectively work for themselves, the learners. In this way, at risk learners will determine how best to learn and the methods that they can rely on to help themselves learn; they become more independent in their learning approach. As well, these students can then more easily see how topics/skills/tasks they are learning apart relate to each other; how they fit and interact in order to make more sense. Finally, all learners must make connections of newly acquired information or material to what they already know. Without this essential piece of the learning puzzle, at risk learners will most certainly never break out of their presumed cycle of failure. Instructional programs that meet the needs of students who are at risk of academic failure are predominant in the field of education. While they may vary some in their approach or methodology, those that rely on prescriptive measures that focus on the data driven needs of the students are proposed for this charter school. They, after years of teaching use in New York City and beyond, have garnered excellent reviews based on the results that have been achieved for students who are at risk for academic failure. These programs are data driven in their approach and are systematic and explicit in their teaching approaches and methodology. At this time, the following programs are being suggested as those that will be utilized with the at risk student population of our charter school. They are READ Foundation and Reading Rescue. Both provide extensive professional development training to teachers and paraprofessionals that occur over an enduring period of time with opportunities for follow up training

in the years following the initial training. These programs provide one to one intensive instruction in literacy that includes sight word development as well as phonics instruction; both of which are crucial for reading and literacy development and, ultimately, improved reading levels among students who are at risk for failure. The consistency of daily instruction, including high frequency sight word and phonics reviews, are the hallmarks of research based reading programs with notable improvement and results that can be documented through post assessment data collection. Conducting a successful program for students who are at risk for academic failure demands a variety of teaching tools and materials. Aside from the actual reading programs cited above, the following are essential for successful teaching and learning. This list is not totally inclusive but merely a smattering of what will be available for teachers and students at our charter school.

- A well-trained professional staff that is skilled, energetic, and believes that all students can and will learn with instruction that is data driven and developmentally appropriate.
- A school community that is inclusive and welcoming to all parents and guardians and encourages participation in the school environment and their children's learning experiences.
- A school day that begins and ends with opportunities for all students to thrive: this includes traditional academics as well as learning through health and wellness activities and programs.
- A variety of teaching methodologies and practice that include cooperative teaching, direct large and small group instruction, multiple intelligences strategies, multisensory strategies, thematic instruction, and other research based effective practices such as inquiry based learning, simulation and role playing, and real life problem solving.
- Materials that are commercial and teacher made: these include games, puzzles, computer software and applications, audio visual materials, books, and puppets.
- A relationship with the local public library that will afford opportunities for class visits to the library as well as visits to our charter school by local librarians for assistance with class research projects, read alouds, and the promotion of school literacy.

Literacy will be promoted as part of our charter school's culture: classroom teachers, special area teachers, office staff, teaching assistants, custodial staff, parents and guardians, board members, and administration will be involved at all times to promote literacy and, thus, fewer students who are at risk of academic failure.

D. Assessment

At BCSHW, assessment is the process of collecting, reviewing, and using information to make informed decisions about student learning. It is a teacher's job to instruct, and how to instruct and what to instruct, will be guided through the collection and use of data. The type of information/data collected is determined by the intended use of the results or type of decision that is needed. The purpose of assessments is so that teachers have a way of formally gathering data that will support the understanding that there is a direct line between their performance and their students' performance. Teachers will be trained on how to utilize data we gather from our assessments that will assist them in their continuous improvement and performance. Each student will have his/her own goals based on their on-going performance. Through the various assessments that we give, we will be able to diagnose students' strengths and weaknesses, monitor their progress, and provide differentiated instruction. The more children are engaged on their own specific level, the greater progress we will see.

The charter school will hire a Data and Assessment Coordinator that will be responsible for collecting and inputting all student data into our tracking program. Teachers will be responsible for the timely

testing and reporting of student performance on all assessments indicated below. The principal will review the data and meet with each grade level and special service teacher (SpEd and LEP) monthly to discuss the findings. It will be the Principal’s responsibility to look for trends and patterns and internalize the data. The principal will also have the responsibility of training teachers to use data to guide their own instructional planning, noting the importance of creating and modeling a culture of professional development around understanding data. Therefore, it will be assured that time will be set aside weekly and monthly for regular, structured meetings for school staff to look at assessment data, then using it to guide decision making. Upon receiving training and attending data meetings, teachers are responsible for instructional adjustments, adjust their alignment with standards, develop intervention strategies, assess individual student progress, and develop instructional modifications. This whole process requires a lot of collaboration between the principal and teachers.

The assessment program (as indicated below) is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The assessment program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. At each monthly meeting, each student will be reviewed. The data and discussion at these meetings will aide in revising and updating student’s individual goals and the type of instruction, remediation, and extension that may be necessary. The school improvement process will be driven by our student/school data collection system which will be on-going. This will enable the instructional and administrative staff to make informed decisions related to educationally sound action plans. Systematic monitoring and data-driven decision making is most important factors that will contribute to the school’s growth. Our on-going assessment data will be used to:

- ◆ Gauge student understanding;
- ◆ Determine whether students were performing on grade level;
- ◆ Identify areas for improvement;
- ◆ Form instructional strategies in English/language Arts and mathematics;
- ◆ Plan units of instruction; and
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Assessment Description		Schedule
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NYSED Science: Performance and Written Sections	To assess student learning as measured by the State science standards in grades 4 and 8	May and June
NYSED Elementary and Intermediate Social Studies:	To assess student learning as measured by the State social studies standards in	June

Parts I and II	grades 5 and 8	
Terra Nova	Diagnostic assessments to help define students' weakness and strengths with critical skills. These assessments also help us gauge each student's individual learning gains each year in grades 1-8	Sept. and June
Emerging Literacy Assessment	A screening assessments in literacy for Kindergarten that is quick and efficient measure of overall reading ability or efficient measures of critical skills known to be strong indicators that predict student performance..	Sept., January, and April
Benchmark Assessments in Math and Reading	Given to students in grades 1-8, Benchmark assessments measures student's achievement with proficiency based on grade level performance standards. They are administered two times a year. They provide teachers and administration information to plan instruction and inform needed interventions.	November and January,
Focus Assessments	These are progress monitoring assessments given to students in Grades K-8 that determine whether a student is making adequate progress with critical skills and current instruction. These assessments are administered 8 times a year as part of the instructional routine. This ensures individual instruction is provided for students at risk for failure as well as to assess if the teacher has adequately taught the standards.. We specifically call these assessments our Focus Assessments because they align with our Focus Calendars	October, November, December, January, February, March, April, May,
Leveled Reading Assessments	We also utilize Leveled Reading Assessments for Grades 1-8 three times a year, (can also be administered on an as need basis) to provide us with information/data regarding each child's individual reading level and monitor their progress. This helps drive our guided reading groups, individualized instruction, as well as what is appropriate for each child during independent reading time.	October, January, April Kindergarten has one administration in June
Informal Classroom Assessments	Teacher created assessments that provide additional information about student learning to assist educators in meeting the needs of students- typically	On-going

	<p>not standardized or normed.: such as health and wellness projects, math fair projects, science fair projects, quizzes, teacher created assessments, class participation, and students’ individual writing portfolios.</p>	
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Bronx Charter School of Health and Wellness has a serious focus on data driven curriculum and instruction. We have indicated an intense authentic assessment program to ensure that students are making sufficient progress and success as well as to assist teachers and administration with decisions regarding curriculum, professional development, instruction, and structure.

Bronx Charter School of Health and Wellness will have high expectations for its students. Even with excellent preparation and deliverance that is coupled with on-going monitoring, there may be students who do not meet the mark or are at grade level. Our on-going collection and analyzing data will serve as an ongoing indication of interventions needed and for accurate feedback to the parents. Very few decisions we make about children are more important than recommendations to promote or to retain a student. Most students will be able to follow the school’s regular program of sequential learning objectives. If the student successfully achieves the year’s objectives, the student progresses to the next grade. Testing, diagnosis, and actual performance, however, may indicate that some students cannot follow the school’s complete course of study. Therefore, the decision to retain a student indicates that although the school has done everything to help the student achieve success, the student has not made satisfactory progress. For Kindergarten – Grade 2: Students will only be retained in grade level who have multiple criteria including: (1) lack of achievement in designated promotion standards as evidenced by student work, teacher observation, grades, and performance on school-administered standardized tests; and (2) have an attendance rate below 95%. For Grade 3-8: Students will be retained a grade level who have performed below proficient on the NYS ELA and MATH Assessments and/or have an attendance rate below 95%. Special Education Students with “standard promotion criteria” listed on page 9 of their Individualized Education Plan (IEP) are subject to the promotion criteria above and students with “modified promotion criteria” on their IEP will be promoted on the basis of those.

E. School Climate and Discipline

Bronx Charter School of Health and Wellness will have a responsive educational program and environment. BCSHW’s main disciplinary goal is to maintain an environment conducive to learning and to ensure the safety of staff and students. When classrooms are orderly, teachers are able to teach, and students are able to learn. All students, including those with disabilities are held accountable for actions that impede instruction and other students’ ability to learn. Bronx Charter School of Health and Wellness is aware that disruptions in the classroom interrupt lessons for all students and that the disruptive students lose even more learning time. It is imperative to have order, cooperation, and respect in the classroom in order for us to live out the mission of Bronx Charter School of Health and Wellness. The first and most important piece to ensuring a school climate that is safe and orderly is by establishing relationships with the students and their parents. Since our instructional philosophy tells of our individualized and differentiated approach, it only seems natural that our best discipline will come through the individual relationship building; understanding the uniqueness of each child. This means treating each child fairly and uniquely, not the same. It is easier to modify and correct behavior when you have a relationship with that student. It is easier to have a conversation with the parent about a child’s “poor” choices when you have a relationship with that parent. Education provides a means for human development and a means for remediation and adjustment.

There may be situations where there is serious student misconduct. The principal and staff will take reasonable measures to modify any unacceptable student behavior prior to suspending the student unless it is a situation where safety is in jeopardy. The Child Study Team might be an avenue to take when addressing behavior modifications for some students. The administration and the CST of BCSHW will keep in mind the need for age and individually appropriate consequences when determining consequences for conduct violations. The principal will have the ability to take degree of severity, frequency of offense, situation, age, and decision making capacity of a student into account in determining sanctions. Parents may be invited to be part of the CST especially if the student behavior is calling for a deeper home/school partnership.

In an effort to encourage responsible behavior and discourage misconduct; staff, students and families will work together to create and enforce specific guidelines for behavior. Bronx Charter School of Health and Wellness will also participate in the *Character Counts* character education program which outlines six pillars of character that inform our school culture in all areas: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We are committed at BCSHW to guiding children towards being people of character. In order to be people of character, children must first know what that means and what is expected of them. We want to shape our school environment in a way that allows our children to have a variety of ways and contexts whereby they can acquire good character habits. We highlight our character education program as “Character is Key”. The 6 pillars above are our keys to being people of good character. Every 5 weeks we will highlight the students who “live out” (“actions speak louder than words”) the key elements in being a person of character. These students will be honored at our character education assembly. At the end of the year, teachers will nominate students who consistently demonstrate good character. There will be a school celebration for these nominated students. Parents will be encouraged to attend our character education assemblies and celebrations. Each month in the Principal’s newsletter will be a Character Education section where resources, ideas, and acknowledgements will be posted as they pertain to character education.

A curricular and school-wide emphasis on community and citizenship will unite students, staff, parents and guardians. This is central to Bronx Charter School of Health and Wellness mission and will be based on the following expectations: Respect (for self and others), Kindness, Integrity, Community service and membership, Personal responsibility, Parental involvement and participation in school and community activities, and Understanding and appreciation of cultural differences.

Students are expected to behave appropriately at all times. Students should be aware that the school has the authority to take disciplinary action even when the misbehavior occurs off school property, or when schools are closed, if the behavior affects the good order and discipline of the school. Examples of this are the following: Misbehaving on the way to and from school/Misbehaving on a school trip or school related activity

We will ensure that students and parents know our behavior expectations. Interventions will be put in place once a student starts to show indication of misconduct or behavior concerns. Interventions will be monitored and progress will be tracked. The school will build relationships with the students and parents to ensure effective communication and appropriate discipline of the child.

An important part of growing up and maturing is learning how to make good choices and learning there are consequences for poor decisions. Consequences will vary at BCSHW depending upon situation and specific behavior. Please refer to the matrix below.

<u>Level 1:</u> Behaviors that impact only the	<u>Level 2:</u> Behaviors that interfere with the	<u>Level 3:</u> Behaviors that affect an orderly	<u>Level 4:</u> Harmful/Illegal Behaviors
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student	learning of others	environment	
<ul style="list-style-type: none"> -Not prepared -Out of seat -Not following directions -Whining -Playing in desk -Not doing classwork -Not in line -Sleeping -Not listening -Inappropriately sitting in chair -Refusing to work -Crawling on floor -Not taking responsibility for action -No homework -Not having school supplies 	<ul style="list-style-type: none"> -Talking out -Inappropriate noises -Tattling -Touching -Poking -Standing on furniture -Constant talking -Out of seat and interfering with others learning -Crawling on floor and interfering with others learning -Inappropriate chair manners -Consistently not following directions 	<ul style="list-style-type: none"> -Talking back to adult -Throwing things -Teasing -Lying -Cheating -Forgery -Inappropriate language -Tantrums -Climbing in bathroom -Looking under and over bathroom stalls -Pushing -Disrespect to others -Leaving room without permission -Inappropriate hallway behaviors -Banging on window -Profane hand gestures -Pinching -Vandalizing school property -Spitting on others -Bullying 	<ul style="list-style-type: none"> -Actions that cause harm -Stealing -Fighting -Drugs -Weapons -Punching -Biting -Throwing furniture -Stealing -Threatening to do injury to person or property -Sexual harassment -Sexual behaviors -Racial slurs -Hitting an adult -Leaving building without permission
<i>Ideas for controlling behavior</i>	<i>Ideas for controlling behavior</i>	<i>Ideas for controlling behavior</i>	
<ul style="list-style-type: none"> -Eye contact -Proximity -High levels of supervision -Discussion about expectations -Verbal warning -Pre-teaching of expectations -Re-teaching of school rules/expected behaviors -Link rewards to appropriate behaviors (CE initiatives) 	<ul style="list-style-type: none"> -Eye contact -Proximity -High levels of supervision -Discussion about expectations -Verbal warning -Pre-teaching of expectations -Re-teaching of school rules/expected behaviors -Link rewards to appropriate behaviors -Consultation with grade level teams/social worker/principal for 	<ul style="list-style-type: none"> -Eye contact -Proximity -High levels of supervision -Discussion about expectations -Verbal Warning -Pre-teaching of expectations -Re-teaching of school rules/expected behaviors -Link rewards to appropriate behaviors - Consultation with grade level teams/social worker/principal for classroom/individual behavior management 	

	classroom/individual behavior management ideas	ideas	
Consequences may include	Consequences may include	Consequences may include	Consequences may include
-Timeout in classroom -Moving seat -Loss of privileges -Parent contact -Disciplinary referral <i>*Students should only receive referrals at this level AFTER at least 3 re-teaching opportunities have occurred unsuccessfully and 3 consequences have been applied with no results</i>	-Timeout in classroom -Parent contact -Loss of privileges -Behavior contract -Disciplinary referral - Conference	-Timeout in classroom -Loss of privileges -Disciplinary referral -Parent contact by school leadership -Behavior contract -Conference -Suspension <i>*Students should be referred to the Principal or Assistant Principal</i>	-Long Term Suspension -Removal from School <i>* IMMEDIATE disciplinary referrals should occur with this level of infraction</i> <i>*Parents/Guardians will be given <u>due process (right to appeal to our Board of Directors)</u> should they request it.</i>

Bronx Charter School of Health and Wellness will keep a school wide disciplinary log as well as individual student disciplinary folders that will keep track of the following:

Student	Grade	Instructional Status	Date of Offense	Offense	Date of Parent Phone Call	Date of School-Based Conference w/Parent	Consequence
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Should the student’s behavior warrant suspension, BCSHW will provide alternative instruction during the period of the suspension. We will do so either after or before school hours either at the school or at the student’s residence and the service will be provided by BCSHW certified teacher. An alternative school setting must still provide a Free Appropriate Public Education through:

- (a) Implementation of the child’s IEP,
- (b) Access to the general curriculum, and
- (c) Services to address the child’s behavior to prevent the behavior from happening again

There also must be sufficient and appropriate documentation to warrant the suspension.

- Completed Referral for the Suspension or Expulsion signed by the principal
- A complete description of the incident for which suspension is being proposed (attached narrative)
- Copy of principal’s letter to parents notifying them of the suspension.
- Victim(s) statement(s)
- Witness statement(s).

- Police Report (where applicable)
- Photocopy of the weapon with size indication (where applicable)
- Copy of the student’s signed statement i.e., informed of reason for proposed suspension, had conference with administrator, etc.)
- Documentation of previous efforts/interventions of the school to alter the behavior.
- Disciplinary Folder. Must include copies of all documents/forms submitted for this incident.

Bronx Charter School of Health and Wellness is committed to strict adherence to both federal and NYS regulations regarding disciplinary procedures for students with disabilities. Due process will be provided to students with disabilities as well as any student who are suspected of having a disability. The Individual with Disabilities Education Act (IDEA 2004), Section 504 of the Rehabilitation Act determines what school administrators must do in disciplining a student with a disability. If a student has an Individual Education Program (IEP) or a 504 plan, then there are special procedures that the BCSHW must follow when disciplining that student. A student with a 504 plan has similar protections as a student with an IEP, but there are differences.

Students with disabilities can be suspended for up to 10 days like any other students. However, students with disabilities have special rights if Bronx Charter School of Health and Wellness wants to suspend them for more than 10 days or expel them. Expulsion and suspensions over 10 days have such an effect on a special education student that they are considered a change in placement. School services for a child in special education must be decided by the student’s whole IEP team. The IEP team includes the child’s parent as well as school members. When determining whether a child has been suspended for more than 10 school days, there are two ways to count the days out of school.

Consecutive days of suspension: The rule against being suspended more than 10 days clearly applies when the suspension days are consecutive (that is, they come one after another in a single period). This means that BCSHW cannot give a 15 day suspension to a student in special education without the incident being reviewed by the IEP team. **Cumulative days of suspension:** The rule about suspensions can also include cases where the student has been suspended several short periods, each under 10 days, but where the total would go over 10 days if the new suspension were served.

(Example: Student was suspended 3 days one time, then 3 more days and now the school wants to give a 5 day suspension.) For several short periods of suspensions totaling over 10 days, the school must look at certain factors to determine if there is a pattern. These factors include:

- a) The length of each suspension,
- b) The total time the student is suspended, and
- c) How close in time the suspensions are to each other

If BCSHW wants to expel or suspend a student over 10 days, it must call a meeting of the IEP team. This meeting is known as a “manifestation meeting,” and it must be held within 10 school days of the school’s notice of suspension over 10 days or expulsion. This meeting is to determine if the behavior was caused by, or had a direct and substantial relationship to the child’s disability. The IEP team should also look to see if the child’s IEP was being followed. If the IEP team decides that the behavior was a manifestation of the student’s disability, the school cannot expel the student or suspend them for over 10 days. A manifestation determination hearing must take place in order to determine if the behavior that leads to suspension or removal is determined to be rooted in the student’s disability. If the determination states that the student’s behavior is an effect of his /her disability, a functional behavioral assessment will be conducted by the school social worker and a behavioral intervention plan for said student will be implemented as stated in the Commissioner’s Regulations. Regardless of the determination of this hearing, the student is still entitled to a FAPE education as determined by his/her IEP and all services included in this IEP will be provided, to every extent possible, to the student. If the behavior was NOT a manifestation, the school can expel or suspend the student for over 10 days. The student will still be entitled to educational services while suspended or expelled. Any

student who is suspended from class will be entitled to receive alternative instruction as prescribed by under general education law and the Commissioner's Regulations Part 201. A student with a disability and his/her parent will be notified immediately, (that is the day of) upon the decision to suspend or remove for disciplinary reasons.

The coordinator of special education will have the responsibility of informing the CSE from the student's district of residence when a student is suspended or removed for disciplinary reasons. The principal will communicate this information in the absence of the coordinator of special education.

When a suspension of a student with a disability constitutes a disciplinary change in placement, the student will be provided with a FAPE as defined in federal regulations. This may occur in an alternate setting on an interim basis, however, the student will receive educational services that comply with his/her IEP in that setting until and if such time that the student is determined to be able to return to his/her original school placement. The functional behavioral assessment and ensuing behavioral intervention plan will be conducted and implemented by the school social worker following a referral to the CSE. A copy of the procedural due rights will be provided to the student's parent upon the decision to suspend or remove from the current educational placement by the special education coordinator or the building principal.

