APPLICATION SUMMARY	
Charter School Name	South Bronx Classical Charter School II ("SBCCS II")
Applicant Name(s)	Lester Long
Media Contact Name	Leena Konda
Media Contact Email Address	lkonda@southbronxclassical.org
Media Contact Telephone Number	718-860-4340
District of Location	Proposed to be in South Bronx (Districts 12,8,9,7,11)
Opening Date	August 21, 2013 (Third Wednesday of August)
Proposed Charter Term	Issuance through June 30, 2018
Proposed Management Company or Partners	South Bronx Classical Charter School (Partner)
Projected Enrollment and Grade Span During Charter Term	**Year / Grade Span / Enrollment** 2013-2014 K-1 120 2014-2015 K-2 180 2015-2016 K-3 240 2016-2017 K-4 300 2017-2018 K-5 360
Projected Maximum Enrollment and Grade Span	During Charter Term: 360, K-5 with 0% attrition During Charter Term: 307, K-5 with 10% attrition At Scale: 540, K-8 with 0% attrition At Scale: 404, K-8 with 10% attrition
Mission Statement	South Bronx Classical Charter School II prepares K-8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

Brief Summary

SBCCS II will closely resemble the school model of South Bronx Classical Charter School ("SBCCS"). In addition to a focus on the fundamentals of reading, writing, and math, the school offers character education to all its scholars, Latin starting in third grade, and Debate starting in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills and appreciation in Art and Music.

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

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

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

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

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name South Bronx Classical Charter School II
Proposed School Location (District) 12

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[7]

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application[8]
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;[9] and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[10]

Signature of Applicants:	
Date:	2/24/12
Print/Type Name:	Lester Long

[7] N.Y. Education Law § 2854(2)(a)
[8] ESEA § 5203(b)(3)(J)
[9] ESEA § 5203(b)(3)(K)
[10] ESEA § 5203(b)(3)(N)

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

A. Mission Statement and Objectives

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

The general objectives of South Bronx Classical Charter School II are to:

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

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

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

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

- Demonstrate proficiency in or advanced mastery of Common Core State Standards (as adopted and revised) in English Language Arts and Mathematics and of New York State Standards in Science and Social Studies by scoring a "3" or higher on administered State assessments
- Outscore, by grade, the average scores of the public schools in its home district, the City, and New York State as a whole on administered New York State assessments; and
- Make longitudinal progress in the core academic subjects of English and Math as evidenced by advancing average percentile rankings on a nationally-normed Reading and Math tests (TerraNova and DIBELS).

SBCCS II will offer parents and scholars an innovative choice within the public school system that will improve learning, as measured through its objective accountability goals that prioritize scholar achievement. We will place the school in a community with high proportions of scholars

who are at-risk of academic failure, specifically as a means of ensuring that each and every scholar has this opportunity. Our innovative curriculum, organizational model, and use of data provide a rich professional experience for all staff.

B. Key Design Elements

SBCCS II will closely resemble the school model of SBCCS. In addition to a focus on the fundamentals of reading, writing, and math, the school offers character education to all its scholars, Latin starting in third grade, and Debate starting in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills and appreciation in Art and Music.

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

Instructional Methods and Philosophy/Principles of Practice

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

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

Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards,

focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Reading will be the most important part of an SBCCS II education. Within a framework of classical education that focuses relentlessly on language development – a critical need of our target population – all scholars will benefit from three (3) hours of daily literacy instruction and two (2) hours of daily math instruction. Consistent with the school's mission and with the tenets of a classical education, our scholars will be given one (1) hour of character education instruction per week.

Ultimately, we believe scholars can achieve academically through a demanding, research-based, field-tested curriculum and a highly structured, detail-oriented, and supportive culture. Research has shown that urban students learning with a curriculum including Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science have consistently achieved high degrees of academic success. We have built our core academic scopes and sequences based on these proven curricula, and have then enhanced them to best support our at-risk scholars.

Effective Teaching: The recruitment, development, and retention of effective teachers is critical to high scholar achievement. Effective teachers manage their classroom, know their content, develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. There is no single "recruiting season", and developing successful connections to specific candidates requires a continuous effort and targeted approach. SBCCS II will recruit teachers from a variety of sources, including critical networking with such organizations as Teach For America, New Leaders for New Schools, strategic website postings, professional job fairs, and outreach to selective businesses and industries. Similarly, teacher development is also a continuous process. Through summer orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual sessions, teachers will benefit from over 100 hours of Professional Development annually. To attract and retain the strongest teachers, salaries will be 5% to 10% higher than those of teachers in New York City's Extended Time Schools.

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

Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars will have one hour of weekly character education per week. As scholars acclimate to our culture of

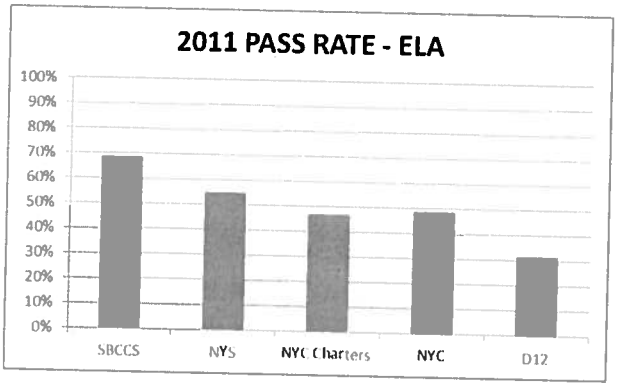
positive behavior and character, less direct instruction and teacher intervention will be required. All scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.

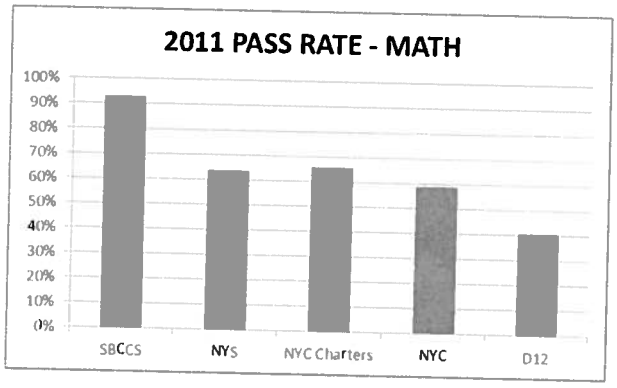
Family Engagement: We value our scholars and our families, which are so critical to our scholars' success. For young children to succeed academically, the school and parents must develop positive and communicative relationships. All families will receive regular communication regarding their scholars' academic and behavioral progress, using grades and test scores as benchmarks for discussion. Importantly, we will have a Family Advisory Council (FAC) which will serve as a liaison between our parents and administration.