If the behavior was NOT a manifestation of the disability, the student can be expelled like any other student. However, unlike other expelled students, the school must still provide educational services for the special education student who has been expelled. The IEP team decides where the student will be schooled, during expulsion or suspension, but it could be an alternative school or home-based.

Students with 504 plans have similar protections to those with IEPs. The 10 day suspension limit applies to students with 504 plans, as does the requirement to hold a manifestation determination before suspensions of more than 10 days or expulsions. The major difference between IDEA and 504 is that under 504, if a student's behavior is determined not to be related to his/her disability, the school is not required to provide any education services during the period of long term suspension or expulsion. Further, a 504 student whose offense involves drugs or alcohol and is currently using drugs or alcohol can be suspended or expelled like any other student and has no right to a manifestation determination.

The parents of a student with an IEP have a right to request an IDEA due process hearing to challenge decisions regarding their child's placement. This includes manifestation meeting determinations or assignments to an IAES (alternate educational setting). If a parent files a due process complaint because of a manifestation determination or an assignment to an IAES, the State or school should arrange an expedited due process hearing. This means a hearing must occur within 20 school days of the date the hearing was requested. The student must remain in the suspension or alternative setting pending the decision of the due process hearing officer (or until the child's suspension or alternative placement has expired). However, the parent and the school could come to an agreement otherwise and place the child back in the previous placement pending the decision.

Bronx Charter School of Health and Wellness recognize that parental involvement is critical in the success of student achievement. Parent involvement first begins with effective and efficient communication. All school communication either orally given or written to the families will be in dual language (English and Spanish) to ensure all families have accurate information. Parents will design a Parent Association that will allow parent and guardian representatives to be part of committees and task forces. The Parents' Association will engage parents/guardians in activities that promote and support the school's mission. From the Parents' Association, nominations will take place for a Parent At Large position on the Board of Trustees and will be a voting member.

We will also provide parents/guardians meaningful support for their child's education. Parents/Guardians will have input on the School's Action Plan as well as their child's Individual Learning Plan. We will provide workshops for parents/guardians on topics such as literacy, special education, limited English proficiency, and health and wellness. We will also provide once a month a Family Learning Night where parent/guardians can participate in meaningful academic lessons with their child(ren). Also, if eligible for Title III funding, we will provide adult English language classes and computer classes for our Parents/Guardians.

We will have an expectation that parents and guardians attend these workshop and learning opportunities. If a child comes from a one parent household, that parent will be required to attend 4 hours of workshops. If the child comes from a two parent household, those parents/guardians must participate in 8 hours of workshops. The Parents' Association will be responsible for tracking parent/guardian attendance at all school functions and workshops.

Our school will also institute a process asking all parents/guardians to sign a Home School Compact that will outline the responsibilities of the parent, student, and school. The purpose of the agreement will be to pledge parents/guardians to good-faith efforts that support connections between the school and the home and to volunteer in school activities.

II. ORGANIZATIONAL PLAN

Bronx Charter School of Health and Wellness has applied for non-profit corporation in July 2010. Within one year of incorporation, BCSHW will obtain its federal tax exempt status. Corporate By-laws and the Proposed Code of Ethics are included in Attachments 3 and 4. Refer to Attachment 15 for the Organizational Matrix of BCSHW.

A. Governing Body

BCSHW Board of Trustees will be responsible for governing, not managing the school. Board members will ensure that the school's academic programs are consistent with the school's mission and are successful in educating all students, and that school funds are properly managed and accounted for. Board members will also develop and evaluate school policies to ensure that they are lawful, fair, and provide appropriate protection and opportunity for everyone involved with the school. The Board of Trustees will consist of the following positions: Chairman, Vice Chairman, Secretary, Parent at Large, and Treasurer. The Board will retain ultimate authority with regard to, but not limited to:

- Employing and contracting with administration, teachers and non-teaching employees;
- Contracting for services, including but not limited to legal and accounting,
- Developing personnel policies, including pay scales, benefits, performance criteria, and discharging policies for its employees including the school Director;
- Deciding all other matters related to the operation of the school, such as school policies including budgeting, curriculum, and operating procedures, and developing a lottery system that adheres to the guidelines as established in the state statute for charter schools;
- Ensuring that the school adheres to the same health, safety, civil rights and disability rights requirements as are applied to all public schools operating in New York City
- Developing and aggressively implementing a series of fundraising campaigns to ensure continued financial sustainability for the school;
- Adhere to the same financial audits, audit procedures and audit requirements as are applied to all public schools;

- Successfully completing an orientation program on leadership within one (1) year of taking office;
- Appeal to the authorizer with regard to any material revisions of terms of the charter, with the understanding that the revisions may only be made with the approval of both parties;
- Establish or dissolve ad-hoc committees to deal with specific issues or tasks outside of the Committee responsibilities, as deemed necessary.

In addition, Board members will:

- Be trustees of the values, principles, and monies of Bronx Charter School of Health and Wellness with an unwavering belief in the vision and mission;
- Have a clear understanding of the charter promises and other lawful obligations;
- Have clarity with regard to the roles and responsibilities of the Board, individual Board members, Committees, the school Director, the faculty, and Authorizer;
- Recruit, hire, support, evaluate the performance of the school’s Principal;
- Ensure effective planning and policy-making;
- Ensure adequate resources;
- Determine, monitor, and strengthen the school’s programs and services;
- Ensure legal and ethical integrity;
- Maintain accountability to the students, parents, faculty, community and sponsor;
- Be results oriented.

Individual members of the Board will be responsible for actively participating in the work of the Board and the life of the school. Each member will be expected to:

- Believe in and be an active advocate and ambassador for the values, mission and vision of Bronx Charter School of Health and Wellness
- Work with fellow Board members to fulfill the obligations of the Board;
- Behave in a way that clearly contributes to the effective operations of the Board;
- Regularly prepare for and attend Board and Committee meetings;
- Keep informed about the school and its issues;
- Actively participate in the majority of fundraising events annually;
- Inform the board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation;
- Serve as the Chair for a Committee;

C. Founding Group Composition

The leadership team at Bronx Charter School of Health and Wellness will overcome start up challenges to open and maintain a successful school. As history indicates, the typical reasons charter schools don’t succeed are due to: mismanagement of resources and poor academic performance. The principal will be instrumental in ensuring BCSHW overcomes these challenges. One of the unique attributes to Bronx Charter School of Health and Wellness is that the founding Principal (also lead applicant) has successfully opened three charter schools. The start-up challenges would not be foreign. In addition, a majority of the founding committee has experience with specifically dealing with resource limitations, including funding and facilities. We have been proactive in addressing these challenges by already identifying a developer and private site. We also are keenly aware of the grants that are available to charter schools specifically during the start up phase and would be timely in seizing those opportunities. Lastly, not partnering with a management company, allows for more creative budgeting as we would not incur any indirect management costs.

Certification

- 7/2009 **South Carolina State Board of Education Educator Certificate**
Spanish, Superintendent, Elementary Principal, Secondary Principal, Elementary Supervisor, and
Secondary Supervisor
- 9/2005 New York State School District Administrator (SDA)
New York State School Administrator and Supervisor (SAS)
- 9/2003 New York State Teacher Certificate Spanish 7-12

Academic Preparation

- 08/2005 Certificate of Advanced Study (CAS) in Educational Administration
University at Albany, State University of New York
Albany, New York
- 12/2004 Master of Science in Educational Administration
University at Albany, State University of New York
Albany, New York
- 05/1998 Bachelor of Science in Secondary Education/Bachelor of Arts in Spanish
Plattsburgh State University
Plattsburgh, New York
- 07/1996 Plattsburgh State University's Southern Cone Program
Universidad del Salvador
Buenos Aires, Argentina

Professional Experience

- 2/09- Present **Data and Curriculum Consultant**
MDZ Consulting, LLC
Columbia, South Carolina
- Assist School Principal in the planning, design, implementation, and report research and evaluation activities, including benchmark assessments, accountability, school improvement, and data collection and analysis
 - Develop and maintain student database with enrollment, academic/assessment, and discipline information.
 - Manage planning of all assessment activities in the end-to-end process - including program management and coordination of school benchmark program
 - Manage all necessary design, planning, administration, scoring, data management, and reporting activities pertaining to assessment and data collection
 - Conduct research projects and provide reports of research activities based on school priorities and administrative needs.
 - Prepare technical reports and results of data analyses from benchmark assessments.

- Work with the School principal and faculty in the use of assessment data for decision-making.
- Support educators with tools and resources to analyze student achievement data
- Assist in grade level planning, including long- and short-term goals as it pertains to standards based instruction and using assessment data to guide instruction.

7/07-10/08

Educational Associate

Imagine Schools Inc
Columbia, South Carolina

- Worked collaboratively with planning committee members to develop charter school applications unique to the individual planning committee.
- Ensured that charter applications were in compliance with federal and state laws.
- Developed grant proposals on behalf of the newly formed charter schools.
- Organized community events for planning committees
- Developed strategies for aligning SC State Standards to a variety of curricula
- Managed website design and marketing plan

7/06 – 7/07

Assistant Principal

Imagine Schools Inc
Baltimore, Maryland

- Communicated with students, parents/guardians, and staff regarding positive school climate, discipline policies, and the Character Education Program goals and initiatives in both English and Spanish.
- Translated and interpreted school communication to PPPCS Spanish families.
- Encouraged a positive, caring learning environment.
- Assisted with observations and performance evaluations for faculty and staff.
- Assisted with orientation for new staff and Spanish-speaking parents.
- Supervised school operations in the principal's absence.
- Monitored student attendance and developed monthly student incentives for attendance.
- Responsible for safety-drill practice activities.
- Ensured that student discipline was appropriate and fair.
- Conducted conferences with parents, students, and teachers when classroom or school concerns arose.

9/05 – 7/06

Spanish Teacher

Albany City School District Albany, NY
Grades 7-12

- Sole provider for foreign language to two Alternative Education Programs.
- Autonomously developed Alternative Middle School and High School curriculums.
- Utilized a variety of instructional methods to build students' confidence with learning a new language.
- Implemented a positive classroom through behavior and intervention plans.
- Identified, selected, and modified resources to meet students' diverse needs.

6/04 – 9/04

Administrative Intern: Niskayuna High School Summer School

Supervised by Summer School Principal
Niskayuna, New York

- Supervised and oversaw operations of entire high school summer school program.
- Responsible for student disciplinary issues, consulted with staff, counseled students, and administered appropriate consequences.
- Communicated with parents/guardians regarding students' progress, behaviors, and safety.

- Supervised testing and execution of IEP needs for students.

9/03 – 5/05 **Substitute Teacher of Foreign Languages**
Capital Region BOCES Albany, NY
Guilderland Central School District
East Greenbush Central School District

9/98 - 6/03 **Spanish Teacher**
Notre Dame-Bishop Gibbons School Schenectady, NY
Grades 6-12

- Developed and implemented comprehensive engaging lesson plans that accommodated all learners.
- Incorporated educational activities that engaged students in meaningful learning experiences.
- Integrated multicultural units and manipulatives to vary lessons and consolidate concepts and increase a student’s global perspective.
- Offered after-school support to make certain that each student was able to grasp the material and develop competencies in Spanish.
- Effectively assessed students’ abilities and selected appropriate teaching strategies for individual developmental levels
- provided one-on-one, as well as large and small group instruction.
- Mentored new teachers to the culture and climate of the school as well as assisted in the development of the teachers
- Collaboratively developed 6th -10th grade curriculums

Other Professional Experience

- Harvard Graduate School of Education Summer Institute 2009
- ASCD Member and Conference Attendee 2006-2007
- Mediation and Conflict Resolution Office (MACRO) Grant Recipient & Manager
- School-elected Positive Behavior Interventions Support member
- Strategic Planning Committee
- Cooperating Teacher (Spring 2002)

Awards & Honors

- Certificate of Excellence from the New York State Bar Association
- New York Northeast District Mock Trial Champions- Moderator/Coach
- Middle School Mock Trial County Champions
- Rotary Youth Exchange Student to Denmark

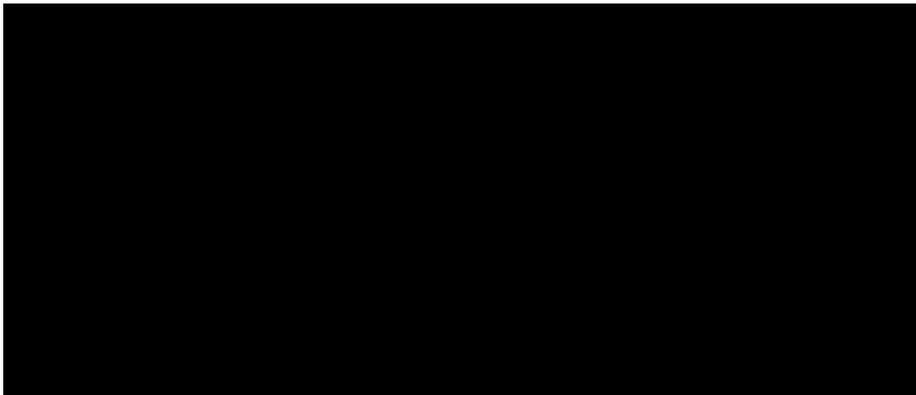
References

**Jennifer Ciavirella
Schmidberger**

David E. Wetzel

Thomas Nicholson

Shannon Casso



Written references upon request

DIANE L. CARRE

EXPERIENCE

2009-Present **EDUCATIONAL DEVELOPMENT CENTER, INC.** **New York** (multi-location)
Assessing the Potential Impact of a Professional Development Program in Science on Head Start Teachers and Children. Leading this effort for the pre-school physics program as a data collector and educational evaluator.

2002-Present **COLLEGE OF NEW ROCHELLE** **New Rochelle, NY**
Supervise graduate students in their special education practicum; conduct classroom observations with follow-up conferences, feedback, and observation write-ups; provide teaching and assessment support; assist with development of curriculum and standards based lessons; provide guidance and support relative to differentiation and learning styles.

1993-2009 **TUCKAHOE UNION FREE SCHOOL DISTRICT** **Eastchester, NY**
Retired 2009 after 17 years as Tenured Special Educator and Educational Evaluator
Special Education Teacher: teacher of students with learning, behavioral, emotional and other health impairments. Resource Room: grades 1-12; Self Contained class: grades 6-8; Inclusion Teacher: grades 2-8; Co-Teacher: ELA and math grades 6-8; Consultant teacher: grades 2-8. Provide content based teaching support based on IEP goals and objectives including classroom modifications and test accommodations as per NYS regulations; Construct and monitor behavioral intervention plans for students with behavioral challenges.
District Educational Evaluator: Conduct educational evaluations (initial and triennial) with comprehensive reports for CSE and Section 504 Accommodation Plans; Conduct district wide new student screenings; Conduct academic screenings as needed; Meet with parents of said students on an ongoing basis to discuss findings, recommendations and parenting suggestions; Develop IEPs based on assessment findings.
Member of Instructional Support Teams for elementary, middle, & high school; Meet weekly to discuss at risk students; Provide teaching recommendations for regular education teachers relative to special education students in their classrooms; Assist with short & long range planning for special education students' needs.
Mentor and Supervising Teacher to new teachers as well as interns and student teachers; Provide ongoing professional guidance & teaching support and expertise to those individuals regarding instructional techniques, NYS laws and regulations, IEP development, assessments, behavior interventions, classroom management, parent-teacher conferences, report cards, and day-to-day school developments

1988-1993 **SCARSDALE PUBLIC SCHOOLS** **Scarsdale, NY**
Teacher aide - Provided classroom assistance to teachers in grades four and five

1969-1975 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT** **Sands Point, NY**
Classroom teacher - Kindergarten and grade one

EDUCATION

1990-1993 **COLLEGE OF NEW ROCHELLE** **New Rochelle, NY**
MS Special Education – 4.0 GPA

1965-1969 **ST. JOHN'S UNIVERSITY** **Queens, NY**
BS Elementary Education

PROFILE

- NYS Certification in Special Education - grades K-12 and Elementary Education - grades N-6
- Trained in administration and scoring of NYS Assessments in ELA, Mathematics, Social Studies
- Child Abuse Reporting Certification
- Member of Council of Exceptional Children in the areas of Learning Disabilities, Evaluations & Assessments, and Behavioral & Emotional Challenges
- Proficient in Microsoft Office, IEP Direct, Power School and Power Grade
- Conversational in Spanish; presently studying Italian
- Interests include travel, flower arranging, and reading

Megan E. Farrelly



EDUCATION:

Mercy College, Dobbs Ferry, New York

Master of Science in Early Childhood Education, Childhood Education and Childhood Special Education, May 2008

State University of New York at Plattsburgh, Plattsburgh, New York

Bachelor of Science in Child and Family Services, December 2001

Phi Upsilon Omicron Member (National Honor Society in Family and Consumer Sciences)

WORK EXPERIENCE:

GO Project, New York, NY

Teacher: July 2010- Present

- Teacher in Summer School Program and Saturday School Program
- Provide academic support to struggling students
- Design lessons in reading, writing, and math
- Act as advisor and supervisor to volunteer tutors

Bronx Academy Of Promise Charter School, Bronx NY

First Grade Teacher: September 2008-June 2010

- Designed and developed first grade lesson plans to educate the whole child
- Differentiated instruction to meet the need of all students
- Assessed student progress and used data to drive instruction
- Applied individual and whole group behavior modification plans
- Fostered meaningful relationships with students and their families

Quaker Ridge Elementary School, Scarsdale, NY

Teaching Assistant/CSE Aide: September 2004- June 2008

- Assisted with preparation and implementation of classroom lessons and activities
- Developed and taught lessons in various academic areas in second and third grade classrooms
- Provided students with additional support in academic areas
- Prepared teacher made materials such as bulletin boards and newsletters
- Supervised students during recess and lunch; provided social support and encouraged positive peer relationships

Camp Hillard, Scarsdale, NY Head Counselor: June 2005-August 2005

- Monitored the daily activities and care of sixteen preschoolers
- Communicated with parents regarding their child's adjustment and development
- Supervised and evaluated the job performance of three counselors

“Jennifer is an organized, thoughtful, and caring leader and peer. She possesses the spirit needed to lead in the most trying circumstances and has the ability to motivate others despite the environment.”

Erika
Thomas
Imagine Schools

“Jennifer has a gentle yet firm approach with the students. Her sense of humor allows her to further maintain a non-threatening environment.”

Angela Ciervo,
Assistant Principal
Notre Dame Bishop
Gibbons

“Introspective and able to accept constructive criticism, Jennifer demonstrates a willingness to listen, modify, question, and reflect on her experiences. She does whatever it takes to support her students and their families.”

Keith Pascucci
Teacher
St. Raymond Elementary

Professional Profile

Dedicated, resourceful education professional with proven ability to create and monitor policies and practices that promote a safe learning environment; works well with and through others to accomplish organizational goals effectively and efficiently; ensures a school culture that encourages continuous improvement for teachers and students; develop an environment that encourages open communication within school community; mentor educators in conjunction with state and local learning regulations:

Detailed educational knowledge and core skills include:

Program Development/ Community Involvement/ Curriculum Development and Implementation/ Team Building/ Classroom Management/ Reading and Writing Across the Curriculum/ Project Based Learning/ Integration/ Character Education

Education and Certifications

M.S. Education Administration and Supervision

University at Albany, Albany, NY.

Bachelor of Arts Anthropology

University at Albany, Albany, NY.

Permanent Certifications

NY State Administration –SAS (K-12). 2003

MD Administrative I and II 2005

Key Qualifications

- Certified in School Administration K-12 (NYS- SAS)
- Successfully passed the following NYS Teacher Certification Examinations: Multi-Subject, Liberal Arts and Science Test, and Elementary Assessment of Teaching Skills and Successfully completed NYS mandated “Training in Violence Prevention and Intervention” and “Child Abuse” Workshops.
- As an elementary school teacher, planned and instructed each subject area using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.
- As a school administrator, able to lead and manage school reform, improvement, and development by primarily placing high

School

expectations of students and teachers, an emphasis on innovative and creative instruction, provision of professional development, and using data to evaluate students' progress.

Employment

Bronx Academy of Promise Charter School

Bronx

“Ms. Ciavarella has proven herself to be an effective leader of an educational institution. She achieves this by striving for mutual cooperation between all members of the school community”

Marie Jacobovics
Assistant Principal &
Colleague
St. Raymond Elementary
School

Founding Principal

May 2008-

June 2010

- Responsible for clearly articulating the school's mission, vision, and goals. Accountable for academic success and fiscal sustainability of the school.
- Scope of position includes, but is not limited to: defining objectives, evaluating performance of staff and students, building a supportive psychological climate (safe, respectful and fair environment), diffuse student insurrections through student discipline program initiatives, staff recruitment, fiscal management, team building, shared decision making, ensure school is in compliance with city (local) and state mandates, school value and mission promotion, advisory to Board of Directors, curriculum development and implementation, assist in building community ties/partnerships, serve on the Child Support Team, and Wellness Committee.
- Have made significant programmatic contributions to the achievement of the school's purpose, craft, and technologies by sharing in, not abdicating authority. This allowed creation of a threat free environment for growth so that all creative talents and skills of each person are maximized.
- Students have made significant academic gains and growth. Consistently received favorable feedback from New York State Education Department and the New York City Department of Education.
- Optimized available human and material resources while effectively maintaining economic sustainability in the first and second year of the school's operation.

“...much common sense and practical wisdom....knows her role and is not afraid to exercise it...a born teacher and leader who loves her job.”

John Graham
Pastor
St. Raymond Parish

“Jennifer is able to accomplish a number of things at the same time most successfully. She is a very bright and diligent woman who brings these attributes to all of her endeavors.”

Paul Beaudin Ph.D
Former Bronx District

Lincoln Public Charter School

Temple

Hills, MD

Founding Principal

August 2007- January

2008

- Interim acting principal until a formal candidate was secured.
- Responsible for clearly articulating the school's mission.
- Scope of position includes, but is not limited to: professionally developing a new and young staff, defining clear expectations, evaluating the performance of staff and students, building a positive

Superintendent
Archdiocese of New
York/Dean of Education
Department at Iona College

climate through our Character Education program, fiscal management, shared decision making, ensure school is in compliance with city and state mandates, and analyze student data for the purpose of differentiating our curriculum and instruction.

Patterson Park Public Charter School
MD

Baltimore,

Founding Principal
2007

July 2005-June

- Responsible for clearly articulating a vision of excellence, achievement, and community.
- Scope of position includes, but is not limited to: defining objectives, evaluating performance of staff and students, building a supportive psychological climate (safe, respectful and fair environment), diffuse student insurrections through student discipline program initiatives, staff recruitment, fiscal management, team building, shared decision making, ensure school is in compliance with city (local) and state mandates, school value and mission promotion, advisory to Board of Directors, curriculum development and implementation, assist in building community ties/partnerships, serve on the Action Team for Partnerships and Chair of the School Improvement Team.
- Have made significant programmatic contributions to the achievement of the school's purpose, craft, and technologies by sharing in, not abdicating authority. This allowed creation of a threat free environment for growth so that all creative talents and skills of each person are maximized.
- Optimized available human and material resources while effectively maintaining economic sustainability in the first year of the school's operation.

St. Raymond Elementary School
Bronx, NY

Principal
2002-2005

Notre Dame Bishop Gibbons
NY

Schenectady,

Administrative Intern and Middle School Guidance Counselor
2001-2002

7th and 8th Grade Science Teacher

2000-2001

Sacred Heart Elementary School Bronx,
NY

8th Grade English Language Arts Teacher/6th Grade 1997-
2000

Coaching Experience

St. John the Baptist 7th and 8th grade Girls' Basketball Coach 1997-
2000

Cardinal Spellman High School Varsity Softball Coach 1998-
2000

Manhattanville College Assistant Women's Basketball Coach 1998-
2000

Notre Dame Bishop Gibbons Volleyball and Basketball Coach 2001-
2002

St. Raymond's School 7th and 8th grade Boys' Basketball Coach 2004-
2005

Professional Development/Affiliations

- ASCD yearly conventions (member of ASCD)
- New York City Charter School Network
- Maryland Charter School Network

Computer Skills

Microsoft office, SASI xp, ATS and CAP, HRMS, Oracle, AS400, STI

Eric Guadalupe, M. S., MBA

OBJECTIVE

To secure a senior-level management position that will utilize my leadership skills to effectively produce change and drive results within an organization that values diversity and innovation.

PROFILE

- Dedicated, results-oriented manager with a successful track record of motivating employees, obtaining maximum performance and increasing bottom-line profits.
- Well-organized, detail-oriented individual with the ability to change and adapt based on the organizations growing needs.
- Strong work ethic with an eagerness to contribute toward meeting stated goals.
- Dynamic manager experienced with leading multiple levels of management teams.
- Turnaround specialist with proven track record in mergers and reorganizations.
- Excellent negotiation skills utilizing detailed research and information analysis.

QUALIFICATIONS & EXPERTISE

P&L Analysis & Performance Improvement
Strategic Business Planning & Development
Growth Management
Program Development
Evaluation Techniques

Budgeting & Allocation
Financial Forecasting, Analysis, & Reporting
Cost Analysis & Control
Turnaround & Restructure Specialist
Market Research

CAREER HIGHLIGHTS

- Analyze company culture and structure to pinpoint obstacles and create new pathways, or adopt existing models to build an environment of solutions and progress.
- Actively listen to concerns of associates and clients during times of organizational change in order to minimize turnover and migration.
- Personalize company vision and goals by implementing strategies designed to create ownership and commitment.
- Discover and identify the talents of individual team members and build upon those to maximize results.
- Strategically placed individuals in roles more in line with their abilities.

PROFESSIONAL EXPERIENCE

Capital One Bank

District Sales and Service Coach, New York, NY

2009-current

- Work closely with the District Manager to formulate a strategy that addresses the current and future needs of the District as it relates to delivering on the Company's key imperatives and initiatives through a systematic analysis of performance, results, and trends, in order to achieve both short and long term targets.
- Cultivate partnerships with various business units in order to clearly define expectations and work together to achieve specific targets through constant communication and open dialogue.
- Develop new and utilize existing tools to assess how the various initiatives and programs, after implementation, impact the District and deliver desirable results.
- Recognized the need for addition training and development of Branch Managers within the Region, after the introduction of the Company's new sales & service model, created a comprehensive program to address the knowledge gaps, and facilitated learning throughout 6 Districts within 3 Regions.
- Through consistent coaching and deliberate communication, supported the District that led the Region in the first quarter of 2010 with the largest percentage of branches achieving both consumer and business performance target at 50%, in addition to increasing the number of bankers meeting the Company's monthly performance threshold from 14% to 34%.

Eric Guadalupe, M. S., MBA

PROFESSIONAL EXPERIENCE

JP Morgan Chase Bank, N.A.

Vice President & Branch Manager, White Plains, NY

2007-current

- Managed change during the merger from Bank of New York to JP Morgan Chase and promoted high morale and positive corporate culture by intelligently reorganizing to ensure competencies were aligned with job functions.
- Turned around an under performing sales associate into the #4 ranked personal banker out of 32 peers within the assessment district through direct 1-on-1 coaching and feedback.
- Formed partnership in the local community with the Xposure Foundation, Inc. in order to promote sound financial education for middle school students as well as advanced financial programs geared toward parents.

Bank of America

Assistant Vice President & Branch Manager, Darien, CT

2005 - 2007

- Managed and coached a sales process focusing on customer service excellence that produced \$5M in new balances, an increase of 16% over the prior year and 109% to goal.
- Focused on skill gap development in order to ensure benchmark strength for the banking center as well as the District. As a result of the creation and execution of individual development plans, three associates received promotions in 2006.

Ann Taylor Corp.

General Manager, Harriman, NY

2002 - 2005

- Developed, introduced and implemented District-wide learning curriculum, through seminars and workshops for new and tenured management that focused on business analysis, human resources, individual development, and policy & procedure.

ADDITIONAL EXPERIENCE

Aegis Systems, LLC

Consultant, Covington, LA

2008 - current

- Facilitated interactive experiential workshops and seminars utilizing adult learning theories.
- Custom designed learning curriculums, with appropriate needs assessment and research, and produced interactive, workshop training materials.
- Planned and implemented the production of marketing materials, and developed strategies for positioning, brand development and brand equity.

EDUCATION

University of Connecticut, Stamford, CT

Master of Business Administration

Management

2010

Advanced Business Certificate

Marketing

2009

Syracuse University, Syracuse, NY

Master of Science

Education

2001

Bachelor of Arts

Philosophy & Psychology

1998

ADDITIONAL SKILLS

- *Proficient:* Excel, PowerPoint, Word, Access
- *Working Knowledge:* PH Stat and JMP (Statistical programs)
- *Languages:* Spanish

Carlo Enrico Punzalan



Education:

Masters of Science in Elementary Education and Special Education
Marist College Poughkeepsie, NY

Teaching Experience:

Bronx Academy of Promise

August 2008 – August 2010

2nd and 3rd Grade Teacher and Academy Leader

- Develop and implement 2nd and 3rd grade lessons aligned with curriculum guidelines and New York State Standards.
- Communicate and collaborate with special education teacher as well as ELL teacher in order to meet the needs of special education and ELL students in an inclusion class.
- Continually assess student progress using student conferences and systematic assessment tools.
- Create daily focus assessments aligned with current lessons in Math and ELA. Assessments utilized to evaluate and track students' progress.
- Serve as mentor to first year teachers through observations, structured meetings, and instructional support.
- Responsible for administering school wide Terra Nova assessment, Focus Assessment, and NY State Assessment.
- Establish a nurturing environment that cultivates learning and enhances values of trust, responsibility, respect, caring, and family.
- Establish mutual respect and ongoing communication with parents, teachers, and other staff members in school.
- Diverse cultural and ethnic backgrounds of students are explored and expressed through a variety of projects and story read-aloud.
- Leadership Team Member

St. Raymond Elementary, Bronx, NY

September 2004 – June 2007

6th Grade Teacher

- Created differentiated learning strategies for students of varying learning needs
- Designed opportunities for collaborative and hands-on learning.
- Implemented Holistic Style of Reading and Writing Workshops using Just Right program
- Promoted ongoing parental communication and involvement
- Conducted after-school newspaper with students in school.

Related Experience:

Huntington Learning Center

November 2001- February 2007

Personal Tutor

September 2001- August 2010

Camp Hilliard

Summer 2000 and 2001

Brian T. Jones



Education

Bachelor of Science, Exercise Physiology
Temple University

May 1997

PROFESSIONAL EXPERIENCE

Program Manager

June 2010-present

Medifit Corporate Wellness Services

- Oversee multi site fitness centers for Fortune 500 company
- Develop company wide health promotion and preventative wellness programs
- Direct day to day operations including budget management and staff development

Training and Outreach Coordinator

June 2009 – June 2010

New York City Department Of Health

Division of Physical Activity and Nutrition Programs

- Design large scale fitness programs for city wide obesity initiative, MoveNYC
- Facilitate presentations to educators, parents and fitness professionals
- Maintain and update database for report generation
- Create training model for citywide staff development relevant to obesity prevention
- Conduct group fitness classes for adults and provide online fitness program information

Early Child Hood Trainer

April 2008-June 2009

SPARK (Sports, Play, Active Recreation for Kids)

- Conducted staff development workshops for nationally recognized activity curriculum
- Led classroom based activity session at the pre-school and elementary level
- Provided support and follow up for trained teachers

Fitness and Wellness Manager

June 2003 - April 2008

Betances Health Center/Beth Israel Medical Center

A modern community based medical facility

- Oversaw creation and implementation of center wide fitness and nutrition programming
- Maintained 7,000sq foot state of the art fitness center including cardio, strength and rehab components
- Managed multiple federal grants, generated monthly reports, including payroll
- Taught group classes for adult women and obese children relevant to weight management
- Managed worksite wellness program for 200 staff members, including online support
- Supervised multi disciplinary team of fitness assistants, dieticians, behavioral staff and an admin asst

Exercise Specialist

December 2001- June 2003

Recovery Physical Therapy

A corporate sports medicine facility

- Designed therapeutic exercise programs for patients with acute and chronic injuries;
- Utilized techniques such as plyometrics, neuromuscular re-education, trampoline training and home program instruction.

Personal Trainer

October 2000 - December 2001

Equinox Fitness Clubs

Wall St. location

- Provided one on one program design for corporate clients in commercial setting;
- Specialized in working with post surgical clients and sports specific training design;
- Worked with Jr. Trainers in learning basic fitness assessment including skin caliper use, aerobic testing and functional training.

Exercise Specialist

Feb 1999 – October 2000

HealthSouth Sports Medicine and Rehab

- Implemented sports specific therapeutic exercise programs for athletes
- Designed programs designed to increase agility, decrease injury and enhance speed

MEMBER ORGANIZATIONS

American College of Sports Medicine (ACSM)

American Association of Public Health (APHA)

American Diabetes Assoc. (ADA)

Certification

Health and Fitness Instructor – American College of Sports Medicine (May 2010)

Athletic Experience

Four year scholarship, Temple University Track and Field Team 1992-1996

Semi Pro Soccer Player 1996-1998

Other Relevant Experience

Fitness Contributor Essence Magazine Nov 2009

Writer(Sports Performance) Examiner.com

Ruth D. Caraballo

Summary of Qualifications:

I am seasoned professional with extensive experience in event and programmatic management, training, group facilitation, curriculum and fund development; as well as a high impact administrator with a focus on systematic development and operational execution.

Experience:

2010 – Present **Event Manager**
Kennedy Spencer Consulting **New York, London**

On a project basis, I work directly with Principal and clients to organize and execute events including but not limited to Fundraisers, Forums, and Strategic planning sessions. Project outcomes focus on the impact of marketing and public relations.

2010 – Present **Administrator**
Life Adjustment Center, Inc. **(LAC)** **Bronx, NY**

I serve as liaison between consumer and advocate (Medicaid service coordinators, the NYS Office of Mental Retardation and Developmental Disabilities agencies) to ensure the approved services are performed and billed accordingly. In addition I provide administrative support the Bronx Residential Coordinator.

2009- 2010 **Executive Assistant**
Bronx Academy of Promise Charter School (BAOP) **Bronx, NY**

At BAOP, I was responsible for daily operational management. Responsibilities included but not limited to the coordination of school wide schedule (sub coverage, master calendar, special events career assemblies), public relations and marketing. Additionally I facilitated communication with community, organizations, families, and operated as the primary point of communication with Parent Community Organization, Board of Trustees, NYCDOE (authorizers), DOHMH, NYC Center for Charter School Excellence, Elected Officials, Grantors, Consultants, Faith and Community Based Organizations and other collaborators

2007 – 2008 **Executive Assistant**
Family Life Academy Charter School **(FLACS)** **Bronx, NY**

As Executive Assistant at FLACS, I was responsible for projects including creating and maintaining Annual School-Wide calendar, planning of Special Events and Fundraising Initiatives. Fostered relationships for donor database as well as the development of internal controls including but not limited to procedures for requisitions, purchasing, receiving, and distribution. I also served as the main point of communication with Board of Trustees, Charter School Institute SUNY (authorizers), NYC Center for Charter School Excellence,

Ruth D. Caraballo

Elected Officials, Grantors, Consultants, Faith and Community Based Organizations, and other collaborators.

2002 – 2007 **Career/Academic/Vocational Training Manager** **Bronx, NY**
South Bronx Job Corps Academy - ResCare, Inc. (SBJCA)

While at SBJCA, I was responsible for all direct program objectives from corporate, regional, and national offices concerning the Career (preparation, development, transition) Academic & Vocational programming in accordance with Federal Policy and Requirements and Center Operating Procedures. I participated on various Corporate & National pilot programming and committees. I facilitated corporate reviews/compliance audits and served as a reviewer for centers across the country in the following departments: Social Development, Counseling, Career, and GED preparation. Additional responsibilities included student outreach, placement procedures, classroom instruction, primary point of communication with Board of Trustees, NYCDOE - Alternative Programs, Elected Officials, Faith and Community Based Organizations, and other collaborators.

Education: *Presently Applying to Graduate Schools*

- Harvard School of Education – Charter Schools Institute
- ResCare Executive Development Institute
- Marymount Manhattan College – BS Sociology
- Dewitt Clinton HS –Diploma

References: *Available upon request*

The founding committee is currently focused on recruiting possible Board members from within the community where the school will be located. We are currently scheduled to speak and present at the Community Board meeting on September 22nd, 2010. Our goal is to recruit a diverse skilled set of possible candidates, select the candidates, and provide training during the winter of 2011. It is important to the founders that selected members have a wide range of expertise and experience. We are committed to having a Board of Trustees that have this expertise and experience in the following disciplines: elementary education, health and wellness, business operations, finance, and legal affairs. Perspective board members must demonstrate passion for the mission of the school and be able to fulfill the expectations that are cited above. We will not rush the process of selecting Board members as we are dedicated and sincere in finding the right people. We are currently recruiting Board members from within the Community Board and from Time Warner Inc.

<i>Name Current</i>	<i>Employment</i>	<i>Relevant Experience/Qualifications</i>	<i>Will serve on School Board?</i>
Jennifer Ciavirella Schmidberger- Lead Applicant	Principal	M.S. Education Administration S.A.S certification Previously founding Principal of charter schools in Baltimore, MD and Bronx, NY. 9 years of Educational Administrative experience. 13 years of experience in inner-city schools. Bronx native	No
Diane Carre	Special Education Teacher-In Patient Adolescent Unit in Psychiatric Hospital-ages 13-18	Member of board of education for 9 years: served as VP, Secretary, Clerk of the Board Liaison to Committee on Special Education	Yes- Chairman
Carlo Punzalan	Teacher	M.S. Elementary Education and Special Education- NYS certified teacher Previously a teacher at a charter school in Bronx, NY.	No
Christine Carre	School Social Worker /Therapist in Private Practice	LCSW New York State School Social Worker Certification Extensive training in Cognitive Behavioral Therapy for trauma Certified Yoga teacher for children/adults Previously worked in charter school in Bronx, NY- initiated Wellness Policy, Coordinated Wellness Program, Child Study Team Coordinator, School Social Worker	Yes
Michelle Zeccola	Teacher and Educational Consultant	M.S. Education Administration NYS SDA certification Former school developer for charter school management company	No

Ruth Caraballo	Consultant and Administrator	Formerly worked in charter schools Experience in event and programmatic management, training, and focuses on systematic development and operational execution Bronx resident	No
Rodita Salonga	Graduate Student	M.S. Elementary Education 8 Years teaching experience in the Bronx	No
Megan Farrelly	Teacher	MS Early Childhood Education NYS certified teacher. Previously a teacher at a charter school in Bronx, NY. Teacher at GO Project, NYC.	No
Brian Jones	Program Manager Medfit Corporate Wellness Services	B.S. Worked with DOH and DOE on wellness initiatives and programs	No
Eric Guadalupe	District Sales and Service Coach Capital One Bank	M.S. Education M.B.A Bronx native	Yes

All Board members will undergo an initial orientation to ensure they understand as well as are willing and able to fulfill their role and responsibility. New York State Board's Association (www.nysbba.org) provides advocacy training, information, leadership and development training for New York State Public Schools. They offer a variety of workshops for Board members such as:

- **Board Officers Academy:** A high-level professional development opportunity that enables board presidents, vice presidents, committee/task force chairs, and superintendents to probe major issues and focus on practical skills for leading the district's governance team. Offered in July, August and September. (fee-based)
- **Regional Workshops and Seminars:** These events, held across the state, provide governance team members training on topical issues and skills at convenient times and locations. Workshops normally focus upon a single subject, such as "NCLB Policy Effects," "Fiscal Fitness" and "Planning the Governance Team Transition." These workshops and seminars may also be conducted at the request of a specific school district or region. (fee-based)
- **Fiscal Oversight Workshops:** To enable members to comply with state laws, NYSSBA offers five workshops totaling six hours on "Fiscal Oversight Fundamentals for School Board Members." Workshops are conducted regionally throughout the state, as scheduled by NYSSBA, as well as at the request of a specific district or region. (fee-based)
- **School Board Institute (SBI):** This eight-course series focuses on the key work of school boards. The SBI is a comprehensive, standards-based program designed to develop the leadership capabilities of school governance teams. Each interactive course stresses practical actions for governance teams to improve student achievement. (fee-based)
- **Legal Seminars:** NYSSBA's Legal Department presents seminars and workshops across the state on legal topics that affect board members, superintendents, school principals, pupil services personnel, committees for special education (CSE) chairs and other school staff, and school attorneys. These

events include a series of special education seminars; a series of summer law conferences; and the Association's annual Pre-Convention School Law Seminar. (fee-based)

Bronx Charter School of Health and Wellness will be sure to become members of the New York State Board's Association as it will be instrumental in the training and development of our Board of Trustees.

BCSHW Board of Trustees will meet at a minimum 10 times per school year (exclusive of executive sessions). These meetings are subject to the Open Meeting Law and will be publicized on our school web site, school newsletter, and school calendar. Parents will be encouraged to attend as they are represented through the Parent at Large position. The President of the Parent's Association will have a working relationship with the Parent at Large to ensure that the parent group as a whole is represented and heard at each Board meeting. Parents will also be encouraged to sign up for Board committees.