EVIDENCE OF SUCCESS

SBCCS II will closely resemble the school model of South Bronx Classical Charter School, which has a demonstrated record of academic achievement and progress (in 2011, it was the most improved public school based on the New York City Progress Report, with straight As; currently 97th percentile). The school has been the highest performing elementary school in District 12 for three years and among New York State's most fiscally strong non-CMO charter schools, having had clean audit letters (with no points on its management letter) for two years.

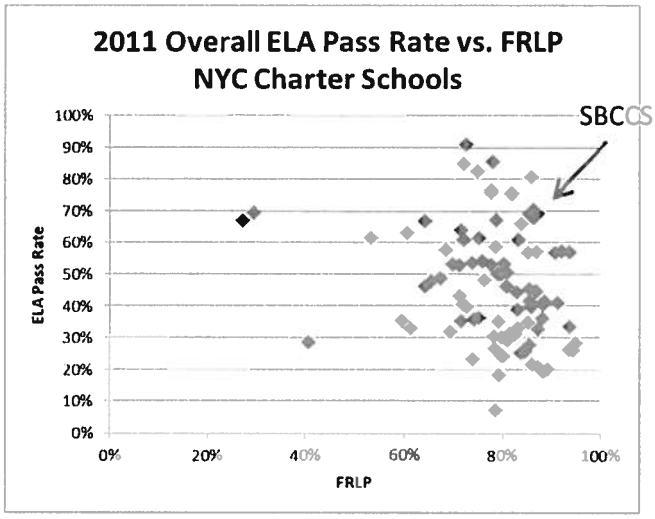
The following charts summarize South Bronx Classical Charter School's success, including a comparison to the nearest elementary school, CS150, one of the strongest elementary schools in the District:

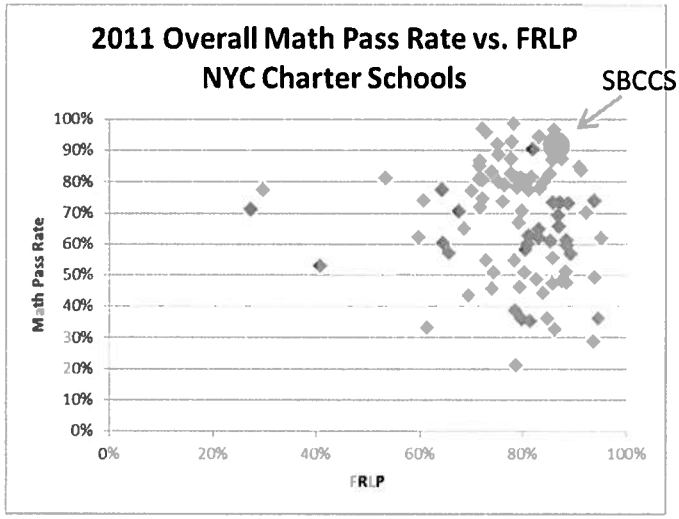




2010-2011						
Subject	ELA			MATH		
	SBCCS	CS 150	District 12	SBCCS	CS 150	District 12
Third	64%	29%	30%	88%	26%	33%
Fourth	67%	43%	35%	92%	56%	46%
Fifth	83%	50%	30%	97%	62%	44%

Importantly, below we demonstrate how SBCCS has performed in comparison to other NYC charter schools, relative to their Free and Reduced Lunch Percentage ("FRLP"):





C. Enrollment, Recruitment, and Retention

Enrollment

To create a strong school culture in a gradual and deliberate manner, SBCCS II will open with 60 scholars in Kindergarten and 60 scholars in first grade (three classes of 20 students each per grade). If DOE facilities of sufficient size become available, in the spirit of educational urgency the school would welcome opening with a second grade as well. Nevertheless, thereafter, SBCCS II will not enroll students after first grade, unless fiscal difficulties require. At full grade capacity during the charter term, and assuming no attrition, the school will serve a maximum of 360 students; should the school be re-chartered and expand to grade 8, and again assuming no attrition, the school would serve a maximum of 540 students. The chart below reflects a 0% annual attrition rate.

PROJECTED ENROLLMENT TABLE OVER THE CHARTER TERM						
Year	**Ages**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
K	**4-5**	60	60	60	60	60
1st	**5-6**	60	60	60	60	60
2nd	**6-7**		60	60	60	60
3rd	**7-8**			60	60	60
4th	**8-9**				60	60
5th	**9-10**					60
6th	**10-11**					
7th	**11-12**					
8th	**12-13**					
Total:		120	180	240	300	360

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

The most important display of need for the proposed school is student application volume at the original school. As demonstrated below, SBCCS II will be able to easily fill its seats from the excess demand at SBCCS, with no additional marketing. Nevertheless, we intend to distribute flyers around the community to ensure equitable access and information.

School Year	Kindergarten Applicants	Siblings Accepted	Non-Siblings Accepted	Waitlisted Applicants
2007 – 2008	128	9	66	62
2008 – 2009	157	14	61	96
2009 – 2010	258	16	59	199
2010 – 2011	270	15	60	210
2011 – 2012	309	12	63	246

Recruitment

The proposed school will comply with all aspects of the Charter School Law of 1998, as amended and specifically including the amendments of 2010, which includes the development of specific strategies to attract students with disabilities, English Language Learners, and students eligible for the free and reduced lunch program ("At-Risk Students").

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

District	ELL %	FRLP %	Special Education %
12	18.7%	91.8%	17.7%
8	11.9%	85.2%	18.4%
9	24.4%	90.4%	15.4%
7	17.4%	89.6%	18.3%
11	10.6%	78.0%	16.5%

SBCCS II seeks to match these figures, and continues to seek best practices of elementary charter schools to encourage At-Risk scholars to apply to the school.

Similar to SBCCS, all SBCCS II marketing materials and student applications will include language (in both English and Spanish) encouraging At-Risk Students to apply to the school through the lottery. The school will hold several parent orientations at the school, preschools, Headstart programs, and day-care centers, to provide assistance to families of At-Risk Students. Our Special Education Coordinator will attend all such parent orientations and answer any questions parents of At-Risk Students may have, at the orientations or at any other time. Just as at SBCCS, an employee fluent in Spanish will answer our phones and emails to ensure that interested parents are encouraged to apply.

Admissions and Enrollment

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

Retention

One of the core challenges facing charter schools is creating a tenacious culture of high expectations while minimizing scholar disenrollment, especially in highly-mobile areas such as the South Bronx. To that end, SBCCS II developed a plan explicitly to reduce attrition. We will meet with prospective parents with a unified, clear, and detailed description of our school, our policies, and our requirements. This will reduce the incidence of parents deciding to enroll their

scholar and then choosing to disenroll him/her due to concerns such as length of the day or year, amount of work, or behavioral expectations. Secondly, we will work to ensure that parents who have moved some distance from the school do not disenroll their children. In some instances at SBCCS, we have given Metrocards to parents who can't afford to bring their children to school. We have also worked with the bus company to change stops so that such scholars can continue to attend. These types of efforts have proven successful at SBCCS and we will use them, among others, at SBCCS II.

Vacancies

While we do not expect to enroll students after the first grade, a separate waiting list will be used in case of excess vacancies. SBCCS II documents its attempts at locating families on the waiting list; if we are unable to locate a child's family, then the next child on the list may be offered admission.

Scholar Withdrawal or Transfer

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

D. Community to be Served

SBCCS II proposes to serve the student population in the South Bronx, particularly in the Longwood, Hunts Point, Morrisania, and surrounding neighborhoods. These areas are highly diverse, and thus demographic statistics vary greatly. Generally, however, the target population resides in areas in profound need of improved educational outcomes. Within this community, a school such as SBCCS II provides a rare opportunity for an academically rigorous education. As will be shown below, parents have demonstrated that they value schools such as SBCCS II.

Bronx County: The proposed school is planned to be located in Bronx County, the 3rd most densely populated county in the United States (out of 3,300). Of all counties east of Texas, Bronx County has the 2nd highest proportion of Hispanics, 2nd lowest proportion of non-Hispanic whites, and the highest rate of persons who self-identified as "some other race" or "multiracial". Bronx County is one of five counties nationwide with over 30% of households headed by single women (three of the remaining four are Indian reservations). Bronx County has the highest poverty, child poverty, murder, rape, and robbery rates in New York State, as

well as the highest pediatric asthma rate in New York. Approximately 98% of South Bronx residents are African-American, Caribbean-American, or Hispanic.

Congressional District 16: The school is proposed to be located in Congressional District 16, which covers most of the South Bronx, and has the highest poverty rate in the United States as well as the lowest rate of "well off" households (defined as having incomes 500% of the poverty rate).

Public Use Microdata Area (PUMA): Used by the US Census Bureau as geographic regions, there are 2,071 PUMAs throughout the United States. The school is proposed to be located in PUMA 3710, which houses much of the South Bronx. PUMA 3710 has a higher proportion of Spanish speakers than the US as a whole, New York State, New York City, or the other 9 PUMAs within the Bronx. PUMA 3710 has the highest poverty, and child poverty, rates in the United States, with 34.2% of its residents in extreme poverty (annual income less than half the poverty line). Of the 153 PUMAs in the New York City Metropolitan Area, the three poorest PUMAs are in the South Bronx.

Community School Districts (CSDs): The school is proposed to be housed in Districts 12, 9, 7, or 8, ranking 30th, 31st, 32nd, and 28th, respectively, out of New York City's 32 districts in ELA test scores. Approximately 17% of students here are designated as English Language Learners and 16% of the students receive Special Education services.

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

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

Community support for SBCCS II is evidenced by the large student application volume enjoyed by SBCCS. We believe that such evidence best demonstrates real parent support for this school.

E. Public Outreach

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

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

1) SBCCS stakeholders: Since we expect SBCCS II to be very similar in design to SBCCS, we wanted to ensure that stakeholders' opinions, experiences, and suggestions were requested and taken into account.

On February 9, 2012, the Lead Applicant and Founding Team held a public community meeting to describe the proposed school and the need it seeks to address. Invitations to the event were published on the South Bronx Classical Charter School website, displayed throughout the community, and were given directly through specific telephone invitations. All stakeholders and attendees were invited to comment afterward, both at the meeting and in writing, with all information so solicited going directly and personally to the Lead Applicant.

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

For example, during the public community meeting, one parent voiced a concern about how many teachers would be new, and how many would come from SBCCS. We responded by conducting a new analysis demonstrating that few staff would move from SBCCS to SBCCS II. Another parent asked about facilities, and how she could help with locating private facilities. During a separate request for comments, a long-term substitute suggested more uniformity among the classes and grades in terms of behavior. We adopted this suggestion, ensuring that our behavioral 'traffic light' would follow the scholars from class to class.

2) Community Members: Acknowledging that SBCCS II will be a different school in many ways, with different staff, parents, scholars, etc., we have posted several types of public notices on our website, in the SBCCS building, and around the neighborhood. Additionally, we sent letters to local elected officials and community members soliciting feedback.

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

For example, a musician suggested that we add a fourth specials class, to ensure that our scholars get sufficient music and arts instruction. We are adopting that suggestion.

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

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

For example, a Latin professor from Fordham University suggested expanding our Latin and Debate program to 40 minutes per day rather than 30 minutes. In addition, he suggested we adopt a packaged curriculum for Latin, to ensure a better quality of instruction. We have adopted both of these comments.

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

F. Programmatic and Fiscal impact

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

Calendar Year	Charter Year	Estimated Budget	Dept. of Ed. Annual Budget	Percent Impact
2013-2014	1	$1,623,480	$23,000,000,000	0.01%
2014-2015	2	2,354,046	23,000,000,000	0.01%
2015-2016	3	3,016,967	23,000,000,000	0.01%

2016-2017	4	3,612,243	23,000,000,000	0.02%
2017-2018	5	4,153,403	23,000,000,000	0.02%

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

SBCCS II seeks to service Districts with, on average, 40,000 students. Assuming that these students are roughly evenly distributed from K to 12th grade, there are roughly 3,100 students in each grade. SBCCS II hopes to educate 60 of these scholars, equating to less than 2%.

II. Educational Plan

A. Achievement Goals

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

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

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

	years or more will score at Level 3 or higher on the State Science Test

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

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

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

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

B. School Schedule and Calendar

The daily, weekly, and annual calendars reflect our deep belief that more time learning in the core subjects is critical for scholar success, particularly in the communities we hope to serve. Therefore, SBCCS II scholars will enjoy an extended school day and extended school year, providing more core instructional time over the course of the year than traditional public schools.

Our daily and weekly schedule also evidence our commitment to three (3) hours of daily literacy instruction and two (2) hours of daily math instruction. Since physical activity is important for the health, self-esteem, and character of our children, all scholars will receive physical education. After-school supports are an important part of the life of the school - to support struggling scholars, challenge advanced scholars, modify behavior for some scholars, and provide additional engaging activities for those who wish to be involved in activities such as soccer, karate, or dance. Therefore, the first dismissal for students will be at 4:30 pm and for those who are either required or choose to stay, a number of structured supports remain in place until 5:30 pm.