D. Management and Operation

Bronx Charter School of Health and Wellness understands that the operation and management of a school requires a great deal of expertise, management skills, and oversight. The BCSHW Principal will be responsible for all aspects of school effectiveness. The Principal will directly report to the Board of Trustees and will be expected to attend and report at each monthly Board of Trustees meeting. The Principal may be asked to attend Executive Sessions as needed/appropriate and will be expected to attend the Board retreat/training that takes place over the summer. The Principal will be responsible for upholding the charter school's unique mission by carrying out the following duties:

- providing strong academic and instructional leadership
- guiding the development, selection, implementation and evaluation of all curriculum and instructional services based on "best practices" that are aligned with standards of New York State
- coordinating activities affecting the daily operation of the charter school
- organizing and planning staff development
- ensuring coordination of all school programs with state and federal mandates
- interpreting and implementing governing board policies, corresponding rules, and regulations
- coordinating rules for appropriate student and staff conduct
- preparing school, district, state, and federal reports as necessary
- making decisions or delegating to other school staff decisions on matters related to the operation of the school, including: budgeting, curriculum, and operational procedures
- providing assistance and direction to the staff to improve teaching and learning
- coordinating on-going monitoring and student progress
- facilitating communication among stakeholders
- recruiting new employees
- evaluating teachers and non-teaching employees
- ensuring that all personnel undergo background checks and other investigations as required by law and Board policy before they are employed in the school
- arranging and contracting for negotiated services
- ensuring that the school adheres to the same health, safety, civil rights, and disability requirements as are applied to all public schools
- participating in parent/teacher progress conferences
- attending school meetings and extra-curricular school events
- maintaining awareness of the students' attendance and conduct
- serve as liaison between the Board and the school
- recommend policies, guidelines and procedures for Board consideration and adoption

- plan and implement the master schedule in collaboration with the faculty and staff
- prepare the annual budget, with committee input and for Board approval
- practice relevant fiscal management

The school leadership and Board of Trustees will have an on-going working relationship that is dependent on the sharing of information. The Principal will be expected to provide a monthly report and data presentation to the Board at each monthly meeting.

The organizational matrix (Attachment 6) shows the support that the Principal will have in regards to instruction/curriculum, data analysis, health and wellness, finance, and operations. The group of individuals that the principal has directly reporting to him/her is instrumental in his/her success. All staff members will be supervised by the Principal, but will follow the hierarchy chain as indicated in the matrix. The job descriptions (Attachment 7) outline the responsibilities for all key staff members.

As noted in the organizational matrix (Attachment 6) the Principal will report directly to the Board of Trustees. Directly reporting to the Principal are the Assistant Principal for Curriculum and Instruction and Assessment, Assistant Principal for Operations, the Business Manager, and the Director of Health and Wellness. The Data Coordinator reports simultaneously to the Principal and the Assistant Principal of Curriculum, Instruction, and Assessment. The Charter Business Management Group will work directly with the Principal and the Business Manager. The AP for Curriculum, Instruction and Assessment will be responsible for managing the instructional staff day to day, the AP for Operations will be responsible for managing and directing the support staff day to day, the Business manager is responsible for marketing, outreach, technology, grant management, fiscal management, internal fiscal controls on a day to day basis as well as supervising the people who are in the roles of purchasing and payroll and human resources. The Director of Health and Wellness will supervise all health and wellness initiatives, after school programs, partnerships, the wellness policy, food services and health services. Every week the Principal will meet with his/her support team. Every month, the administrative team will meet with those whom they supervise on a day to day basis.

Teachers are one of the most influential and instrumental factors in the success of a school. BCSHW teachers will be certified as required by New York State Statutes and meet the highly qualified guidelines established by the No Child Left Behind legislation. (We may employ or contract with skilled, selected non-certified personnel to provide institutional services or to assist instructional staff members as teacher aides in the same manner as defined in New York State Statutes. If it becomes necessary to hire uncertified teachers, we will do so within the limits of the charter school statute [no more than 30 percent of the teaching staff, or five teachers, whichever is less] and follow the statutory criteria for hiring these teachers). The key elements of the staffing model for the school will include: (1) a detailed job description for each position in the school, listing the qualifications, responsibilities, distinguishing features, essential functions as well as the knowledge, ability and skills required for each position; (2) a comprehensive system of annual employee performance review; and (3) on-site management of all human resource issues. The school will not employ an individual to provide instructional services who does not meet criminal clearances or whose certificate or licensure is suspended or revoked by the State of New York or any other state.

C.1. Charter Management Organizations*

Applicant Instructions:

Select the statement that is applicable and proceed as directed:

We intend to contract with a not-for-profit charter management organization. *Continue with completion of this section.*

We do not intend to contract with a not-for-profit charter management organization. *Skip to the next section.*

D. Staffing and Human Resources

Bronx Charter School of Health and Wellness will obtain the services of the finest teachers available. To accomplish this, the school will disseminate materials in order to ensure that properly credentialed individuals apply. Announcements for job vacancies will be published in accordance with all related legal and reporting requirements and will include the following: location and mission of the school, job title, summary description of the job responsibilities, description of the application process, minimum requirements, entry salary and/or salary range, opening and closing dates for applying, statement certifying that the employer is an equal employment opportunity employer, work schedule, and whether the position is full or part-time. We will advertise positions in local newspapers, Career Builder, and other applicable web sites (www.charterschooljobs.com). We will also send job postings to local universities and colleges with education programs. Each applicant will be screened by a team of professionals; trained to identify individuals suited to our educational philosophy and school mission. Face to face interviews, and if possible, analyzing teacher portfolios and teacher classroom demonstrations are also part of the interviewing process. Extensive background reviews will be done to verify past experiences and insure the safety of our children. A background review includes fingerprinting all employees and others serving in an official capacity.

The Bronx Charter School of Health and Wellness will look for candidates with the following traits: mission driven- understand the importance of our mission and how it pertains to academic achievement, recognize the complexity of the teacher's role, view the teacher as decision-maker and problem solver , recognize the essential need to learn about each student and use the information to personalize instruction, use assessments to inform instruction , use classroom management strategies effectively to maximize student learning (i.e. well-organized physical environment, clearly defined schedule and routines, clear expectations for behavior) , are willing to draw on many different resources to enhance instruction, and build family partnerships , are willing to be accountable for the success of the school, including all students in their classroom and, as part of the learning community, for the student population of the school, strive for high standards and excellence, have confidence in their own abilities and the abilities of others, set high standards for themselves and others, go the “extra mile” to achieve excellence ,are open to a non-traditional work schedule when it means accomplishing the task at hand (e.g., working late, working occasional weekends, working during the summer months with compensation) ,collaborate effectively with others, have a positive attitude , and see problems as challenges worth tackling

Applications for a position must be made in writing and shall include at a minimum: Bronx Charter School of Health and Wellness Employment Application; New York State teaching credential or other certification or credentials; copy of diploma, degree or certificates, or a transcript, if applicable; and three professional references, when possible. The school will not consider the individual’s application file complete until it has received these documents;

Bronx Charter School of Health and Wellness will advise all applicants for employment of the school’s employment policy and application process, including a check of all criminal records. School personnel also will advise applicants that any falsification of information, either by omission or commission, will be grounds for disqualification from consideration or grounds for discharge, should they be employed.

The interview team will be comprised of the Principal and any others he/she determines to be appropriate to provide input into the selection process for the particular position. The selection process may include interview(s), observation of performance of work, review of other appropriate documents, and contract with appropriate professionals having knowledge of the applicant's performance. At the completion of the selection process, the Principal will offer the position to the interview team's selected candidate and will notify the Board of the recommendation. Board has the final authority of who is employed.

Bronx Charter School of Health and Wellness Board of Trustees will approve the terms and conditions of employment for all employees. The terms and conditions in the employment agreement will include but not be limited to: length of work year and work day, salary and payment schedule; vacation days; holidays; paid leave; notification of absence; insurance benefits; reimbursement; confidentiality; change in personnel status. Each year the BCSHW staff will receive an employee handbook detailing New York State Labor Laws and Board approved employment policies. The Business Manager in coordination with Paychex and the Board of Trustees will provide the staff with an orientation prior to the opening of school. The orientation will review all personnel/human resource topics.

In order to retain qualified staff, our philosophy is to provide professional development/in-service. This in-service is provided by teachers at the site to educate other teachers at the school. Opportunities for professional development are an important component. Teachers receive pre-planning in-service prior to the start of the school year. On-going in-service and support will be provided throughout the school year in response to need's assessments completed by teachers. Teachers are educated to identify and respond to different learning styles. Teachers are able to implement a variety of teaching strategies and assessments that ensure the academic success of all students when they know their own learning styles and those of their students. This plan also supports our educational philosophy.

Any analysis of job vacancies will be conducted by the School Principal prior to initiating the recruitment process. The staffing needs of BCSHW must support the needs of the students as well as the mission of the school. This means we specifically need to have staff that work directly with our health and wellness initiatives, rigorous academic program, and special population. Our budget (Form 5) clearly shows that we are able to staff the positions that listed in the organizational matrix (Attachment 6). The staffing that we need is a fixed cost in our budget and will drive where other monies are left to be allocated. Staffing will be deemed as the most important thing BCSHW can spend its per pupil funding on. Staffing will grow as the school enrollment grows; hence as our budget grows (as there is a direct relation to enrollment and per pupil allocation). The school will open with the administrative team (as mentioned earlier), a teacher in each general classroom with the Kindergarten classes having a teacher and teaching assistant. We will also open with an Art, Music, Physical Education teachers, social worker, school psychologist, special education teacher and coordinator, LEP teacher and coordinator, (teachers will have a dual role of push in and push out depending on each needs of the child), and sufficient support staff. We will continue to add to our staff as our enrollment grows and as our special population grows.

Just as our students will be held to high expectations, so will the staff be. All staff will be evaluated by the School Principal. The evaluation process is as follows: Professional Growth Plan (which teachers write up in reflection of their own strengths and weakness), Informal and Formal observations, Mid-Year evaluations, End of Year evaluations, and Data analysis and meetings. The Principal will review all evaluation tools/documents prior to the start of each school year, so that teachers are aware of the expectations. Evaluations will be directly aligned with the school's mission and student progress and success.

In the interest of effective personnel management, the Board of Trustees will design and implement a Human Resource Policy Handbook. School leadership recognizes the need for expectations and guidelines to be set as well as procedures and policies for promptly and effectively handling conflict or differences.

E. Student Recruitment, Enrollment, and Evidence of Demand¹

The Bronx Charter School of Health and Wellness in compliance with Section 2854(2) of the statute will provide that admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. BCSHW will enroll each eligible child who submits a timely application to the school by April 1st unless the number of applications exceeds the capacity of the grade or building. In such cases, students shall be accepted from a lottery process. The lottery will be conducted at the school site by a third non-related party. Preference will be provided in such a case as in accordance with our charter.

1. Community Board #2 School District # 8 residents
2. Re-enrolled Returning Students
3. Siblings of enrolled students
 - a. Community Board #2 School District # 8 residents
 - b. School District #8 Residents (Community Boards 1,9 & 10)
4. Students of all other Community Boards and School Districts

Siblings are defined as being related by birth, legal adoption, or marriage. Families interested in enrolling a child(ren) must complete an application.

Families will receive an acceptance postcard and welcome letter upon official enrollment that must be returned within a certain time frame to “accept the seat”. Students on waiting lists will only receive a call/letter once they can be officially enrolled. We will reset our waitlist annually. Applications for each current year may be accepted on a rolling basis after the lottery has taken place. These applicants will then be placed on the wait list after the lottery students in the order received. After the opening year, there will be a re-enrollment period for returning students and their siblings, starting the second Monday in January. Registration forms and information regarding the cut-off date (last business day in March) for re-enrollment will be sent to all currently enrolled students of Bronx Charter School of Health and Wellness at least 2 weeks prior to the start of the re-enrollment period. All eligible returning students who submit complete registrations during the re-enrollment period will be registered for the following school year.

It is the goal of Bronx Charter School of Health and Wellness that the racial composition of the charter school enrollment will reflect that of New York City District 8, Community Board 2. We will widely advertise, in both English and Spanish the goals and objectives of the school and the dates and times that a series of Orientation Sessions will occur in communities across the South Bronx. These sessions will inform parents/guardians of the application process to enroll students in the school and those who so choose may fill out an application for enrollment at the session. We will utilize interim spaces such as libraries and community partners should our facility not be ready in time. Information about the Orientation Sessions will be disseminated using fliers, letters, and newspaper, radio and

¹ As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board for Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year, or pre-opening period.

local television ads. We will engage a vendor to design this information and the founders and community members will distribute it to residents of the city, targeting communities across District 8, Community Board 2. These activities will also include sending information to the homes of families in a diverse cross-section of neighborhoods to ensure that the recruitment campaign is not discriminating in any way.

The founders of our school and our community partners will also engage in efforts to inform parents/guardians about the opportunity our school offers their children. They will distribute recruitment campaign information via community leaders and organizations, including communities of faith, libraries, recreation centers, local shops, Laundromats, child-care centers, real-estate offices, housing developments, dance and music schools, salons, food stores, and other appropriate places including community events.

In keeping with our commitment to provide quality educational services to all students, Bronx Charter School of Health and Wellness will make all possible efforts to market to English Language Learners (ELL) and students with Special Education needs. In order to ensure that we reach a wide audience, we will send flyers advertising the opening of the charter school specifically to pre-schools, head start programs, and day cares that serve these populations. We will also contact third party related service agencies that offer intervention and Special Education services. This will give us the opportunity to advertise to specifically the special education and at risk populations. A list of NYC Early Intervention Program Contracted Service Providers for the Bronx, such as Bilinguals Inc. and the Roosevelt Children's Center, can be found on the New York City Government website. We will specifically market to the LEP population by advertising in Spanish specifically in local Spanish newspapers. We will target organizations specifically in District 8 that serve and assist immigrant families.

Currently there are only 4 charter schools serving Community Board District 2. Data shows that the population under the Age 17 has increased over the last 10 years which indicates the need for more schools. (<http://www.bronxmall.com/commboards/demographics2.html>) According to the 2000 Census, Hunts Point has a population of 46,824, up from 39,433 in 1990 and 34,397 in 1980. Of them, 35,507 (75.8%) are of Hispanic origin, 10,021 (21.4%) are Black, non-Hispanic, 582 (1.2%) are White, non-Hispanic, 207 (0.4%) are Asian or Pacific Islander, 101 (0.2%) American Indian or Alaska Native, 90 (0.2%) are some other race (non-Hispanic), and 316 (0.7%) of two or more races (non-Hispanic). Hunts Point is a low-income residential neighborhood. Over half the population lives below the poverty line and receives public assistance. Hunts Point has suffered from crime and poverty for many years and is part of the poorest congressional district in the country. Hunts Point has one of the highest concentrations of Hispanics in all of New York City. Through our research, we have found that children in the South Bronx, suffer more from health problems, specifically obesity, diabetes, and HIV than in the entire New York City. There is a need for a quality school in the community that focuses on the entire well being of children.

Public schools currently have an average class size of 24-25 students. BCSHW class sizes will be no more than 22 students per class. Not only are we providing choice for our families, but we could have a positive impact on overcrowded schools in the area.

The Founders are currently soliciting letters of intent to enroll from parents. Our hope is that our attendance and presentation at the next Community Board District meeting, we will be able to have documentation that will support the community need and desire for a new elementary school.

Through our valiant advertising and outreach efforts and the needs of the community, we are confident that we will reach our enrollment goals.

F. Community Involvement

In terms of community marketing and outreach the plan is multi faceted to reach potential students, staff, and prospective partners. Bronx Charter School for Health and Wellness will work towards further developing and establishing new relationships with various institutional entities including but not limited to local businesses, community based organizations, and houses of worship as both friends of Bronx Charter School for Health and Wellness as well as potential partners. It is our intention to create a network of organizational supports that will serve as an asset to school operations and development. We will work with the local resources soliciting their support by highlighting their accessibility to provide goods and services to the children and families of the Bronx specifically of Community Board #2 School District #8. To date we have made a brief presentation in the public session of the last community board meeting June 2010. We are scheduled to meet with the youth and education committee late this month to make a presentation as part of the appeal process for a letter of support from Community Board #2. The goal of Bronx Charter School for Health and Wellness is to become a viable member of this community and provide free quality educational programming. With annual events such as Family Fun Day we will work with the NYC Parks and Recreation Department and hopefully a host of sponsors to provide a day of fun and play to our community. We plan to develop a relationship with the local library to establish a series of events we will call Library Lessons w/ Hunts Point NY Public Library / Bronx Charter School for Health and Wellness to reinforce educational and recreational literacy activities. Bronx Charter School for Health and Wellness has already identified and contacted both local Day Care Centers and Pre Schools that are interested in partnering with us, to provide their program participants with accessibility to the application and lottery information annually. The target is to sell interest mainly based on the positive impact that parents having choices for their child's education imparts to the community as a whole. We are scheduled to meet La Peninsula Community Organization, in the coming week and are in the midst scheduling with Latt & Watt Day Care Center, N Y Family Day Care, and Hunts Point Daycare. Information to these programs respectively will be in print and in oral presentation, via information sessions. All marketing materials will be in both English and Spanish, to ensure to message intended is received to the largest possible audience. We hope that these programs will serve as an automatic feeder for potential enrollment. There are partners who have already committed to work along with us in this journey. A few to mention are Bent on Learning, Tai Chi for Kids, Big Apple Playback Theater, and Juvenile Diabetes Research Foundation; whose missions respectively correlate with the heart and soul of Bronx Charter School for Health and Wellness. Their programming supports will serve as a resource and reinforcement to the establishment of our diverse learning environment that promotes healthy life styles and quality of life.

F.1. Joint Application*

N/A

III. FINANCIAL PLAN

A. Budget

Please refer to Form 5.

B. Financial Management

Bronx Charter School of Health and Wellness Board of Trustees will determine the business and financial services protocol for the charter school. We will maintain a very strict and dedicated system of

control to safeguard the finances of our charter school. It will consist of multiple layers of review and monitoring, beginning with the school through the Business Manager and Principal. Currently the Founding Committee is evaluating the school's need for financial management support and out-sourcing to Charter Business Management Inc. (accounting) and Paychex (payroll and benefits). The Board will ultimately select the process that best suits the schools fiscal needs and establishes us as sound stewards of public funds. The Planning Committee, and subsequently the Board of Trustees, will adopt an *Annual Operating Budget* during June preceding the start of the Fiscal Year and will receive and approve *Monthly and Quarterly Financial Statements* during the operational Fiscal Year. The Board will approve any amendments to the budget to ensure compliance

Our Business Manager will be responsible for adhering to and ensuring that the policies and procedures contained in our Controls Manual. A statement attesting that the fiscal controls described in this manual are in place will be submitted to the City and State Departments of Education by October of our first school year. A copy of the manual will be made available for review. The procedures in the manual are closely aligned with those of the city public schools and they provide for the collections, disbursements, receipting, depositing and monthly reconciliation of accounts that will be done by our Principal and school Business Manager. Care will be taken to provide for separation of duties to insure proper collections procedures. Recap sheers, numbered receipt books, numbered ticketing, and signatures of receipt will be used as an integral part of the collections process. There will be rigorous accounting as per the controls for all revenues, including fundraising and all expenditures for payroll, school purchases, and items related to the variety of programs that will go on in our school.

BCSHW will operate on a July 1 to June 30 fiscal year. The budget each year will be balanced. All expenses and revenue will be included in the budget. Revenues and expenses will be accounted for by using an accrual basis of accounting in accordance with non-profit principles. BCSHW cash flow statements will show receipts and disbursements on a monthly basis along with beginning and ending balances. The cash flow statements will also show that BCSHW has adequate resources to pay its expenses throughout the year. The Board of Trustees is responsible for providing fiscal oversight for the school. As such, the school will prepare periodic reports and the Board must review and approve the reports. These include:

- ❖ Monthly budget status reports showing budgeted vs. actual
- ❖ Monthly cash reports and bank reconciliations
- ❖ Quarterly statements of revenue and expenses
- ❖ Annual financial reports
- ❖ Financial statements

BCSHW will utilize ATS as well as the documents provided by the Office of Food and Nutrition Services to track enrollment, attendance, eligibility for free and reduced lunch, special education and limited English proficiency enrollment as it has direct impact in our funding. Accurate data input and tracking is an essential ingredient to fiscal sustainability and accountability.