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

Summers at SBCCS II will comprise of three important parts of our program: Summer Learning Academy (SLA), Curriculum Development, and Staff Professional Development. SLA will be a 4-week summer program from 9:00 am – 1:00 pm from Monday to Thursday starting on the next Monday after the end of the regular school year. Certain teachers and administrators will be invited to work over the summer to further refine our curriculum. Lastly, our Staff Professional Development will be held from the first Monday in August until the first day of school (the third Wednesday of August).

C. Curriculum and Instruction

SBCCS II intends to use and refine curricula previously developed by SBCCS. As the mission and design of SBCCS II will match those of SBCCS, by extension the curricula will also be consistent.

South Bronx Classical Charter School's strong results are due, possibly more than for any other reason, to ensuring that our curriculum (in all grades and in all subjects) is fully aligned with the New York State standards (inclusive of the Common Core State Standards as adopted and applicable). In fact, that alignment is expressly described in our mission statement. Developing a school-wide, coherent, standards-based curriculum has been a focus of ours from the beginning.

South Bronx Classical Charter School's mission endeavors to prepare its scholars to "achieve proficiency in and advanced mastery of New York State performance standards". South Bronx Classical has a rigorous, sequential and modular standards-based curriculum, where the

standards are in the unit plans, lesson plans, assessments, and assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.

While we are certain that having an organized and rigorous standards-based curriculum is the first step to measuring scholar achievement, we believe that a teacher's execution of the curriculum, the assessment of scholars' understanding of the standards and the subsequent data that come from the assessments, and the culture of analysis that helps inform improvement of the curriculum and teacher execution, ultimately make up our instructional cycle.

Our scholars can achieve academically through a demanding, research-based, field-tested curriculum and a highly structured, supportive culture. Research has shown that urban students learning with a curriculum including Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science have consistently achieved high degrees of academic success. We will build our core academic scope and sequence drawing upon these proven curricula, and we will enhance them as necessary to best support struggling students.

Thus, from its founding, SBCCS designed a school model that we believe best meets the needs of our target population, and which is embedded within the guiding framework of a classical education. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on "higher level" thinking, until later grades such as those encountered in middle school. In all grades, students develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially so that students master skills and content each step of the way.

As the school's curriculum has been built, we have purposefully focused on ensuring that our assessments are both rigorous and standards-based, created in alignment with the New York Standards, through our unit plans, lesson plans, and interim assessments and practice tests.

D. Assessment System

The strategic use of objective data – criterion-referenced (State tests), norm-referenced (DIBELS and the TerraNova), interim assessments – will best inform ongoing curriculum development, classroom instruction, and student support. Such assessments demonstrate the value-added benefit of our school program to our scholars' lives. Our scholars will take all State tests as currently required, and as implemented in the future under the changing guidelines of NCLB.

Since we begin with the earliest students in Kindergarten, it is critical that we obtain reliable testing data before the onset of these other standardized assessments, and to ensure that students are making strong progress in the most critical component of classical education – reading. Therefore, all K-2 scholars will take DIBELS – a reliable, validated, research-based assessment administered since 1997, both to measure baseline proficiency (in August), and then to measure longitudinal growth (in June). All scholars in grades K-2 (including LEP students) will take the TerraNova in September, providing baseline achievement scores in each core subject, against which longitudinal growth can be measured by scholars, class, grade, and school-wide.

TEST	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
DIBELS	K – 1										K-3
TerraNova		K – 2							K-2		
State ELA/Math									3 -8		
State Science										4, 8	4, 8
Running Record	K-6		K-6		K-6		K-6		K-6		K-6
Interims		K-5		K-5		K-5		K-5		K-5	

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

Baseline Data

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

The first external assessment in reading will be taken in September of Kindergarten or Grade 1 (depending upon the student's grade of entry into the school) using the DIBELS. The second external assessment, the TerraNova, will consist of all core subjects and will be given in September for grades Kindergarten through second grade. The TerraNova is a national, research-based, norm-referenced assessment. Baseline scores will allow us to measure a student's progress through the year. These data will also allow the Executive Director to demonstrate to all stakeholders that scholars are making progress both in comparison to their own and other comparable groups' baseline scores.

Ongoing Data

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

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

Once all assessment information and data are collected, it can be "thin-sliced" into various cohorts and levels of granularity that aid all stake holders in their ability to identify next steps.

These levels of granularity include scholar, classroom, teacher, grade, IEP status, ELL status, gender, etc. For a more general overview of the school, such data can be 'rolled up' for general dissemination.

E. Performance, Promotion, and Graduation Standards

SBCCS II understands the great challenges our scholars will face upon entering school, and believes they must demonstrate proficiency in core subjects in order to move successfully from grade to grade. Therefore, we have implemented a number of daily and weekly supports throughout the year to ensure all scholars have a full opportunity to master the material: daily after-school homework help, daily small-group "reteach" blocks and, starting in year two, Summer Learning Academy. With such supports and with the school's highly structured environment, the vast majority of scholars will evidence academic success each year.

For promotion to the next grade, scholars must:

- pass all core subjects as evidenced by a 70% year-end average in each subject
- achieve a '3' or a '4' on the relevant New York State ELA, Math, and Science tests
- evidence proficiency or mastery on required State, or on the TerraNova and DIBELS assessments in Kindergarten through second grade, and
- have no more than 15 days unexcused absences during the school year

If a scholar fails one core subject, or does not demonstrate proficiency or mastery on required State exams, the scholar must attend Summer Learning Academy for the opportunity to be promoted to the next grade level. If a scholar fails two or more core subject areas, he/she will be automatically retained.

Please note that these criteria apply for all scholars from Kindergarten to eighth grade.

There is no Summer Learning Academy option for failure to meet the required attendance level. Families receive immediate phone calls and letters for all scholar absences, and a meeting with parents will be arranged when the scholar is within three absences of the promotion limit.

Summer Learning Academy

The last opportunity for support and demonstration of academic achievement is during the summer. Scholars who fail one core subject or a required State exam will attend a 4-week summer program from 9:00 am – 1:00 pm from Monday to Thursday starting on the next Monday after the end of the regular school year. Scholars must pass a subject-specific

minimum competency test (or go up one reading level) at the conclusion of summer school to be promoted. If the scholar does not, he/she will be retained.

F. School Culture/Climate

South Bronx Classical Charter School II must provide a safe and secure environment where all scholars can focus solely on learning to read, write, do math, and explore science and social studies. Perhaps more than anything else, we must promise parents that their children are in safe and capable hands throughout the extended day and year that children attend the school. Safety is of such great concern that our Accountability Plan holds us fully accountable for parents' assessment of the school's safety level.

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

Our Code of Conduct was created to:

- ensure that our school is a respectful space for learning where all feel safe
- allow all scholars to focus on their learning
- prepare scholars to become "liberated scholars and citizens of impeccable character", per our mission

The Code of Conduct describes behaviors that SBCCS II considers inappropriate or unacceptable (which we will call "behavioral infractions") and the consequences of those behaviors.

Scholars who do not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our Code of Conduct. It is important to note that since SBCCS II will provide a "highly structured setting" (again, stated in our mission), in which expectations are clearly explained and consistently modeled, such infractions as are described below will be minimal. We believe that scholars do not disappoint us; they rise to our level of expectations. Within a disciplined environment, along with positive and consistent modeling, children behave well.

As stated in our Discipline policies included in Attachment 4, SBCCS II will comply with all Federal and state laws (including the Dignity for All Students Act) regarding the long-term suspension and expulsion of students with disabilities.

In order for any such Code of Conduct and Discipline Policy to work, it is critical that the school and families collaborate to create a common message of learning and character. In order to encourage family involvement and communication, the school will feature the following:

Parent Academy provides mission-driven educational opportunities for families of SBCCS II scholars. Run by the FAC, Parent Academy will be held monthly and will provide seminars by guest speakers.

Open House and Report Card Night are opportunities for parents and guardians to visit the school, meet with teachers, learn the expectations in each classroom and school-wide, and discuss their child's academic and behavioral progress.

Community Gatherings are public celebrations which showcase the achievement of SBCCS II scholars. During community gatherings, our school, families, and community come together to celebrate our mission.

G. Special Student Populations and Related Services

The Founding Board of SBCCS II believes that all scholars, regardless of demographics, language, or disability, can achieve at high levels through a highly structured, disciplined environment in which expectations are clear and supports are ample. Therefore, we have structured our program to ensure that all ELLs (English Language Learners) or scholars with Individualized Education Plans (IEPs) will be proficient readers, writers, and speakers of English by the beginning of the third grade.

As an elementary school in the South Bronx, we expect a significant portion of our population to be designated as ELLs (approximately 15% of NYC students and 47% of South Bronx students). While this is an extraordinary challenge, there are schools serving similar populations (including those in the same community) that experience great success through the strategic implementation of a structured immersion program. No scholars will be tracked based on their designation; such a designation only serves to provide us with guidance to help our scholars succeed.

Structured Immersion

We believe that developing a strong proficiency in English as soon as possible will enable all Limited English Proficiency (LEP) scholars to reach the academic goals established for all scholars. Therefore, we will provide structured immersion to improve a child's English proficiency. Structured immersion is a methodology for teaching LEP scholars the English

language through in-classroom English-only immersion. The classroom teacher provides individualized structured and sequential lessons in English for the LEP scholars, and the LEP scholars remain in the "general" education classroom. Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the LEP scholars' comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total "mainstreaming" or declassification.

Based on substantive research, and with our scholars' needs and goals in mind, structured immersion is the most proven approach to achieve measurable academic success with LEP scholars.

Staffing Structure and Support

Teachers will be actively recruited and hired with particular attention to those who demonstrate strong Spanish speaking skills and the experience and desire to teach within a structured immersion setting. All scholars will have ready access to classmates who share both the native language as well as English. Working with local colleges and universities (Fordham University, for example – see Board of Trustees), we expect to recruit college students as tutors to further support classroom teachers and LEP scholars. Teachers and tutors will have a significant amount of professional development in "sheltered English" training during the summer staff orientation, as well as throughout the school year.

LEP Support Program

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

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

Assessment: If a scholar speaks a language other than English and speaks little or no English, then the school will administer the Language Assessment Battery-Revised (LAB-R). A score

below the designated cut-off score for the child determines ELL status. The LAB-R is administered only once to each incoming scholar. The LAB-R assesses English language proficiency in reading, writing, speaking, and comprehension. Scholars will not be labeled LEP without a valid HLQ and LAB-R data on file.

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

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

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

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

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

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

Monitoring: SBCCS II will assess LEP scholars through: A written LAB-R assessment to measure English proficiency; New York State English as a Second Language Achievement Test (as required); teacher observations, and state tests.

Most importantly, SBCCS II will assess, monitor, and evaluate LEP scholars individually by creating individual plans and goals to assure that scholars exited from the language support program are achieving academic excellence without encountering barriers due to limited English proficiency.

Notices and messages going to our families will be translated into their native tongue. No barriers will exist between the opportunities of English speaking scholars and LEP scholars. Home visits to scholars' homes to discuss issues in their native tongue will also create a bond between the family and the school.

Least Restrictive Environment and Free and Appropriate Public Education

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

Special Education Methods and Strategies

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

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

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

For students enrolling, not on an IEP, and whom the school suspects of having a disability, SBCCS II will:

- implement classroom strategies to address academic difficulties;
    - if strategies are unsuccessful, our Special Education Coordinator will: (a) notify the family in writing that the child is being referred to the sending district's CSE and ensure that the family is also provided a copy of the referral and all safeguard notices as set forth in 34 CFR §300.504; and (b) refer the student to the appropriate district's CSE which then has the responsibility of conducting an initial evaluation and determining, with appropriate school representation, Special Education (SPED) eligibility;
- work with the CSE to help write new IEPs for scholars identified as eligible for SPED services;
- cooperate with the CSE to ensure that all services identified on the IEP are provided
- prefer using in-house staff to provide pull-out and push-in instruction, but may contract out other services (i.e. speech and language therapy, occupational therapy, physical therapy) to the local sending district or a qualified third party.

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

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

revisions, when necessary; (d) all reporting requirements; and (e) disciplining of scholars with disabilities.

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

Special Education Staffing

SBCCS II will hire a Special Education Coordinator to coordinate all Special Education services, and who will be responsible for ensuring:

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

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

To coordinate the comprehensive levels of service to all our scholars, SBCCS II will have a Child Study Team (CST), consisting of the School Director, Special Education Coordinator, Dean of Students, and relevant teachers. The CST will meet twice-monthly to discuss specific at-risk scholars, and create individual plans to address their specific needs.

Gifted Populations

Realizing that all scholars should be challenged and provided with a rigorous educational experience, and that many of our scholars will be academically advanced, SBCCS II will seek to provide those gifted scholars with differentiated instruction, ranging from enrichment (deeper understanding of same-grade content) to acceleration (higher-grade instructional content). This can happen throughout our day, but will be most effectively created through our Guided Reading program, which assigns each scholar with the appropriate and individual reading level. In certain cases, advanced scholars will be in small groups with scholars in higher grades. For those scholars evidencing strength in math, SBCCS II can provide enriching instruction thereby challenging these advanced scholars.