Bronx Charter School of Health and Wellness will adhere to accounting, auditing, and reporting procedures and requirements of New York State and the Authorizer. The Board of Trustees will be held accountable for fiscal oversight and the school leadership will be responsible for providing various financial reports to the board including, but not limited to monthly budget status report, monthly cash reports and quarterly statements.

Annual Financial Audit

A Certified Public Accountant (hereafter referred to as a "CPA") will conduct an annual audit of all financial records. The audit will be conducted in the same manner as all schools in New York State. The independent licensed Certified Public Accountant selected will conduct this audit using

Government Auditing Standards issued by the Comptroller General of the United States and generally accepted auditing standards. The Board of Trustees will receive, review, and approve the Auditor's Report prior to official reporting.

Cash Handling

1. Teacher collects money from students in classroom at beginning of day and keeps a record of names and amounts.
2. Teacher totals money collected, initials the total, and transfers money and list of student contributions to Business Manager by 10 a.m. each day.
3. Business Manager counts money, confirms and initials total, attesting to accuracy.
4. Business Manager records incoming funds and places them in safe.
5. Under no circumstance should cash be left in a classroom overnight or taken home for safekeeping. All school money is to be turned over to the Business Manager and kept in the school's safe.

Inventory Receiving

1. Locate packing slip inside or outside of container.
2. Check off each item received against packing slip.
3. Any discrepancies in quantity or accuracy of items, alert Business Manager.
4. Sign and date packing slip.

Purchasing

1. Get verbal or email approval of purchase from Principal.
2. Fill out requisition form.
3. Get approval signature of Principal.
4. Give requisition form to Business Manager.

Reimbursement

1. Get verbal or email approval of purchase from Principal.
2. Fill out reimbursement form and attach ORIGINAL itemized receipt.
3. Get approval signature of Principal.
4. Give Expense Reimbursement Report to Business Manager.

Money Reserve

Pursuant to the charter agreement, the NYCDOE requires that Chancellor authorized schools set up an escrow of at least \$25,000. NYCDOE has decided to increase that amount from \$25,000 to at least \$70,000 by the third year of operation. The NYCDOE requires each school to adhere to the below timeline:

- By April 1st of year 1 of a charter school's operation, the balance of the escrow account must be at least \$10,000;
- By April 1st of year 2 of a charter school's operation, the balance of the escrow account must be at least \$30,000; *and*
- By April 1st of year 3 of a charter school's operation, the balance of the escrow account must be at least \$70,000.

Insurances

BCSHW will ensure that all necessary insurances are intact before operation begins. This may include: Property Coverage, General Liability, Automobile and School Bus Coverage, Worker's Compensation, School Leader's Errors and Omissions, Sexual Misconduct & Molestation, Umbrella Liability, Bonds, Violent Event Response, and Equipment Breakdown Coverage.

C. Facility

Bronx Charter School of Health and Wellness will be located in a private facility in District 8, Community Board District 2 (Hunts Point). We are currently looking at two sites: 915 Dawson Street, Bronx, NY and 908 Kelly Street, Bronx, NY. The building will be approximately 40,000 square feet in completion with a school yard and a school garden (to support our Health and Wellness initiatives). The facility will include classrooms, media center, gymnasium, support and related service rooms, cafeteria, office space, storage space and a Health and Wellness wing (which will include a Family Resource Room). Please refer to our Needs Assessment and Initial Lease/Letter of Intent (Attachment 15)

Bronx Charter School of Health and Wellness will be a newly constructed building. Stern and Hewes have committed to begin work upon approval of the charter. They will manage the project. The project timeline is approximately 10 months given the cooperation of the Department of Building/Housing. The facility will include a space for food preparation and will be in compliance with all of New York City codes. Stern and Hewes will be responsible for acquiring all necessary permits.

Approximately 21% of our total budget is expected to be spent on our rent/lease. BCSHW would be paying \$25.00 a square foot for leasing a new facility is well within fair market. Bronx Charter School of Health and Wellness in conjunction with Stern and Hewes will comply with all NYC zoning, land use, and building code regulations extended to nonpublic schools [Ed.L. § 2853(3)(a)].

D. Transportation

Transportation will be provided to our charter school students who are eligible for services under Education Law 2853(4)(b) and 3635. For students not eligible for these services, our school will provide cost effective transportation services such as metro passes.

E. Food Service

Breakfast and lunch will be provided to students in our charter school in accordance with the Education Law Statute 2851(2)(r), and weekly menus will be posted on our website, in the school newsletter and in appropriate locations in the school facility. Applications for free and reduced cost meals will be distributed at the start of the school year and available at all times in the school office. Children may bring lunch from home as long as it is in alignment with our Wellness Policy. Since health and wellness is core to who we are, we will carefully select a food provider for breakfast and lunch. One possible vendor is Homestyle Food Service and Caterers, who specialize in providing healthy breakfast and lunches for New York school students from kindergarten to twelfth grade. The variety of food presented will always be healthy and grilled. The vendor follows all state guidelines and requirements to ensure the students receive the finest meals available. They also offer various options for teachers and school staff members as well. Should BCSHW not be able to solidify a vendor in time for the opening of the school, we will opt to utilize NYC's food service program. Since our facility would have a full kitchen, food will be able to be prepared on site.

BCSHW will also utilize its community partners to assist in finding an appropriate food provider that is in alignment with our mission and Wellness Policies as well as assist our families in complying and understanding the healthy eating initiatives.

F. Insurance

Bronx Charter School of Health and Wellness will be utilizing Paychex for administrative human resources assistance as well as payroll. Paychex can also not only assist us with health insurance, but also property and casualty insurance which will cover the physical assets of the school. These includes: Worker's Compensation (If employees become disabled due on an on-the-job injury or illness, workers' compensation insurance protects your business from lawsuits while covering the necessary medical care), Business Insurance (protect BCSHW from circumstances that could negatively affect the operations. Policies include property, casualty, liability, commercial auto, and more) and Individual Property and Casualty Insurance (personal auto, liability, and homeowners' insurance). Paychex Insurance Agency can help meet your obligations with property and casualty plans from highly-ranked national and regional carriers.

BCSHW can also select to go with an insurance carrier that works specifically with schools such as GLS Insurance Agency. GLS Insurance Agency has a program specifically for charter schools. They have the capacity of providing BCSHW with all liability insurances necessary and mandated.

Please refer to our Budget for approximate insurance costs.

G. Pre-Opening Plan

Key Tasks	Schedule	Person Responsible	Resources Needed
Marketing and Outreach	On-going	Founders	Flyers, brochures, school banner ,ads, information sessions, web site, host Family Fun Day, school letterhead, public relations, attend CBD meetings, recruit students, recruit Board members, solidify non-profit partnerships
Enrollment	On-going	Founders- and once hired, Administrative Assistant for Pupil Personnel	Copying of enrollment packets, student folders set up, ATS training, utilize lottery and waiting list policies if necessary, request records from sending schools, create class lists, send welcome letter to enrolled families, set up uniform vendor
Office Set Up	Summer 2011	Administrative Staff	Set up all communication systems, set up student record system, log system developed, visitor system developed, set up staff mailboxes, set up photocopier machine,
Food Services	Summer 2011	Assistant Principal for Operations and Administrative Assistant for Pupil Personnel	Request for services, student lunch applications, kitchen inspection, breakfast and lunch schedule, meet with Office of Food and Nutrition Services, meet with food vendor, meet with non-profit partners, secure after school services,
Transportation	Summer 2011	Assistant Principal for Operations and Administrative Assistant for Pupil Personnel	Request for services, update ATS ,Meet with OPT

Health and Safety	Summer 2011	Assistant Principal for Operations, Administrative Assistant for Pupil Personnel, Director of Health and Wellness	Arrange First Aid and CPR training for staff, secure nurse from DOH, school safety plan, crisis management plan, visit with local police precinct, create fire drill schedule, check all immunization records to ensure compliance, building inspection, security system, order necessary supplies and furniture
Facilities	January 2011-ongoing	School developers, Principal, Director of Operations	General inspections, builders risk insurance, property insurance, construction time line, certificate of occupancy, environmental checks, punch lists completed, elevator permit, utilities transferred, technology installation, pest control, security systems, operational systems (HVAC, elevator, etc) compliance and regulations, secure waste management, secure custodial service
Human Resources	January 2011-ongoing	Principal, Business Manager and Payroll Clerk	Copy employment applications, complete hiring packets, interview and hire necessary staff, ensure fingerprinting clearance for all employees, set up personnel files, secure payroll and benefit vendor, create time sheets,
Technology	Summer 2011	School Developers, Director of Operations	Secure phone lines, Installation of necessary equipment, apply for DOE user names and passwords, create web site and email accounts,
Furniture, Fixtures, and Equipment	Summer 2011	Business Manager	Get bids, Classroom and cafeteria furniture, computers, textbooks, classroom materials, office supplies and furniture, communication equipment, postage machine, create inventory list,
Financial	Summer 2011	Principal, Business Manager, and Charter Business Inc	Establish nonprofit status, apply for tax exempt, establish bank accounts, proof of insurance, apply for grants, file form 1023, submit DOE invoice, develop chart of accounts, secure auditor, designate check signers, create budget for Board approval, create internal fiscal policies, QuickBooks training and set up, learn FAMIS, create monthly financial closing checklist,
Curriculum, Instruction, and Assessment	Summer 2011-ongoing	Principal, Assistant Principal for Curriculum, Instruction, and Assessment, SpEd coordinator, LEP coordinator	Order Lab R, Order ITBS, set up assessment schedule, schedule teacher training for assessments, complete all focus calendars and maps, choose grading/gradebook software, choose text books, set up classroom room guidelines, meet with CSE, retrieve all IEP's, secure and register related services, determine

			SpEd eligibility, LEP eligibility (Home Language Surveys), Professional Development calendar, set up school schedule
Policies and Procedures	Summer 2011	Principal and Board of Trustees	HR policies, Internal control policies, Family Handbook, Faculty Handbook, Academic Policies, Student arrival and departure procedures, Job descriptions finalized, evaluation criteria finalized, student and staff attendance policies, student discipline policies, staff discipline policies, compliance
Operational Varia	Summer 2011	Administrative Staff	School calendar, fundraisers, welcome packets, teachers call students in their class, secure school events (picture day, book fair, etc), set up home/school communication folders and phone system, after care program designed

IV. TABLE OF REQUIRED ATTACHMENTS/FORMS

Form 1	Certification Statement
Form 2	Roster of Key Contacts
Attachment 1	Sample Daily Schedule
Attachment 2	Proposed Annual Calendar
Attachment 3	Proposed Corporate By-laws
Attachment 4	Proposed Code of Ethics
Attachment 5	Resumes of Prospective Founding Group Members
Form 3	Statement of Assurances
Form 4	Requests for Information from Prospective Charter School Board Members
Attachment 6	Organizational Chart
Attachment 7	Key Position Descriptions
Attachment 13	Partnerships
Attachment 14	Curriculum Focus Calendars and Maps
Form 5	Budget and Cash Flow Template
Attachment 15	Facility needs and Letter of intent

Form 1: Certification Statement

Proposed Charter School Name: **Bronx Charter School of Health and Wellness**

Proposed School Location (District): **District 8**

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 on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person *Jennifer Ciavirella Schmidberger* _____
Date September 19, 2010

(Please label the copy that has original signatures.)

Print/Type Name Jennifer Ciavirella Schmidberger
Address [REDACTED]

Form 2: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, Proposed School Employee)
Jennifer Ciavirella Schmidberger	Lead Applicant, Principal
Diane Carre	Board Chair
Eric Guadalupe	Board VP
Carlo Punzalan	Proposed School Employee
Ruth Caraballo	Proposed School Employee
Christine Carre	Proposed Board Member
Brian Jones	Founding Group Member
Michelle Zeccola	Founding Group Member
Rodita Salonga	Proposed School Employee
Megan Farrelly	Proposed School Employee

**Please note we are still working on recruiting Founders and potential Board members. We are specifically working with Time Warner Inc. and the Community Board.

Attachment 1: Sample Daily Schedule

Time	M	T	W	T	F
7:30 8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 8:30	Morning Meeting Reading Rescue				
8:30 10:00	English Language Arts				
10:00- 11:00	Math	Math	Math	Math	Math
11:00- 11:40	Lunch/Recess Special Subjects				
11:45 12:25	Lunch/Recess Special Subjects				
12:30 1:15	Science Special Subjects				
1:15- 2:00	Social Studies Special Subjects				
2:00- 2:15	D.E.A.R time				
2:15- 3:00	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
3:00- 3:30	Health and Wellness				
3:30- 3:40	Closing of Day				

Attachment 2: Proposed Yearly Calendar

Bronx Charter School for Health and Wellness will adhere to the NYC Department of Education calendar for holidays and the date for the start and end times for the school year, but have its own professional development schedule as noted in the school year calendar below. Adhering to these holidays will help families with children in other city public schools coordinate their calendars as well as be aligned with the yellow bus service that many of our families may be eligible for. Our school will be closed for professional development days.

August	September	October
Professional Development two weeks Information Sessions Family Orientations	Labor Day Rosh Hashanah Yom Kippur Hispanic Heritage Month Grandparent's Day Terra Nova testing LAB-R testing Screening Assessments Back to School Night Scholastic Book Fair Parents Association meeting Board meeting	Columbus Day, World Food Day, National Children's Day AIS begins BEDS day School Audit Quarterly Financials School Pictures Leveled Reading Assessments Progress Reports Parents Association meeting Board meeting
November	December	January
American Education Week, National Families' Day, Election Day, Veteran's Day, Thanksgiving Holiday Professional Development Day Benchmark Assessments Report Cards- Quarter 1 ends Parent/Teacher Conferences Parent Association meeting Board meeting	Christmas Holiday Breakfast with Santa and Holiday Show Progress Reports Parent Association meeting Board meeting	New Year's Day, Martin Luther King Jr Holiday Quarterly Financials Report Cards- Quarter 2 ends Leveled Reading Assessments Parent Association meeting Board meeting
February	March	April
Winter Recess, Presidents' Day, Black History Month Science Fair begins Parent Association meeting Board meeting	Benchmark Assessments Report Cards- Quarter 3 ends Parent/Teacher Conferences Parent Association meeting Board meeting	Spring Recess Earth Day, Global Youth Service Day, National Library Week NYSESLAT and NYS Assessments School Lottery Leveled Reading Assessments Quarterly Financials Progress Reports Parent Association meeting Board meeting
May	June	July
Teacher Appreciation Week, Cinco de Mayo, Mother's Day, Memorial day NYSESLAT continues NYS Assessments Benchmark Assessments Parents Association meeting Board meeting	Father's Day NYS Assessments Terra Nova Professional Development Day Kindergarten Stepping Up Ceremony Report Cards- Quarter 4 ends Parents Association meeting Board meeting	Summer School Board retreat

NOTE 1: Fire drills and School Safety drills will be conducted within compliance. NOTE 2: Each month, the school will have a faculty meeting, Health and Wellness Assembly, Character Education Assembly, Teacher Data Meeting, two Child Study Team meetings, and Leadership Meeting.

Attachment 3: By-Laws

Bronx Charter School of Health and Wellness

By-Laws

ARTICLE I

1.1 This corporation is a non-profit education corporation and shall be known as the “Bronx Charter School of Health and Wellness.”

1.2 The mission of Bronx Charter School of Health and Wellness is to establish a diverse learning environment that promotes healthy lifestyles and enhances the quality of life. The school will encourage students and families to strengthen their health and well being through educational opportunities, integrated programs, and wellness activities. The school will promote positive changes in physical, social, emotional, and intellectual wellness which will lead to heightened individual student performance. If there are any conflicts between the terms’ of the BCSHW charter and the by-laws, the terms of the charter prevails.

1.3 Bronx Charter School of Health and Wellness shall have its principal office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be inhabitant and a resident thereof.

ARTICLE II

Board of Trustees

2.1 The Board of Trustees (“the Board”) shall consist of at least 5 Trustees and no more than 7. All Trustees shall have identical rights and responsibilities.

2.2 Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees. The Board of Trustees shall have members with the following expertise: elementary education, health and wellness, business operations and finance, outreach, and legal affairs.

2.3 The governing board is elected annually. The Bronx Charter School of Health and Wellness founding committee will act as governing board until such time a duly elected board shall be chosen. Within three weeks of the beginning of each school year, a special pre-election meeting attended by parents/guardians of enrolled children will be held to accept nominations for board members. Within two weeks after the close of nominations, parents/guardians will receive a ballot in the mail to elect a five-member board of at-large members. A deadline for voting will be clearly stated on the ballot. At the first board meeting of the year, officers will be elected by the board. All employees of the charter school and all parents or guardians of enrolled students are eligible to participate in the election. During the annual election, each parent/guardian of children currently enrolled at the school will have one (1) vote per child in the election process.

Each employee shall have one vote per person. Parent/guardians and employees must be present at the annual meeting in order to vote.

2.4 Trustees shall serve a term of one (1) year from the date of their appointments, or until their successors are seated. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive terms.

2.5 Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled in accordance with Article II Section 3.

2.6 A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

2.7 The Board may remove any Officer or Trustee for cause by two-thirds (2/3) vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Trustee proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Trustee shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

2. 8 Members of the Board of Trustees:

- (a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary BCSHW activities in accordance with BCSHW fiscal policies.
- (b) Shall serve the BCSHW with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the BCSHW
- (c) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- (d) Shall have no direct or indirect financial interest in the assets or leases of the BCSHW; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the BCSHW shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
- (e) Must comply with the Freedom of Information Act

ARTICLE III
Officers

3.1 There shall be five (5) elective Officers of the Board: a Chair, a Vice-Chair, a Secretary, Treasurer, and Parent at Large

3.2 The election of Officers shall be held at an annual meeting of the Board.

3.3 The newly elected Officers shall take office on the first day of the next month following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Trustee may serve more than one (1) term in the same office, but not more than two consecutive terms in the same office.

3.4 In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant until a scheduled meeting of the Board can be held.

ARTICLE IV *Meetings*

4.1 The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 10 other regular meetings of the Board held each year. Notice shall be given to each Trustee thirty (30) days prior to the date of every regular meeting of the Board.

4.2 Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Trustee five (5) calendar days prior to the meeting.

4.3 One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by the Bylaws.

4.4 The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board, and comply with the Freedom of Information Act.

4.5 Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Trustees prior to the meeting. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting also shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

4.6 An absentee Board member may not designate an alternative to represent him or her at a Board Meeting.

ARTICLE V
Staff

The Board of Trustees shall have the discretion to appoint a chief staff person, who shall be responsible for carrying out the work of the Bronx Charter School of Health and Wellness in accordance with the policies established from time to time by the Board of Trustees.

ARTICLE VI
Other Committees and Task Forces

The Chair shall appoint committees or task forces of the Board. Such committees will include: Finance Committee and Education Committee. Committees may be composed of Trustees, community members, school personnel and/or all of the above. The Board may prescribe the need and/or the composition of such committees.

ARTICLE VII
Fiscal Year

The fiscal year of the BCSHW shall begin on July 1 of each calendar year and terminate on June 30 of the same year.

ARTICLE VIII
Rules of Order

Except where they may be in conflict with the Bylaws of the Bronx Charter School of Health and Wellness, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of BCSHW. BCSHW will also comply with the New York State Open Meetings Law to the extent where any conflict between any provision of these by-laws and the Open Meeting Laws, the Open Meeting Laws shall prevail and control.

ARTICLE IX
Complaint Process

Any individual or group may bring a complaint to the Board of Trustees alleging a violation of the provisions of the charter, by-laws, or any other provision of law relating to the management or operation of the BCSHW. The Board of Trustees will have in place a Grievance Committee that will investigate the allegation and respond.

Article X
Indemnification

The Bronx Charter School of Health and Wellness shall indemnify its Trustees, Officers, employees, and volunteers to the fullest extent permitted by the law of the state of New York.

ARTICLE XI
Amendments

These bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Trustee at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

Bronx Charter School of Health and Wellness

Conflict of Interest Policy

ARTICLE I

Purpose: The purpose of the conflict of Interest policy is to protect the interests of Bronx Charter School of Health and Wellness (the “Organization”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions:

Interested Person. Any director, principal officer, or member of a committee with governing board-delegated powers, who has an Interest, as defined below, is an interested person.

Interest. A person has an Interest if the person:

- (a) Serves as an officer or a director of any corporation, other than the Organization;
- (b) Either directly or indirectly, through any business, investment, or family member, holds a 35 percent or greater ownership or investment interest in any entity; or
- (c) Has a compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement;

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. The fact that an entity may take positions on legislative matters of general impact shall not constitute an Interest or conflict of Interest. An Interest is not necessarily a conflict of Interest. Under Article III, Section 2, a person who has an Interest may have a conflict of Interest only if the appropriate governing board or committee decides that a conflict of Interest exists.

ARTICLE III

Procedures:

3.1 Duty to Disclose. In connection with any actual or possible conflict of Interest, an Interested Person must disclose the existence of the Interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the governing board or committee meeting while the determination of a conflict of Interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of Interest exists.

3.3 Procedures for Addressing the Conflict of Interest.

(a) An Interested Person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of Interest.

(b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of Interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of Interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy.

(e) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(f) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of Interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

4.1 Recording of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of Interest, the nature of the Interest, any action taken to determine whether a conflict of Interest was present, and the governing boards or committee's decision as to whether a conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

5.1 Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

6.1 Annual Statements

Each director, principal officer and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person:

- (a) Has received a copy of the conflicts of Interest policy;
- (b) Has read and understands the policy;
- (c) Has agreed to comply with the policy; and

(d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII

7.1 Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

8.1 Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 4: Code of Ethics (as adapted from the New York State Board's Association)

Our Code of Ethics is the standards of conduct for the Board of Trustees. They are consistent with our dedication to children learning and we believe they will assist us in achieving our school goals.

Bronx Charter School of Health and Wellness

Our Code of Ethics are the standards of conduct for the Board of Trustees. They are consistent with our dedication to children learning and we believe they will assist us in achieving our school goals.

1. That we have been selected by our fellow citizens and entrusted with the authority and obligation to strive to provide all students of our communities and state with equal opportunity for educational excellence. \
2. That the future welfare of our community and school depend in large measure upon the quality of education we provide for every learner.
3. That legally the authority of the Board of Trustees is derived from the state/authorizer which ultimately sets the parameters in which a Board of Trustees serves and behaves.
4. That we must never neglect our personal obligations to our community and our legal obligations to the state, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, we have a moral and civic obligation to the school .
5. We will devote time, thought, and study to the duties and responsibilities of being board members as well as participate in training activities so that we may render effective, informed and creditable service.
6. We will regularly attend board meetings and take action after careful study of the issues facing the board and after full discussion at such meetings.
7. We will work with fellow school board members and school staff in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.
8. We will base decisions upon available facts and data in each situation; to base each vote upon honest conviction, unswayed by partisan bias; thereafter, to abide by and uphold the final majority decision of the board.
9. We will communicate concerns and public reaction to board policies and school programs to the school principal to and other board members in a professional manner.
10. We will remember that as individuals, board members have no legal authority outside the meetings of the board, and that this must be reflected in all expressions with staff, the local citizenry, and the media.
11. We will resist temptation and outside pressure to use our positions as school board members to benefit either ourselves or any other individual or agency apart from the total interest of our school.

12. We agree to honor our positions and the people who elected us by maintaining high ethical standards and by not engaging in any activity which presents a conflict of interest, or an appearance of impropriety.
13. We will publicly disclose the nature and extent of any interest we as board members have in any proposed contract or agreement which comes before the board.
14. We will keep confidential matters pertaining to the schools, which are either legally required to be kept confidential and/or, if disclosed, would needlessly injure individuals or the school.
15. We will follow the dictates of the state's Open Meetings Law.
16. We recognize that the primary function of a school board is to establish policies (which are in conformity with applicable law and regulations) by which the school is to operate by.
17. We will strive to procure, when the vacancy exists, the employment of a Principal who is best qualified for the job and who represents the interests of our community.
18. We will strive to build and exercise a relationship with the Principal that is constructive and positive and which enables staff to function as effectively as possible.
19. We will make decisions having received the recommendations of the Principal in matters of employment or dismissal of school personnel.
20. We welcome and encourage active involvement by school families, school partners, and community members.
21. We will avoid conflict of interest by: (1) Trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board; (2) Board members will disclose when they have a financial, organizational, or personal interest in a matter before the Board; (3) Board members will abstain from voting on matters in which they may have a financial, organizational, or personal interest; and (4) No trustee, officer, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the Board. (refer to Conflict of Interest Policy)
22. Finally, we will strive step by step toward ideal conditions for most a effective Board of Trustees to serve our community in the spirit of teamwork and devotion to public charter education in a manner which serves as a role model to our students and which demonstrates that school board service is the greatest instrument for preservation and perpetuation of our representative democracy.

The following is the Code of Ethics for all school employees. It is adapted from the New York State Code of Ethics for Educators and applies to all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders, and pupil personnel service providers. We will also understand to include all other staff members:

1. Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

2. Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

3. Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

4. Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

5. Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators

respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

6. Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

Form 3: Statement of Assurances

I, ERIC GUADALUPE (name of board member applicant)
state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

9-21-10
Date



Form 4: Requests for Information from Perspective Board Members

Name: Christine Carre

Daytime Telephone: [REDACTED]

Business Address: 23 Old Mamaroneck Road, White Plains, NY 10605

Business E-Mail/Fax: christine.carre8@gmail.com

Charter School Name: Bronx Charter School of Health and Wellness

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): Founding Board Member

-
1. Please provide your educational and employment history. You may do so by attaching a résumé.
Resume Attached
 2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
 3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Jennifer Ciavarella is my former principal at Bronx Academy of Promise Charter School. At this school, I am the School Social Worker and Wellness Coordinator. I have implemented a wellness initiative whereby only snacks were encouraged, movement and fitness was incorporated into the curriculum, wellness grants were written and received for the school, wellness fundraisers were incorporated to name a few. Ms. Ciavarella, myself, and another board member, Ms. Caraballo, all had a vision about the importance of incorporating wellness and health into school curriculum for the Bronx community.
 4. Please explain why you wish to serve on the board. As a social worker and a yoga teacher, I believe incorporating a holistic approach. I strongly believe in the importance of wellness and health education for the Bronx community.
 5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. X This does not apply to me. Yes. (Include description here):
 6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 7. X This does not apply to me. Yes.
 8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. X This does not apply to me. Yes.
 9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. X Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I know the other Founders from my work at Bronx Academy of Promise Charter School. Diane Carre, Board Chair, is my mother.
 10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. X I / we do not know any such persons. Yes. If yes, please indicate the precise nature of your relationship here:
 11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. X No. Yes:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. X Not applicable because the School does not/will not contract with a management company or charter management organization
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X Not applicable because the School does not/will not contract with a management company or charter management organization.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X Not applicable because the School does not/will not contract with a management company or charter management organization.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X Yes: Diane Carre, the Co-Founder/Board Chair, is my mother.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. X None.
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I feel strongly about conflict of interest and I do not foresee that occurring with our Board. If this did occur, I would be sure that the issue is brought forward to the Board and addressed.
18. Please explain your understanding of the charter school's mission and/or philosophy. My understanding of the school's mission and philosophy is for children to learn healthy lifestyles including physical activity and improved nutrition to ultimately, improve their health. The school will encourage families to participate in school wide events include wellness nights, nutrition workshops, and assemblies. All of these wellness activities and assemblies will ultimately, have a positive impact upon their academic achievement.
19. Please explain your understanding of the educational program of the charter school. Curriculum is aligned with New York State Standards with an emphasis on data driven component of the Educational Program.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The Board will be comprised of members from varying disciplines in order to provide different educational perspectives. The Board will complete a mandatory team building training yearly and will attend monthly meetings. The Board must maintain open lines of communication in order for the school to be successful and policy to be made.
21. Please explain your understanding of the appropriate role of a public charter school board member. My understanding of the role of the public charter school board member is to make policy and have oversight of the school.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm that I have read and understand the charter school application, the school board's by laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

Name: Diane L. Carre

Daytime Telephone: [REDACTED]

Business Address: none

Business E-Mail/Fax: none

Charter School Name: Bronx Charter School of Health and Wellness

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): Board Chair

-
1. Please provide your educational and employment history. You may do so by attaching a résumé.
Resume Attached
 2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
 3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I am personally acquainted with Jennifer Ciavarella and share her strong, well-founded beliefs and enduring commitment to excellence in education and the importance of health and wellness in the learning environment, the school and the Bronx community that will house our proposed school.
 4. Please explain why you wish to serve on the board. My wish to serve on the board of this school stems from my deep, innate conviction and philosophy that prime educational opportunities are a necessity and requirement for each and every child, regardless of socio-economic status, family structure, or intellectual capacity. In order for this to prevail, a board must work in unison to provide the means for highly-skilled, well-trained, dynamic educators who share the same quest to offer this prerequisite learning environment.
 5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. X Yes. I have served as an elected member of a board of education of a public school district in Westchester County, NY, for a period of time consisting of three terms. In that capacity, I served as the board's vice president, secretary, and clerk of the board over that duration of time. As well, I served as the liaison between the board of education and the committee on special education.
 6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. X This does not apply to me.
 7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. X This does not apply to me.
 8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. X Yes. If your answer is yes, please indicate the precise nature of your relationship here: Christine Carre is my daughter.
 9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. X I / we do not know any such persons.
 10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. X No.
 11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family

member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. X Not applicable because the School does not/will not contract with a management company or charter management organization.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X Not applicable because the School does not/will not contract with a management company or charter management organization.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X Not applicable because the School does not/will not contract with a management company or charter management organization.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. X None.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. As an experienced school board member, I feel very strongly about conflict of interest and will not participate or condone it in any manner, shape, or form. If this issue should present itself, I would bring it to the attention of the entire board for discussion and action.
17. Please explain your understanding of the charter school's mission and/or philosophy. My understanding of the school's mission and philosophy is that all youngsters can and will learn and learning to include healthy lifestyles, physical activity, and better nutrition, will lead to improved and sustained better health. Families, staff, and community will be included in our charter school's effort and opportunities for involvement in workshops, activities, and wellness events will be a part of our school's culture.
18. Please explain your understanding of the educational program of the charter school. Curriculum is aligned with New York State Standards with an emphasis on data driven component of the Educational Program.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Our board will consist of members from disciplines including education, business, law, to name a few. It will meet monthly to address policy making, supervision and evaluation of the principal, finances and attention to any issues required and mandated by NYS law. The board will also attend a yearly training session provided by NYS School Boards Association. Open and honest communication will enable this board to work effectively and in concert to promote the mission statement, goals, and philosophy of our charter school.
20. Please explain your understanding of the appropriate role of a public charter school board member. My understanding of the role of the public charter school board member is to make policy and have oversight of the school.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm that I have read and understand the charter school application, the school board's by laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

Name: Eric Guadalupe

Daytime Telephone: [REDACTED]

Personal/ E-Mail/Fax: [REDACTED]

[REDACTED] e NY, NY 10001

Business-Mail/Fax: [REDACTED]

Charter School Name: Bronx Charter School of Health and Wellness

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): VP Chair

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Correspondance from Jennifer Ciavirella
4. Please explain why you wish to serve on the board. Address a growing epidemic; ability to give back to community, add value to the Board through experience and skill.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. Yes. Native of the Bronx, M.S. in Education, M.B.A
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. X This does not apply to me.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. X This does not apply to me.
8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. Yes. Jennifer Ciavirella and I graduated from the same high school.
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. X No.
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. X Not applicable because the School does not/will not contract with a management company or charter management organization.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X Not applicable because the School does not/will not contract with a management company or charter management organization.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with

the provider. If so, please indicate the precise nature of the business that is being or will be conducted. Not applicable because the School does not/will not contract with a management company or charter management organization.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. None
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. A conflict of interest, when identified, should be researched for validity; if there is a conflict, the party should look to eliminate the conflict by either stopping the interaction/relationship OR have the Board member step down from the Board.
17. Please explain your understanding of the charter school's mission and/or philosophy. The mission is to establish a diverse learning environment that promotes healthy lifestyles and enhances the quality of life through educational opportunities, integrated programs, and wellness activities.
18. Please explain your understanding of the educational program of the charter school.
19. The curriculum of Bronx Charter School of Health and Wellness is aligned with the New York State Standards. Data will be a critical component of the educational program. Literacy will be at the focus of academic program.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Clear vision and mission, defined objectives, clear communication with all stakeholders, fiscal responsibility, and passionate leadership.
21. Please explain your understanding of the appropriate role of a public charter school board member. Governance, final authority over policy and operational decisions, fiscal oversight, and compliance.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm that I have read and understand the charter school application, the charter school board's by-laws, and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review. n/a

Attachment 6: Organizational Chart



Attachment 7: Key Job Descriptions

Principal: Under the supervision and direction of the Board of Trustees, serves as the chief administrative officer responsible for the instructional, operational and strategic planning, implementation, and management and who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. **Duties include:** Promotes increased student achievement, attendance, and adjustment/Monitors and evaluates the performance of school staff/Provides appropriate staff development activities/Establishes and provides leadership for the school improvement team with appropriate composition that develops, implements, monitors, evaluates, and redefines the School Improvement Plan/Provides leadership to school staff through regular classroom visits, conferences, and meetings with a special focus on the development and retention of new teachers/Identifies needs and requests assistance as appropriate/Establishes staffing priorities for the school building with the school improvement team/Provides leadership to school staff in improving the school climate by promoting character education and reducing disciplinary infractions/Manages human and fiscal resources as well as materials and supplies/Designs and implements programs and activities to improve school-parent-community involvement, including the establishment and/or maintenance of an active Parents' Association/Recommends innovative instructional programs and seeks related external funding opportunities /Maintains up-to-date school and student records and submits all reports in a timely manner/Ensures compliance with laws, regulations, statutes, rules, and policies of New York State Charter Schools and the Authorizer/Implements established procedures for school emergencies/ Develops and implements effective programs and strategies to increase staff and student attendance/Participates in appropriate community and governmental activities/Develops and implements an effective communication system that includes Board of Trustees, parents, community, school employees, and students/Maintains appropriate standards of professionalism in actions and demeanor/Performs and promotes all activities in compliance with equal employment and nondiscrimination policies, follows federal and state laws, school board policies and professional standards/Demonstrates support for, and provides documentation of employee performance.

Business Manager: Reporting directly to the school's Principal, primary responsibilities will be to execute and oversee the accounting and finance activities of the school while developing and maintaining its financial strategies, processes and communications. **Duties include:** Fiscal Management (manage annual audit and tax filings, manage annual budget with Principal, work with Accountant/Consultant on all reporting monthly, quarterly, annually, manage fiscal policies, complete all journal entries as necessary, prepare bank reconciliations, cut all checks for accounts payable invoices and monitor cash flow on a daily basis)/Grant Management (complete all Federal, State, and City grant administration/reporting, list all expenses used by the grants, complete grant billing documentation, post revenues, deposits, expenses, check disbursements in accounting system, file (binder) all related accounting documents, complete bank reconciliations and handle petty cash)/Collaborate with Charter Business Management Inc. (review journal entries, review bank reconciliations, review payables for posting to correct amount, budget development and cash flow monitoring, issue 1099's for contracted employees, financial reporting and analysis, audit and tax compliance and internal control system is in place)

Human Resources/Payroll :Continuously maintain all employee files/Prepare and input payroll into Paychex/Update employee information into Paychex as needed/Maintain spreadsheet for all employee garnishments/Maintain Insurance and Benefits spreadsheet at open enrollment, new hires and terminated or resigned employees/Review insurance and benefit invoices for accuracy/Monthly reconciliation of payroll deductions (includes comparing what the school is being charged for to the employee benefits spreadsheet to ensure they are receiving the correct benefits)/Continuously monitor teacher certifications (maintain spreadsheet)/ Prepare new hire packets/Assist employees with filling out medical forms, FMLA, and answer all benefits questions as they pertain to the employee/Monitor employee attendance and send out monthly reminders to staff/Prepare Instructional Experience Verification forms as requested by former teachers/Assist Principal upon request with employee counseling, terminations and employee issues/ Remain current with changes in HR laws and employment forms to make sure we are performing

within legal guidelines/Prepare and administer bi-annual open enrollment benefits meetings/Bi-annual audit of employee files, Bi-annual audit of employee I-9 forms/Prepare annual employee contracts/Download new W-4 and I-9 forms each year/Send out W-2's at the end of each year/ Hold annual new hire meeting/Assist with segregation of duties tasks as needed

Assistant Principal of Operations: Reports directly to the Principal. Responsible for all non-academic and non-fiscal operations at the school such as the facility, food programs, transportation, student enrollment, student attendance, student discipline, school programs, and technology. Adhere to and comply with all Board of Trustee policies, Federal Guidelines and Regulations, and school operating procedures.

Assistant Principal of Curriculum, Instruction, and Assessment: Reports directly to the Principal and works directly with the Data and Assessment Coordinator. Duties include: Assist the principal in defining the school's mission and communicating goals and expectations of the total school program/Adhere to, and comply with, all Board of Trustees' policies, regulations, and operating procedures/Provide instructional leadership, in concert with the principal, for the implementation of the curriculum/Assist the principal in supervising the instructional program of the school as well as providing instructional leadership/Assist the principal in supervising and evaluating the effectiveness of all school-based personnel/Use multiple sources of data to monitor and assess student achievement, as requested by the principal/ Create a productive work climate by gaining the cooperation of staff and students/Assist in determining and implementing school organization, student placement, evaluation, and services and programs to meet the needs of individual students/Provide for changes in schedules and programs that provide for the needs of children/Plan and engage in professional activities, which contribute to leadership development/Write reports relative to the academic programs of the school/Communicate effectively with students, staff, administrative and supervisory personnel, parents, and community/Exercise initiative, tact, and good judgment in dealing with others.

Administrative Assistant Pupil Services: Reports directly to the Assistant Principal of Operations. Duties include: Food Services (manage relationship with OSFN and school food program, responsible for lunch forms, produce paperwork for OSFN weekly, ensures meal distribution- tracking breakfast and lunch, reports meal counts to appropriate state authorities and communicates related information to Business Director and ensure compliance with Department of Health as it pertains to food services)/Transportation (manage student transportation via bus and metro cards and other modes of transportation for arrival, dismissal, and field trips, ensure student transportation is aligned with school calendar, manages daily mode changes for students whose usual mode of transportation is different from usual, coordinate process of late passes, bathroom passes, and any other student movement within the building)/ Attendance and Enrollment (establish and maintain school recordkeeping and filing systems collating, maintain and update student information in the areas of academics, personal contact information, health and emergency information, parental permission slips using school data base, ensure content of student folders is accurate and organized and filed as required by state law, manage and track student attendance and lateness (ATS), keep order of all absent/late/tardy notes, collect and file student records, ensure student enrollment is at the correct student count, transmit student transfer/withdraw paperwork to and from student's former or current school, manage enrollment packets and registrants, manage re-registration, registration, withdrawals, and transfers)

Director of Health and Wellness: Reports directly to the Principal. Duties include: Manages health services and relationship with Department of Health/Tracks required immunizations and physicals in conjunction with the school nurse/Manages food programs/Manages Wellness policy/ Supervises all physical activities including, but not limited to Physical Education/Manage all health and wellness partnerships/Organize, implement and monitor all health and wellness activities and events.

Data Coordinator: Reports directly to the Principal and works collaboratively with the Assistant Principal for Instruction, Curriculum, and Assessment. Duties include: Manages All Databases and Assessments (Manage the utilization of confidential data [application, student enrollment, lunch, and assessment] associated with providing leadership team with a continuous stream of information and analysis in support of policy discussion/ Create standard and ad hoc queries to pull data from internal

databases and other NYC Dept of Education resources to analyze the needs of improvement for state accountability/Create standard and ad hoc queries to pull data from internal databases and other NYC Dept of Education to identify the demonstrated capacities of the school to improve ELA and Math of all students and particular target groups [SPED, ELL and other NCLB target populations]/ and Create and maintain a data quality mode for BCSHW, perform data cleansing and data verification when needed and develop processes that ensure the integrity and accuracy of the source system data at point of entry)/_Reporting (develop standard reports that can be used by the principal to make informed decisions regarding improved outcomes for all students and particular groups of students, provide assistance with the disaggregation, analysis and follow-up on assessment data, and create narratives, visuals and presentations which articulate and communicate BCSHW educational model for a variety of audiences)/Communication (Collaborate with the Principal to continuously improve BCSHW educational model and the performance of its students and utilize data analysis to prepare policy recommendations)/_Professional Development/Curriculum/Instruction (lead professional development on data-driven instruction with BCSHW teachers, raising analytic capacity across the organization and engendering a culture of data use, and oversee the continuous improvement of key elements of the school's educational model, such as standards, curriculum maps, assessments and professional development)

Social Worker: Duties include: Participate in Child Study Team/Reporting [On-Going Criminal Incident Report/On-Going Suspected Child Abuse/Records and provides written reports and communications as it pertains to social work/Quarterly reports to parents regarding their child's case load/Develop and implement referral form)] /Provide service [Provide counseling to those students as indicated on IEP/Run age level and topic appropriate groups/Provide counseling for at risk students/Provides social work counseling to students and parents] / Participates in case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies/Makes referral to public or private agencies with appropriate follow-up/ Serves as a liaison between school, family and community resources/Serves as a source of information regarding community resources.