III. Organizational and Fiscal Plan

A. Applicant(s)/Founding Group Capacity

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

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

However, in each case, the Lead Applicant has not extended any offer to these proposed candidates, and no offer will be extended until a more thorough search has been conducted.

Applicant(s)/Founding Group				
Name	**Role in Charter Application Development**	**Current Employment**	**Relevant experience/skills and role on founding group**	**Proposed role(s)**
Lester Long	Lead Applicant	Executive Director, SBCCS	Eight years in investment banking; three years of elementary school teaching; founded SBCCS	Executive Director
C. Stephen Baldwin	Founding Group	Board Chair, SBCCS	Five years of Board Chair experience; founded SBCCS;	Board Chair

			taught third grade in South Bronx; over 40 years legal, educational and development experience	
Leena Konda	Founding Group	Director of Business & Operations, SBCCS	Seven years of charter school experience, founding staff member, focus on business and operations	School Director
Shawn-Ann Mullen	Founding Group	Business Manager, SBCCS	Three years of charter school business experience	Director of Business
Jacqueline Davis	Founding Group	Fifth Grade Team Leader, SBCCS	Four years of instructional experience and curriculum development	Literacy Coach

The School Director will be the senior full-time employee at SBCCS II. The Executive Director will divide his time among SBCCS and SBCCS II, overseeing the School Director at SBCCS II.

B. Board of Trustees and Governance

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

SBCCS II will be governed by a Board of Trustees comprised of between 9 and 13 members. The Board will be responsible for delivering the school's mission, setting school policy and garnering sufficient resources to maintain a viable organization. The Board will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve fully renewable, staggered terms of two years to ensure smooth transition of responsibility. The Board will have Executive, Finance/Facilities, Education, and Development Committees. The Board will govern the school and recruit, hire, and evaluate the Executive Director (ED) who will be responsible for managing daily school operations and hiring all staff.

All of the proposed Trustees of SBCCS II are also members of the Board of Trustees of SBCCS. Fully half of the proposed board is comprised of founding trustees of SBCCS. The proposed Board of Trustees of SBCCS II considers its teaching experience vital to understanding community and educational needs in the South Bronx. Since all are trustees of an existing charter school in the South Bronx, they are uniquely poised to govern the school.

It is important that both schools are given the appropriate amount of time and focus. Therefore, Trustee meetings will be still held monthly, but will be divided into two sections: (1) from 5pm to 6:30pm for SBCCS II, and (2) from 6:30pm to 8pm for SBCCS. This will allow both schools to be given the appropriate amount of time and energy.

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

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

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

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

The ED will hire all staff, in collaboration with the School Director. The Dean of Students, Director of Curriculum and Instruction, and all teaching staff will report directly to the School Director. The Executive Director also hires the Operations Manager. Both the DCI and the Operations Manager report directly to the School Director.

The Board of Trustees will also be responsible for setting school policy and garnering sufficient resources to maintain a viable organization. The Board will meet on a monthly basis (currently

the second Tuesday of each month), and will hold all meetings subject to the New York Open Meetings laws. The Board Secretary will draft Board minutes prior to each meeting, which will be at least two hours long and held at the school. Please note that in order to ensure compliance with the Charter School Law as amended in 2010, the Executive Director, Lester Long, resigned from the Board. He remains the Founder and Executive Director. The Board will have the following Committees:

Executive: The Executive Committee will be charged with Board member nomination and overall governance. The Committee will have between 4 and 5 members from the Board of Trustees. The Board Chair will chair the Executive Committee. Stephen Baldwin, Melissa Brown, Katherine Heleniak, and Kevin Murphy are proposed to comprise the Executive Committee.

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

Education: The Education Committee will oversee the educational program and outcomes at SBCCS in conjunction with the ED, and will analyze the educational outcomes of the school and share these results with the full board on a regular basis. This committee will have between 2 and 4 members from the Board of Trustees. Stephen Baldwin, Kevin Murphy, and Kathryn Heleniak are proposed to comprise this Committee.

Development: The Development Committee leads the board's participation in resource development and fundraising. The Committee works with the staff to develop and implement the SBCCS Development Plan. The Committee will have between 3 and 4 members from the Board of Trustees. Currently, Bill Higgins, Kathryn Heleniak, Larry Hirsch, Louisa Childs, and James Maher are proposed to comprise this Committee.

Proposed Founding Board of Trustees			
Trustee Name	**Voting (Y/N?)**	**Position on the Board**	**Length of Initial Term**
Stephen Baldwin	Y	Chair	3
Kathryn Heleniak	Y	Vice-Chair	2
Kevin Murphy	Y	Secretary	1
Melissa Brown	Y	Treasurer	2
William Higgins	Y	Trustee	1
Larry Hirsch	Y	Trustee	3
Louisa B. Childs	Y	Trustee	2

Kristi E. Jacques	Y	Trustee	3
James R. Maher, Jr.	Y	Trustee	1

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

Stephen Baldwin, proposed Chair

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

Kathryn Heleniak, proposed Vice Chair

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

J. Kevin Murphy, proposed Secretary

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

Melissa Brown, proposed Treasurer

Ms. Brown has been Treasurer of SBCCS since 2009, and is a Vice President at Barclays Bank (formerly Lehman Brothers). Prior to serving at Barclays, Ms. Brown received her MBA from Harvard Business School and she received her undergraduate degree from Williams College.

Bill Higgins, proposed Trustee

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

Larry Hirsch, proposed Trustee

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

Kristi Jacques, proposed Trustee

Ms. Jacques has been a Trustee of SBCCS since 2010. A graduate of Duke University School of Law, Ms. Jacques is an Associate at King & Spalding LLP, where she specializes in business litigation and international arbitration.

Louisa Childs, proposed Trustee

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

James Maher, Jr., proposed Trustee

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

The Executive Committee will be responsible for the Board's further professional development. The Board has already participated in a retreat in February 2012, which focused on governance principles and practices and emphasized the need for effective Board development. The Board will continue to take advantage of development seminars offered by the New York City Charter School Center. This training will provide an overview of the Board's mandated role and responsibilities, to include governance, self-assessment, and the Board's relationship with management. The Executive Committee will also provide Board members with information on live, online and videotape seminars addressing Board development and related issues. Board members will be required to attend/observe one such recommended seminar on a continuing bimonthly basis.

The Founding Team is actively seeking to add members to the Board of Trustees who have experience in community development in the South Bronx. The qualities sought in these new members will include (1) substantial experience with successful volunteer groups in the South Bronx, (2) experience with community organizations, (3) commitment to the school mission and energy, (4) fluency in Spanish, and (5) leadership skills. Parents with these qualities will be given preference among potential candidates for Board service. To recruit such Board members, we will continue to work with such community resources as Fordham University,

Hostos Community College, Bronx Clergy Task Force, and the South Bronx Overall Economic Development Corporation. We will also use the New York City Charter School Center and BoardNetUSA, among others. It should also be noted that the Family Advisory Council, consisting of concerned parents of SBCCS II scholars, will also have monthly interaction with the Board of Trustees.

C. Management and Staffing

SBCCS II is led by the Board of Trustees, comprised of 9--13 members, which governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The first act of the Board of Trustees will be to hire the Executive Director (ED), who will manage the operations of the school. The ED, supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The School Director will hire staff for SBCCS II in January of 2013. Staff will be hired through a mix of teachers and leadership from SBCCS and from outside hiring, which will commence in January 2013 and is expected to be finalized in May 2013.

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

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

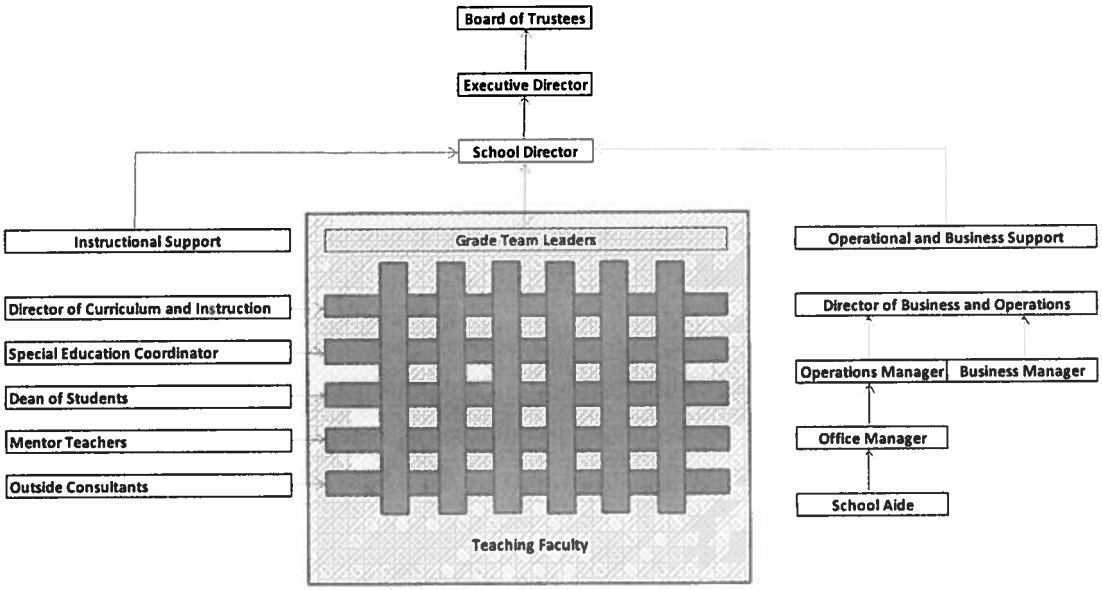
This model is often called the Matrix Organizational Model. It is used in many organizations that execute multiple projects, such as architectural or engineering firms. More relevant is their use

in firms where management expertise requirements differ greatly from technical (in our case, pedagogical) expertise, such as hospitals, investment banks, etc.

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

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

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



Other Senior Administrative Roles and Responsibilities

The **School Director** will report to the Executive Director and will be the highest level full-time administrator at the school. The Director of Curriculum and Instruction, Dean of Students, Grade Team Leaders, and the Director of Business and Operations report to the School Director.

The School Directors responsibilities involve the general oversight and operations of the individual school site.

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

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

The **Director of Business and Operations** manages all non-pedagogical aspects of SBCCS II. This includes the financial management, human resources, legal compliance, and day-to-day operations of the school.

Staffing Plan

If chartered, SBCCS II will approximately triple in size when it achieves full enrollment. This growth will put an inevitable strain on hiring requirements. Therefore, we have developed a staffing plan that outlines our staffing needs with respect to our educational program.

Staffing Chart - South Bronx Classical Charter School II

	Year				
Job Title (FTE)	**1**	**2**	**3**	**4**	**5**
Executive Director	0.5	0.5	0.5	0.5	0.5
School Director	1	1	1	1	1
Director of Curriculum and Instruction	1	1	1	1	1
Director of Business and Operations	1	1	1	1	1
Dean of Students	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1
Teachers (including Specials and Assistants)	12	16	21	25	29
Operations Manager	1	1	1	1	1
Office Manager	1	1	1	1	1
School Aide	1	1	1	2	2

Compensation Plan

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

In order to remain competitive, salary and general compensation levels must remain competitive with those of peer institutions of comparable standards. Because the school is in a

non-union organization in an industry that is heavily-unionized, we will endeavor to pay staff, particularly teachers, more than they would be paid if they were employed in a traditional public school and were party to a Collective Bargaining Agreement.

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

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

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

C1. Charter Management Organization

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

C2. Partner Organization

South Bronx Classical Charter School (SBCCS) wishes to provide certain benefits to SBCCS II to further both schools' missions. Such affiliation will be to allow both schools to benefit from certain economies of scale and collective benefits. For example, it is envisioned that certain tasks and projects can be centralized, such as professional development of staff, data collection, bookkeeping, and curriculum.

Please see Attachment 7 for the Letter of Intent.

D. Evaluation

Evaluation of Governance

In order to most effectively communicate the Board's expectation of the Executive Director's goals, and ultimately then to assess the achievement of those goals, a formal Job Description and annual Work Plan was collaboratively established by which the Executive Director will be judged annually during the Annual Meeting with the Board of Trustees.

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

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

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

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

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

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

Evaluation of Administration

On a weekly basis, the school's administration (Executive Director and/or School Director, Director of Business and Operations, Operations Manager, Director of Curriculum and Instruction, and Dean of Students) will meet (typically at 6:30am on Mondays) for a weekly meeting, where the status of approved strategic initiatives is reporting by the respective project leader. After the Strategic portion of the meeting, a discussion about the week ensues, with a review of task completion, events, concerns, and schedules. This process should take a total of one hour.

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

Grade Team Leaders

All grade teams hold standing "Look at the Data" meetings. The Grade Team Leader runs these meetings; however, the ED, DCI, and other interested parties may attend. The Grade Team Leader is charged with agenda development. Typically, the agendas are divided into the following areas:

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

The grade team, School Director and Director of Curriculum and Instruction receive copies of all agenda items (and related data) prior to each meeting.

The scope of Look at the Data meetings is to evaluate scholar performance to inform instructional and curricular decisions and to evaluate the efficacy of teacher instruction. The

School Director and DCI use the distributed data to decide the level of intervention and oversight over each grade team.