School Psychologist: Duties include: Chair Child Study Team/Provides psycho-social assessment and diagnosis of behavioral disabilities

Special Education Coordinator: Duties include: Develops, implements and monitors BCSHW procedures and programs consistent and compatible with the NYS administration code for Special Education, School Code and other laws and regulations/Administrative data and reporting (Monitor CAP/File for Type 3 as needed/appropriate/ Coordinate RSA's/ Document FAD's)/Coordinates and participates in IEP staffing and annual reviews and facilitates the compilation of documentation for student records/Keep active spreadsheet of students/Keep Documentation Book of all Special Education correspondences/Coordinates program as needed specifically with third party related services/Manage relationship with CSE/Interprets and disseminates information regarding state/federal rules and regulations/Attends BOT meetings and presents information when requested by the Principal or the BOT

Teachers: Duties include: Demonstrate a relentless drive to improve the minds, characters & lives of students both in and out of school/Show unwavering commitment to urban youth achieving greatness/ Create a positive, structured learning environment to ensure that students observe the schools core values, high expectations, and strict code of conduct/Implement curricula and activities to meet academic standards/Design and implement assessments that measure progress towards academic standards. * Use assessment data to refine curriculum and inform instructional practices/Participate in the collaborative curriculum development process/Be accountable for students mastery of academic standards/Share responsibility for grade-level and school-wide activities/ Exhibit resilience to persevere and turn challenges into opportunities/ Focus constantly on student learning, thinking critically and strategically to respond to student learning needs/ Communicate effectively with students, families, and colleagues/Engage families in their children's' education/Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings/ Participate in an annual two week staff orientation and training

Attachment 13: Non-Profit Partners

<i>Partner name</i>	<i>What they do</i>	<i>Whom they serve</i>	<i>How often they are in school</i>	<i>Which need do they meet?</i>
Wellness in the Schools	3 programs for schools: Cook for Kids, Coach for Kids, and Green for Kids, three NYC based programs	School age children	On-going	<ul style="list-style-type: none"> • Cooking classes for children and families • Physical Activity for Kids • Education about keeping green environment
Bronx Health Reach	Nutrition program: After-school nutrition education program, culinary program, nutrition and fitness program. Grocer/Bodega outreach program that has developed partnerships to stock and promote healthier food items such as low-fat milk and healthier snacks for kids Fit Now!, a fitness program for women at risk of diabetes Bronx Health Campaign, a community campaign to address access to healthy foods and opportunities to exercise.	All ages	Mostly after school programs	<ul style="list-style-type: none"> • Nutrition and healthier food options for children and families – made available through culinary program, nutrition classes, bodega program, and through improved school food options. • Physical activity programs for community.
Montefiore School Health Program	All Montefiore school-based health centers provide comprehensive primary care services. The program has a particular interest in improved asthma care and adolescent health services. Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues are available at each site. Dental services are available.	School age children	Daily	<ul style="list-style-type: none"> • Primary health care and dental needs are addressed. • Mental health services are available.
NY Academy of Medicine (NYAM)	Offers interactive training workshops, dynamic programs for professional development and consultation, and technical assistance. Addresses the health needs of children, parents, and families through partnerships with community based organizations	School age children and families	Workshops and consultation schedule	<ul style="list-style-type: none"> • Health education • Primary health care of children and families

The Alliance for a Healthier Generation	Offers tools and resources to make healthier school environment	School age children	As requested	<ul style="list-style-type: none"> • Tool kit and resources in order to make healthy school environment.
The NY Coalition for Healthy School Meals	Conduct pilot programs for healthier school food programs, speaking engagements, conferences, food workshops, resources, food hotline	All ages	On-going	<ul style="list-style-type: none"> • Provide resources to help create healthier school environments and to create change in schools.
City Harvest Nutrition Education	<p>Offer nutrition education programs to individuals of all ages starting at PK.</p> <p>Train individuals and site staff to implement City Harvest designed nutrition education curricula.</p>	All ages	6-8 Week Programs	<ul style="list-style-type: none"> • Operation Frontline: 6 week cooking class for adults and children • Fruit Bowl: program combines food delivery and nutrition education. Fresh foods and low fat dairy products are provided to after school programs (ages 5-12). Staff is trained. • Family Curriculum: 8 week course for families of children participating in the Fruit Bowl program. Through hands on cooking, savvy shopping, literacy activities, families learn how to make healthy choices.
CookShop Classroom	Uses hands on exploration and cooking activities to help children learn to enjoy and appreciate a healthy diet.	K-Gr 2	18 week Program	<ul style="list-style-type: none"> • CookShop: students grow familiar with healthy foods through weekly Food Explorer and Chef lessons; learn how to prepare healthy snacks and meals; engage their families in making healthy food choices at school, in home, and in their communities. Teachers receive training, get all support and supplies needed to implement the program, integrate CookShop curricula across multiple subjects.
CookShop for Adults	Workshops for parents and guardians whose students participate in CookShop Classroom.	Parents	6 workshops	<ul style="list-style-type: none"> • CookShop: parents will conduct at home cooking activities with their families and

				<p>report back their experience & receive a CookShop Calendar with recipes and tips for developing a healthy lifestyle.</p> <ul style="list-style-type: none"> • Workshop leaders receive training and get all the support, equipment, food, and supplies needed to implement the curriculum.
Bronx Health Bucks	Health bucks are distributed to students/families as incentive to support nutrition education and other health promotion activities. These health bucks are used at local Farmer's Markets (ones that also accept Food Stamps)			<ul style="list-style-type: none"> • Health Bucks: not just support healthy eating, but also support community activities, local food, and provide resources to families. • Stellar Farmer's Markets using "Just Say Yes to Fruits and Vegetables" curriculum provide free and comprehensive nutritional educational workshops and cooking demonstrations.
Bent on Learning	Yoga instruction in NYC schools	K-12	As scheduled - \$80 per class	<ul style="list-style-type: none"> • Physical activity for children
Punk Rope	creative calisthenics, games, rope jumping coordinated with music	All ages	As scheduled	<ul style="list-style-type: none"> • Physical activity for children
The Leadership Program	In school workshops to promote non-violence, conflict resolution, and social development	K-8	As scheduled	<ul style="list-style-type: none"> • Social and character development.
Tai Chi for Kids	Training workshops for teachers to learn how to incorporate tai chi into classroom curriculum	K-8 teachers	As scheduled	<ul style="list-style-type: none"> • Physical activity and wellness
Big Apple Playback Theatre	Spontaneous theatre based on audience stories. Teaching children about the importance of non-violence, no bullying, character and morale	K-8 students	As scheduled	<ul style="list-style-type: none"> • Social and character development
Juvenile Diabetes Research Foundation	School wide events educating children and families about Type 1 Diabetes. School fundraisers and school walks	K-8 students and families	As scheduled	<ul style="list-style-type: none"> • Health awareness, wellness, physical activity, nutrition, healthy fundraiser.

Reading's Literacy Competencies

Decoding Including Phonics and Structural Analysis

Check accuracy of decoding using context to monitor and self correct

Print Awareness

Identify book parts and their purposes including identification of author illustrator and title page

Fluency

Sight-read automatically grade-level, common, high frequency words

Sight-read automatically grade-level texts

Background Knowledge and Vocabulary Development

Connect words and ideas in books to spoken language and background knowledge

Learn new words indirectly from reading books and other print resources

Comprehension Strategies

Read grade-level texts with comprehension and for different purposes

Organize text information by using graphic organizers

Compare and contrast similarities and differences among characters and events across stories

Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs

Ask questions when listening to or reading texts

Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance

Use graphic organizers to record significant details from informational texts, with assistance

Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts

Motivation to Read

Show interest in a wide range of grade-level texts, including fantasy

Read voluntarily for own purpose and interests

Read independently and silently

Writing's Literacy Competencies

Spelling

Spell correctly previously studied words in writing

Represent all the sound in a word when spelling independently

Handwriting

Write legible all uppercase and lowercase manuscript letters

Composition

Write in response to the reading of imaginative and informational texts

Write a variety of compositions with assistance, using different organizational patters (compare/contrast)

Write sentences in logical orders and use paragraphs to organize topics

Make judgment about relevant and irrelevant content to include in writing

Begin to convey personal voice in writing

Participate in writing conferences with teachers and peers to improve own writing and that of others

Motivation to Write

Write voluntarily to communicate ideas and emotions to a variety of audience

Share writing with others

Support explanation with evidence from text

Listening's Literacy Competencies

Listening attentively to spoken language including grade-level books read aloud

Listening attentively for different purposes

Listening respectfully without interrupting when others speak

Attend to a listening activity for a specific period of time

Speaking's Literacy Competencies

Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)

Speak with expression volume piece ideas and facial or body gestures appropriate

Take turns in conversations and respond respectfully when speaking in a group

Participate in group discussions

2nd GRADE

November

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3 Election Day-No School	4	5	6 Faculty Mtg.-Early Dismissal
<p>2.R.3 Evaluate the content by identifying, with assistance: the author’s purpose, important and unimportant details whether events, actions, characters, and/or setting are realistic</p> <p>2.W.3 Analyze and evaluate the author’s use of plot and character in written and visual text</p> <p>2.L.3 Form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot</p> <p>2.S.3 Ask and respond to questions, speak with appropriate rate and volume for the audience, and take turns speaking in a group</p>				
9	10	11 Veterans Day-No School	12	13
<p>2.R.3 Evaluate the content by identifying, with assistance: the author’s purpose, important and unimportant details whether events, actions, characters, and/or setting are realistic</p> <p>2.W.3 Analyze and evaluate the author’s use of plot and character in written and visual text</p> <p>2.L.3 Form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot</p> <p>2.S.3 Explain the reasons for a character’s actions, considering the situation and express an opinion or judgment about a character and plot in a variety of works, with assistance</p>				
16	17	18	19	20
<p>2.R.3 Judge the accuracy of content, with assistance from teachers and parents/caregivers</p> <p>2.W.3 Use effective vocabulary in expository writing, with assistance and Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers</p> <p>2.L.3 Form an opinion about the message of advertisements, on the basis of the language used</p> <p>2.S.3 Discuss the impact of illustrations and titles in evaluating ideas, information, and experiences and use personal experience and knowledge to analyze new ideas</p>				
23	24	25	26 Thanksgiving Day-No School	27 No School
<p>Review/Assess/Remediate/Enrich</p>				
30				

	Vocabulary Words	High- Freq. Words	Key Questions	Learning Activities (<i>do now, motivators, games, centers, manipulatives, journaling</i>)	Clear and Measurable Outcomes (What will students know and do?)
Week 1	Ignored Considerate Cinder Grieve Acknowledge Transfixed Chamber Traits Selfish	Thoughts Beautiful Friend Chores Cloth Brought Brave Helpful Humble Hardworking Patient	<p>Writer’s Craft: What is the author’s purpose in writing the story of Cinderella and Mufaro’s Beautiful Daughters? Give evidences why Cinderella belongs to the genre of fantasy fiction. Give evidences why Mufaro’s Beautiful Daughters belongs to the genre of realistic fiction.</p> <p>Inference Question: How would you describe the character based on her actions towards her stepsisters and stepmother? How did Nyasha respond when her sister was unkind towards her?</p> <p>Group Discussion: Discuss make list of ways to show kindness to people who live with you and works with you at home and in school. Discuss Cinderella and Nyasha’s feeling throughout the story in response to her difficult situations.</p>	<p>Read-Aloud using the 2 different versions of Cinderella</p> <p>1) Original Story Cinderella: Retelling original version of Cinderella with purpose to entertain. Filling out Story Elements organizer for the story of Cinderella. Give evidence why Cinderella belongs to the genre of fairy tale. (example: characters are prince, princess/ setting in castle/ fairy godmother helping Cinderella get in the ball) Answering different comprehension questions. Explore positive and negative traits</p> <p>2) Story of Mufaro’s Beautiful Daughters An African Tale With the help of a graphic organizer summarizing the Story of Mufaro’s Beautiful Daughter by highlighting only the important events in the story.</p> <p>Reading Respond Activity: Filling out a 2 graphic organizer comparing one’s self and Cinderella. One organizer filling out Cinderella and Nyasha.</p>	<p>-Students will be able to identify if the author’s purpose is to inform, persuade or entertain.</p> <p>-Students will be able to distinguish important or unimportant event in the story.</p> <p>-Students will be able to fill out a KWL chart about fantasy/fairy tale and realistic fiction genre.</p> <p>-Students will be able to give evidence to prove if the story is a fairy tale or a realistic fiction.</p> <p>-Students will be able to fill out graphic organizer to follow story line.</p> <p>-Students will be able to identify plot of story.</p> <p>-Students will be able to analyze and form personal opinion on character’s feelings and actions throughout the story.</p>
Week 2	Predict Grandma Witch Calabria Magic Pot Potion Just / Fair Overflow Valuable	Punishment Pouring Naturally Confess Simmer	<p>Writer’s Craft: What is the author’s purpose in writing the story Strega Nona. Compare the setting of the town of Calabria to your own hometown.</p> <p>Inference Question: Why do you think Big Anthony disobeyed Strega Nona’s instructions? When Strega Nona told the townspeople the punishment must fit the crime, what did she mean? Do you think Strega Nona would trust Big Anthony again?</p> <p>Group Discussion: Make a judgment if Strega Nona’s punishment to Big Anthony is a fair one.</p>	<p>Read-Aloud Story of Strega Nona</p> <p>Doing picture walk to analyze story settings. (example: distinguishing the red tiled roofs during the medieval time in Italy.) Exploring in the world map continent of Europe with the country of Italy. Filling out a sequence of events graphic organizer following the plot of the Strega Nona. Answering comprehension question about the story of Strega Nona and Big Anthony.</p> <p>Reading Respond Activity: Write your own ending and illustration on the kind of punishment you would give Big Anthony in</p>	<p>-Students will be able to make predictions by taking a picture walk in the story.</p> <p>-Students will be able to summarize story highlighting important and unimportant part in the story.</p> <p>- Students will be able to character of Big Anthony and relate it to their personal experience.</p> <p>-Students will be able to form their personal opinion and judgment about the character’s actions and behavior.</p> <p>-Students will be able to fill out a cause and effect graphic organizer based on the plot of the story.</p>

				order for him to learn his lesson.	
Week 3	Recycle Conserve Produces Limited Persuade Advertisement	Trash Reuse Graph Wasted Wisely Interpret	<p>Writer's Craft: What is the author's purpose in writing the article. What are the facts you have learned in just be reading the graph information. (example: graph showing number of gallons water use—from trash to treasure.)</p> <p>Inference Question: Why is it important to take care of our natural resources? Why is it important to conserve our resources?</p> <p>Interpreting an advertisement: Advertising a bottled water that has a caption that states how the bottle is could be recycled.</p>	<p>Using a KWL chart on the genre of nonfiction news magazines. Introducing a variety of news magazines includes Time for Kids, Scholastic News and variety of newspaper article. Filling out a fact sheet based on the news article that they have read.</p> <p>Reading Respond Activity: Making a poster to persuade students to conserve and to use our resources wisely.</p>	<p>-Students will be able to read for information based on non-fiction resources. (example: Time for Kids and Scholastic News)</p> <p>-Students will be able to evaluate information from the news magazine and apply information to real life experiences.</p> <p>-Students will be able to analyze problem and situation based on graph information. (example: graph showing number of gallons water use—from trash to treasure)</p> <p>-Students will be able to interpret an advertisement in relation to what they have learned in the news article.</p>
Week 4	REVIEW and ENRICH				

Unit Plan

I. **Purpose:**

The purpose of this lesson is to introduce the characteristics of fairy tales and differentiate this genre from realistic fiction.

To provide students opportunity to explore positive and negative character traits and cross-cultural themes in the story of Cinderella.

II. **Major Understandings:**

- A. Students will learn the typical characteristics of fairy tale genre and differentiate it with the characteristics of realistic fiction in terms of their basic story elements.
- B. Students will analyze and discuss character traits and action between good and evil.
- C. Students will be able to form their own opinions in response to the character's reaction to different issues/problems in the story.

III. **Fundamental Concepts:**

- A. Students will define story elements that they can find in the genre of a fairy tale and in the genre of realistic fiction.
- B. Students will be able to give examples of story elements that they can find in the genre of fairy tales.
- C. Students will be able to define a variety of vocabulary related to the character traits in the fairy tale genre (enchanted, spells, magical, villain, patient, honest, humble).

IV. **Related Activities:**

Differentiation for Special Education and English Language Learners:

- A. In a small group students will be given a Spanish version of Cinderella picture book to provide them with opportunities to look at their fairy tale settings.
- B. In a small group students will work with the teacher and base retelling from illustrations that are made by the students.
- C. In filling out a Character Sheet organizer, one sheet will have a word bank of different characters with positive and negative traits.

Sample Unit Plan

D. Extra support venn diagram will have story elements as starting point to describe similarities and differences.

V. **Evaluation Techniques:**

- A. Assessment is obtained through ongoing teacher observation of student participation and understanding of material.
- B. The venn diagram sheet will be graded based on the accuracy of story elements that are found in the story.
- C. A focus assessment will be given at the end of the unit with questions in relation to specific standards targeted in the unit.

Sample Lesson Plan

English Language Arts 2nd Grade

ELA Standards:

2.R.3 Evaluate content by identifying, with assistance: the author's purpose, important and unimportant details whether events, actions, characters, and/or setting are realistic.

2.W.3. Analyze and evaluate the author's use of plot and character in written and visual text.

2.L.3. Form Personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot.

2.S.3 Ask and respond to questions, speak with appropriate rate and volume for the audience, and take turns in speaking in a group.

Purpose:

The purpose of lesson is to introduce the characteristics of fairy tales as a genre to the students. Differentiate fairy tales from realistic fiction. The students explore positive and negative character traits and universal themes in the story of Cinderella. The plan is introduced in this lesson and carried out over the next week.

Duration:

Three forty-five minute class periods

I. Instructional Objective:

- A. Students will recall the story elements of the story Cinderella
- B. Students will orally retell the story of Cinderella
- C. Students will listen to an African version of Cinderella
(Mufaro's Beautiful Daughters)
- D. Students will discuss themes and traits if fairy tales
- E. Students will discuss themes and traits of realistic fiction using the African version of Cinderella (Mufaro's Beautiful Daughters)

II. Anticipatory Set:

- A. Picture walk of the book of Cinderella. (Day 1)
- B. Read aloud story and fill in the story elements of character, setting, problem, events, solution and ending. (Day 1)
- C. Tell the class that Cinderella is a fairy tale. A fairy tale is a type of story (genre) that involves magic and good and evil characters. (Day 2)
- D. To check for prior knowledge, start with KWL chart about fairy tales on chart paper. (Day 2)
- E. Read aloud Mufaro's Beautiful Daughters(African version of Cinderella). (Day 3)
- F. Tell the class the difference between realistic fiction and a fairy tale genre. (Day 3)
- G. Tell the class how the story of both versions have a message/moral presented

Sample Lesson Plan

differently. (Day 4)

- H. Tell the class how stories coming from different countries and cultures also have an impact on story setting and character actions. (Day 4)
- I. Tell the class that through a writing activity they be asked to form their own opinion on which “Cinderella” story they prefer and would recommend to another reader. (Day 5)

III. **Input:**

Day One:

- A. After reading: Show students how to fold a piece of large paper into eight squares. They illustrate and label the story elements in the eight squares. (characters, setting, problem, events, solution and ending)
- B. Using story elements as a reference, the students retell the story of Cinderella.
- C. Whole Class Day Concluding Activity: Students will fill out class story map chart using their illustrations to fill out story beginning, middle and end.

Day Two:

- A. Read the list with the students to highlight words that describe the character in Cinderella.
- B. Hold discussion about the difference between good and evil characters. Define selfishness and selflessness.
- C. Brainstorm and discuss other vocabulary related to character traits (enchanted, spells, magic(al), evil, villain, patient, honest, brave)
- D. Discuss why Cinderella continued to be kind when the stepsisters and mother were unkind.
- E. Discuss which characters were acting for the common good in the story and which were acting for selfish reasons.
- F. Whole Class Concluding Activity for the Day: Students will come up to the chart to fill out 2 character charts that will have words for negative traits and positive traits of the character.

Day Three:

- A. Discuss with the class the character of Nyasha and her family.
- B. Compare and contrast the two versions of Cinderella.
- C. Discuss character’s feelings throughout the story and in response to different and difficult issues of the characters. Encourage students to respond to each other as they discuss and compare her feelings.
- D. Whole Class Concluding Activity for the Day: Filling out class venn diagram up to show similarities and differences of Nyasha and Cinderella.

Day Four:

- A. Discuss and analyze the last part of Cinderella. Talk about the Prince’s reaction to Cinderella’s stepmother and stepsister and punishment they have to face.
- B. Discuss and analyze the last part of Mufaro’s Beautiful Daughters and discuss the Village King reaction to the Nyasha’s stepsister and stepmother.

Sample Lesson Plan

- C. Whole Class Concluding Activity for the Day: Students will go up to fill out a cause and effect chart describing the way the stepsister and stepmother were punished and the stories' message about what the characters should have not done to be spared punishment the next time. Students will write on index cards the morals/lessons they learned in both stories. Exploring the meaning of the words "treat someone the way you wanted to be treated".

Day Five:

- A. Review both stories pointing out what the students like and did not like about the stories.
- B. Telling students to come up with words to describe both stories.
- C. Telling students to come up with a variety of adjective in describing the setting of each stories.
- D. Having students write a recommendation of which Cinderella they would recommend to another reader.

IV. **Check for Understanding:**

- A. Assessment is obtained through ongoing teacher observation of student participation and understanding of material through discussion; retelling, brainstorming and reading respond activity.

V. **Differentiation for Special Education and English Language Learners:**

- A. Small groups will work with the teacher and base retelling from illustrations that are made by the students.
- B. Two kinds of character sheet will be given. One character sheet will have a word bank of different characters with positive and negative traits. Another sheet will have just one group of different character traits.
- C. Extra Support venn diagram will have story elements as a starting point to describe similarities and differences.

VI. **Closure:**

As an end of the week activity, the students will cut out a castle to remind how Cinderella's story belongs in the fairy tale genre. On the back of the castle, students will make a list of how a person living in a castle can show kindness to others. On another handout, students will cut out the setting of Mufaro's Beautiful Daughters situated in Zimbabwe, to remind them the genre of realistic fiction. On the back of the Zimbabwe setting, students will come up with list of how one person who lives in Zimbabwe can show kindness to others.

Sample Focus Assessment

Name: _____

Date: _____

English Language Arts

2nd Grade: _____

Standards:

- 2.R.3 Evaluate content by identifying, with assistance: the author’s purpose, important and unimportant details whether events, actions, characters, and/or setting are realistic.
- 2.W.3. Analyze and evaluate the author’s use of plot and character in written and visual text.
- 2.L.3. Form personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot.
- 2.S.3 Ask and respond to questions, speak with appropriate rate and volume for the audience, and take turns in speaking in a group.

START HERE:

Directions: Read each question carefully and then choose the best answer.

The Plan

Mrs. Fox had a plan. First she reads books. Then she talked to Mrs. Rabbit and Mr. Duck.

Now Mrs. Fox digs holes. She puts a plant into each one. She patted dirt around it.

Soon Mr. Fox came home. He had been hunting. He was sleepy. “What’s this?” he asked.

“I put in green beans and peas. I also planted corn. Soon we will have yummy things to eat,” said Mrs. Fox. And she smiled and licked her lips.

“How can that be?” asked Mr. Fox. “We don’t eat those things.”

“But ducks eat them! And so do rabbits!” said Mrs. Fox, “We can ask Mrs. Rabbit and Mr. Duck to come over. They will stay to eat in our garden. They will eat well. But so will we!”

1) Which of these cannot really happen?

- A. A fox eats ducks.
- B. A fox plants beans and peas.
- C. A duck eats corn.
- D. A fox licks its lips.

Sample Focus Assessment

2) Which of these things can a fox really do?

- A. talk to a rabbit
- B. read a book
- C. wave to a duck
- D. hunt for food.

3) Fairy Tale Genre

Which of these are NOT special words that you might read in a fairy tale?

- A. They lived happily ever after...
- B. Once upon a time...
- C. A long, long, long time ago...
- D. In the City of New York there is a girl named Ella.

4) How do you know that Cinderella is a fairy tale?

- A. There is magic in the story
- B. The story begins with "Once upon a time"
- C. There is a prince in the story
- D. All of the above.

5) Writing Task:

Imagine you are Cinderella and Nyasha how do you think you would act toward your stepsisters and stepmother whenever they were unkind toward you? (Be sure to answer in complete sentences)

Unit Plan
English Language Arts
Kindergarten

I. Purpose:

The purpose of this unit is to introduce a famous author named Eric Carle and incorporate most of his books in teaching and exposing the students to the different kind of story elements.

To provide students the opportunity to see the similarities and differences of Eric Carle's characters from one book to another.

To provide students the opportunity to investigate the characteristics of a good friend by listening to one of Eric Carle's book.

II. Major Understandings:

- A. Students will learn what an author does and how it is different from an illustrator.
- B. Students will analyze and discuss different characters and story plots of Eric Carle stories.
- C. Students will be able to pick their own favorite character in a story and explain the reason why they like it the most.

III. Fundamental Concepts:

- A. Students will be able identify the story elements they can find in the stories of Eric Carle.
- B. Students will be able to recognize pictures and listen to different tone of the characters to understand the plot of the story.
- C. Students will be able to write a specific word to describe what they like about the story of Eric Carle.

IV. Related Activities:

Differentiation for Special Education and English Language Learners:

- A. In a small group students will be given a Spanish version of Eric Carle books to provide them with opportunities to look and listen to his stories.
- B. In a small group students will work with the teacher going online using the Eric Carle's website to make learning about the author more interactive.
- C. In order to better comprehend Eric Carle's stories students would act out some of the scenes in the book.
- D. Extra audio would be given to students during center time.

V. Evaluation Techniques:

- A. Assessment is obtained through ongoing teacher observation of student participation and understanding of material.

- B. The reading respond through illustration would be graded based on the accuracy that would match the illustration with writings on the sheet.
- C. A focus assessment would be given at the end of the unit that would have questions in relations to the specific standards that was targeted by the unit.

English Language Arts Kindergarten Lesson Plan

ELA Standards:

K.R.4 Respect the age, gender, and cultural traditions of the writer.

K.W.2 Draw or write to respond to text to express feelings about characters or events in a story, draw or write to respond to text to describe characters or events.

K.L.4 Listen for the tone of voice and content that signal friendly communication.

K.S.3 Share what they know and have learned about a topic; express an opinion or judgment about a story, poem, finger play, or poster.

Purpose:

The purpose of the lesson is to introduce Eric Carle as our author study. Then after learning about Eric Carle's background, his books will be used in the lesson to target content ELA skills of identifying story elements and comparing and contrasting characters. In each read-aloud his books will also be used in teaching the students how tone of voice signal a significant aspect in the story.

Duration:

Three forty-five minute class periods.

I. Instructional Objective:

- A. Students will know Eric Carle's background and what does author and an illustrator does.
- B. Students will listen to different stories created by Eric Carle and identify story element for each one.
- C. Students will listen to the stories: A House For Hermit Crab, The Grouchy Ladybug, Do You Want To Be My Friend? to discuss behavior and feelings that Eric Carle sets with the tone of each story.
- D. Students will illustrate their favorite story from selection of books of Eric Carle.
- E. Students will label drawings with letters or words pictures that they have illustrated from listening to the stories of Eric Carle.

II. Anticipatory Set:

- A. Eric Carle books will be displayed around the room. The students will be asked the question, "What is an author?" As a class will be discuss and brainstorm what

- an author is. Teacher will direct students to the books around the room and introduce Eric Carle. (Day 1)
- B. The class will make a KWL chart about the author Eric Carle. After learning about the author Eric Carle, class will first read the book A House for Hermit Crab. (Day 1)
 - C. Students will discuss the elements of the story, the setting, and the characters. Class will fill out a story chart to follow and identify A House for Hermit Crab characters and story plot. (Day 1)
 - D. Review KWL of author Eric Carle. Add new information about Eric Carle as an author after reading the A House for Hermit Crab. (Day 2)
 - E. Introduce the character in the story The Grouchy Ladybug. (Day 2)
 - F. Tell the class to observe the feelings and behavior of the ladybug. (Day 2)
 - G. Read aloud The Grouchy Ladybug highlighting the tone of voice of the character on the way she is feeling and how she changes her mood. (Day 2)
 - H. Fill out a feelings chart to describe character of ladybug (Day 2)
 - I. Review the A House for Hermit Crab and The Grouchy Ladybug (Day 3)
 - J. Fill out a compare and contrast chart but highlight the similarities Eric Carle's writing and illustrations have in most of his books. (Day 3)
 - K. Introduce the story Do You Want To Be My Friend? (Day 3)
 - L. Give a background on the character's problem of finding a friend. (Day 3)
 - M. Tell the students the actions of the character are what they need to notice in order to understand the story.
 - N. After reading, students will discuss the characteristics of a good friend and a bad friend. (Day 3)
 - O. Present all Eric Carle read aloud books to class. (Day 4)
 - P. Adding more noticing to the chart on how Eric Carle's characters are alike and different. (Day 4)
 - Q. Students will begin making an illustration about their favorite Eric Carle story. (Day 4)
 - R. Through a sharing activity students would talk about their favorite Eric Carle story and why they liked it best. (Day 5)

III. Input

Day One:

- A. After introducing Eric Carle show some of his works and highlight the illustrations, the characters and the way some of the pages don't have any words. Discuss what could be happening on the wordless pages.
- B. Using a KWL chart after the first discussion fill up the chart of what they have learned about the author and discuss information they still want to learn about Eric Carle.
- C. Read A House for Hermit.
- D. Talk about Hermit, introduce the word *character* and discuss how it is the main focus of any story.
- E. Describe where Hermit lives and introduce the word *setting* and discuss how it is where the story takes place.

- F. As a concluding activity class would go back to the KWL chart to add new information about Eric Carle they learned from the read aloud.

Day Two:

- A. Review KWL chart of Eric Carle
- B. Review the word character and recall the character of Hermit from the first read aloud.
- C. Introduce another book of Eric Carle and the character in The Grouchy Ladybug.
- D. Have the students observe how the teacher's tone changes in reading some of the dialogue of the ladybug.
- E. After reading discuss the character's feelings and behavior in the story.
- F. Discuss if the character's actions are acceptable or not and making connections to when we feel grouchy and what we can do to overcome grouchy feelings.
- G. Conclude by referring to the character chart describing the ladybug.

Day Three:

- A. Review A House for Hermit and The Grouchy Ladybug.
- B. Fill out a similarities and differences chart between the two Eric Carle books.
- C. Come up with adjectives to describe the characters and point out evidence to prove why such descriptions match the character.
- D. Introduce a third book Do You Want To Be My Friend?
- E. Give a background that to understand the story students would need to follow the actions of each character and imagine their dialogue.
- F. Hold a class discussion on the characteristics of a good friend and a bad friend.
- G. Add the to the KWL noticing from the third read aloud.

Day Four:

- A. Present all of Eric Carle books.
- B. Refer back to KWL chart during center time go online to visit Eric Carle website to show books and story backgrounds of Eric Carle's stories.
- C. As a whole class activity give students a chance to share their favorite Eric Carle read aloud.
- D. Independently students would illustrate their favorite Eric Carle character.

Day Five:

- A. Culminate Eric Carle Author Study with a quilt project. Each student will illustrate their favorite part from each story and attach the illustrations together to form a quilt.

Kindergarten Focus Assessment

Name: _____

Date: _____

English Language Arts

Kindergarten

ELA Standards:

K.R.4 Respect the age, gender, and cultural traditions of the writer.

K.W.2 Draw or write to respond to text to express feelings about characters or events in a story, draw or write to respond to text to describe characters or events.

K.L.4 Listen for the tone of voice and content that signal friendly communication.

K.S.3 Share what they know and have learned about a topic; express an opinion or judgment about a story, poem, finger play, or poster.

Start Here:

Directions: One on one teacher assessment. Teacher read and helps students write their answers down.

1. Who is Eric Carle?

- A) The person who wrote the book The Grouchy Lady Bug
- B) The person who teaches Kindergarten class 1-101
- C) The person who works in a restaurant

2. Listen to the lines from the story A House for Hermit and answer the question that follows.

In November, Hermit Crab realizes that his shell has gotten too small because he had been growing little by little throughout the year.

What did Hermit Crab need to do? _____

Hermit Crab decides that he needs to find a new home, but he doesn't want to leave his friends. In December, Hermit Crab meets a little hermit crab that needs a new home.

Before the little hermit crab moves into Hermit Crab's house, what did the little crab promise to do? _____

3. Listen to the lines from the story The Grouchy Lady Bug and answer the question that follows.

 "Want to fight?" the grouchy ladybug screams, to which the friendly ladybug says, "If you insist."

After listening to the grouchy ladybug, do you think she is being a good friend to other ladybug? Why or why not? _____

STOP!

PHASE 2	SPACE	#	S.F. EACH	S.F. Total	NOTES	
	Classrooms					
	3rd Grade	2	750	1500	If phase 3 is possible, would prefer to do classroom 5-8 and science and science lab in phase 3	
	4th Grade	2	750	1500		
	5th Grade	2	750	1500		
	6th Grade	2	750	1500		
	7th Grade	2	750	1500		
	8th Grade	2	750	1500		
	Administration					
	Office	2	200	400		Phase 3- Prior to Sept 2013
Program Facilities						
Media Center	1	1500	1500	Number of Students		
Science Lab	1	750	750		S.F. per Student	
Support Space						
Storage	1	100	100			
Student Bathrooms	2	100	200			
Adult Bathroom	1	100	100			
Phase 2 Net			12,050		400	
4th Floor Gross						
5th Floor Gross						
6th Floor Gross						
Phase 2 Total (Gross)						
TOTAL ALL PHASES (net)			32,300	400	80.75	

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

	2011	2012	2013	2014	2015
Total Revenue	2,376,652	3,044,769	3,650,072	4,495,417	5,349,904
Total Expenses	2,360,310	2,887,235	3,603,810	3,999,875	4,341,454
Net Income (Before Cash Flow Adjustments)	16,342	157,535	46,262	495,542	1,008,450
Actual Student Enrollment	128	172	216	260	304
Total Paid Student Enrollment	128	172	216	260	304
	Year 1	Year 2	Year 3	Year 4	Year 5
	2011	2012	2013	2014	2015
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
	Per Pupil Revenue Percentage Increase				
	0.0%	3.0%	3.0%	3.0%	3.0%
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		CY Per Pupil Rate			
School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Bronx Charter School for Health and Wellness)	13,527	1,731,456	2,396,443	3,099,772	3,843,143
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	1,731,456	2,396,443	3,099,772	3,843,143
Special Education Revenue	108,900	141,570	174,240	206,910	206,910
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	101,048	17,204	17,204	17,204	17,204
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,941,404	2,555,217	3,291,216	4,067,257	4,852,440
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	20,000	20,000	20,000	20,000	20,000
Title I	187,648	252,152	316,656	381,160	445,664
Title Funding - Other	15,000	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	200,000	200,000	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	422,648	472,152	336,656	401,160	465,664
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-	-	-	-
Fundraising	3,000	4,500	6,000	7,500	9,000
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	9,600	12,900	16,200	19,500	22,800
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	12,600	17,400	22,200	27,000	31,800
TOTAL REVENUE	2,376,652	3,044,769	3,650,072	4,495,417	5,349,904

Assume increase of 3 students per year through year 4

assume \$1500 per year increase

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

DESCRIPTION OF ASSUMPTIONS

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	2,376,652	3,044,769	3,650,072	4,495,417	5,349,904
Total Expenses	2,360,310	2,887,235	3,603,810	3,999,875	4,341,454
Net Income (Before Cash Flow Adjustments)	16,342	157,535	46,262	495,542	1,008,450
Actual Student Enrollment	128	172	216	260	304
Total Paid Student Enrollment	128	172	216	260	304

	Year 1	Year 2	Year 3	Year 4	Year 5
	2011	2012	2013	2014	2015

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management	1.00	140,000.00	144,200	148,526	152,982	157,571	
Instructional Management	1.00	75,000.00	77,250	79,568	81,955	84,413	
Deans, Directors & Coordinators	1.50	85,000.00	87,550	115,000	118,450	122,004	Increases to 2 people in year 3
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	2.00	140,000.00	144,200	148,526	152,982	157,571	
Administrative Staff	2.00	80,000.00	82,400	84,872	87,418	90,041	
TOTAL ADMINISTRATIVE STAFF	7.50	520,000	535,600	576,492	593,786	611,600	

INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	300,000.00	412,000	530,450	655,636	787,856	Assume 2 additional teachers each year
Teachers - SPED	1.00	50,000.00	51,500	53,045	54,636	56,275	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	36,000.00	37,080	38,192	39,338	40,518	
Specialty Teachers	2.00	100,000.00	154,500	211,155	272,126	280,290	5
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.50	90,000.00	92,700	95,481	98,345	101,296	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	12.50	576,000	747,780	928,323	1,120,082	1,266,235	

NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	25,000.00	51,500	53,045	54,636	56,275	Increase to 2.0 in year 2.
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	25,000	51,500	53,045	54,636	56,275	

SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,121,000	1,334,880	1,557,860	1,768,505	1,934,111	
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PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	78,470	93,442	109,050	123,795	135,388	
Fringe / Employee Benefits	-	291,460	347,069	405,044	459,811	502,869	
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	369,930	440,510	514,094	583,607	638,257	

TOTAL PERSONNEL SERVICE COSTS	21.00	1,490,930	1,775,390	2,071,954	2,352,111	2,572,367	
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CONTRACTED SERVICES							
Accounting / Audit	-	15,000	15,450	15,914	16,391	16,883	
Legal	-	7,350	9,373	10,768	12,239	13,394	Corresponds to total staff in each year: 21, 26, 29, 32, and 34, respectively
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	630	803	923	1,049	1,148	Corresponds to total staff in each year: 21, 26, 29, 32, and 34, respectively
Special Ed Services	-	20,000	20,600	21,218	21,855	22,510	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	98,000	120,000	142,000	154,000	154,000	services (\$4000 per month and then increase \$1000 per month until year 4)
TOTAL CONTRACTED SERVICES	-	140,980	166,226	190,823	205,533	207,934	

SCHOOL OPERATIONS							
Board Expenses	-	10,000	10,300	10,609	10,927	11,255	
Classroom / Teaching Supplies & Materials	-	12,800	14,464	16,344	18,469	20,870	Increased by 13% per year
Special Ed Supplies & Materials	-	1,000	1,030	1,061	1,093	1,126	
Textbooks / Workbooks	-	70,000	84,000	100,800	120,960	145,152	Increased by 20% per year
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	12,800	15,360	18,432	22,118	26,542	Increased by 20% per year
Telephone	-	12,000	12,360	12,731	13,113	13,506	
Technology	-	25,000	25,750	26,523	27,318	28,138	
Student Testing & Assessment	-	7,000	8,400	10,080	12,096	14,515	Increased by 20% per year
Field Trips	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	
Office Expense	-	12,000	12,360	12,731	13,113	13,506	
Staff Development	-	10,000	11,000	12,100	13,310	14,641	Increased by 10% per year
Staff Recruitment	-	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	-	172,600	195,024	221,410	252,517	289,251	

FACILITY OPERATION & MAINTENANCE							
Insurance	-	16,800	21,424	24,613	27,974	30,614	Corresponds to total staff in each year: 21, 26, 29, 32, and 34, respectively
Janitorial	-	12,000	14,760	18,155	22,330	27,466	
Building and Land Rent / Lease	-	450,000	618,000	954,810	983,454	1,012,958	Increases square footage and also multiplies \$25 by 1.03 inflation
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	10,000	10,300	10,609	10,927	11,255	
Utilities	-	57,000	75,810	100,827	134,100	178,353	
TOTAL FACILITY OPERATION & MAINTENANCE	-	545,800	740,294	1,109,014	1,178,786	1,260,647	

DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	10,000	10,300	10,609	10,927	11,255	

TOTAL EXPENSES	-	2,360,310	2,887,235	3,603,810	3,999,875	4,341,454	
NET INCOME	-	16,342	157,535	46,262	495,542	1,008,450	

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
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Actual Student Enrollment	128	172	216	260	304	
Total Paid Student Enrollment	128	172	216	260	304	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011	2012	2013	2014	2015	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Bronx Charter School for Health and Wellness)	128	172	216	260	304	
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL ENROLLMENT	128	172	216	260	304	
REVENUE PER PUPIL	18,568	17,702	16,898	17,290	17,598	
EXPENSES PER PUPIL	18,440	16,786	16,684	15,384	14,281	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-
NET INCOME	16,342	157,535	46,262	495,542	1,008,450	
Beginning Cash Balance	-	16,342	173,877	220,139	715,680	
ENDING CASH BALANCE	16,342	173,877	220,139	715,680	1,724,130	