Teacher Evaluation

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

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

Use of Family and Scholar Satisfaction Data to Evaluate the School

Each year, families of SBCCS II scholars receive a confidential Learning Environment Survey from the New York City Department of Education. In this process, families and teachers (and scholars in 6th grade or higher) can voice their opinions about the school, from satisfaction with the school's safety record to trust in the school's leadership. These data are publicized by the Department of Education, on their website, and inform the city's Progress Report that it publicizes and rates the school from an F to an A.

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

Operational Effectiveness and Fiscal Soundness

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

Ultimately, SBCCS II is a business and strong operational and financial management will ensure that the school can deliver on its objectives for many years to come. The proposed Executive Director and School Director have over 20 years of experience in finance, school leadership, and school operations.

The Operations of SBCCS II will be managed by the Operations Manager. The Office Manager and the Office Assistant will be high-performing and mission-aligned position that will ensure that the school's general choreography is seamless. The Director of Business and Operations will work with the School Director to set specific operational goals each year. The Director of Business and Operations as well as the Operations Manager will be evaluated based on the achievement towards those goals.

The Business (accounting, finance, and human resources) of SBCCS II will be managed by the Director of Business and Operations. Because the school will not have many employees, or a significant amount of bookkeeping, the Director of Business and Operations will do much of those tasks, as well as manage the Operations Manager. SBCCS II will use Charter School Business Management (CSBM) for much of its bookkeeping and accounting review. The School Director and the Director of Business and Operations will set specific goals for the business aspects of the school. Metrics will be used to assess achievement toward those goals.

E. Professional Development

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

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

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

Frequency

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

Annual Orientation

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

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

Teachers that are new to the school arrive a week earlier for additional professional development sessions.

Weekly Grade Team Meetings

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

Monthly School-wide Meetings

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

Session	Topic	Date
1	Developing your Classroom Culture	September 6, 2013
2	English Language Learners	October 4, 2013
3	School Visits	November 8, 2013
4	Progress Reports/Report Cards	December 6, 2013
5	Curriculum Development/ Standards	January 3, 2014
6	Engagement	February 7, 2014
7	Assessment / Standards	March 7, 2014
8	Scholar Work	April 4, 2014
9	Curricular Reflection	May 2, 2014

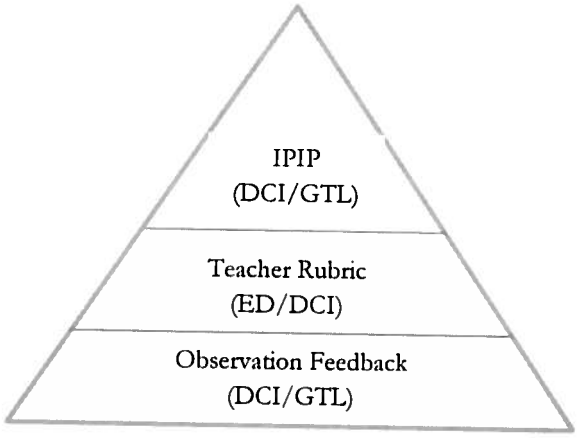
Since much of our school design is based on the best practices in a number of schools, it is critical that as we grow our staff we remain focused on continuing that learning as our own school develops. Please note, therefore, that all SBCCS II staff will visit high-performing urban charter schools at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

Individual Sessions

One of the strongest elements of authentic professional development is the critical and ongoing feedback teachers receive on their instructional practice. The Director of Curriculum and Instruction will observe classrooms and provide both informal and formal feedback and support to teachers on a daily basis. Professional development will be reinforced by providing ongoing informal feedback as well as regularly scheduled formal feedback. Teachers will also have individual sessions to review scholar performance on internal assessments, to ensure that all resources are in place for scholars as cohort groups and as individuals. Lastly, teachers will be required to establish their own professional development goals and to review those goals periodically with the School Director and/or the Director of Curriculum and Instruction, who may then institute formal plans to address issues raised through a variety of means, including peer coaching, lesson observation, and mentoring.

Tiers

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



I. Observation Feedback

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

II. Teacher Rubric Grading Rationale

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

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

Rubric Categories

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

Professional Responsibilities	Curriculum	Classroom Management	Execution	Culture of Analysis
• Attendance • Language • Reliability • Dress • Professionalism • Collaborative Leadership • Growth • Parental Expectations • Homework • Responsive Outreach • Urgency	• Lessons • Materials • Assessments	• Expectations • Culture • Routines • Efficiency • Prevention • Incentive • Environment	• Expectations • Connections • Clarity • Tactics • Engagement • Differentiation • Checking for Understanding • Application	• Scholar Feedback • Tracker Design and Data Entry • Data Analysis • Accountability • Curricular Reflection

III. Individual Professional Improvement Plans (IPIP)

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

Rubric and IPIP Timeline

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

Assessment of Professional Development

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

F. Facilities

SBCCS is looking for school facilities in the South Bronx which, should charter be granted, will be accepting scholars starting in August 2013. Any such facility must meet the needs of all scholars, and thus will be ADA-Compliant and fully accessible for scholars and visitors with disabilities.

As with the vast majority of charter schools, we expect to occupy a used building. We will be subject to NYC zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject to certain restrictions. We would like to have an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium.

Because of the steep ramp-up of students (about 300% in three years), to minimize paying for unused space, we seek to rent an incubation space for the first 2 to 3 years. If fund raising development is sufficiently strong and an excellent opportunity exists, we hope to either buy/lease a building and sublease a portion to another entity, most typically another charter school, or vice versa. We expect to spend 15% of our budget on facilities cost. Ideally, we would own a building, but as with most schools, we expect to enter into lease agreements on an annual or bi-annual basis.

Since at this point we have not yet obtained a facility, SBCCS II will request facility space from the New York City Department of Education, if only for the incubation period.

The New York City Department of Education has previously committed to provide public space for approved charter schools in New York City wherever possible. The provision of such facilities frees up funds that SBCCS II could redirect toward the instructional needs of our students. Although the facilities cost (leasing) would be zero, we still estimate maintenance costs as $6.50/square foot. If we were able to receive public space, we would be required to enter into a separately-negotiated use agreement between the school and the Department of Education before commencing use of any such premises. Terms of the use agreement will

include, but not be limited to, user fees paid to the Department of Education for the operation, maintenance, and security of the facility.

However, we do not currently expect to obtain free public space, and developed a plan to obtain reasonably priced space in the South Bronx.

Catholic School Space

A number of schools, including Bronx Prep and Bronx Charter School for Excellence, started in a former Catholic School space. Boston Collegiate (formerly South Boston Harbor) spent about 5 years in a former Catholic School space. There are approximately 278 Catholic Schools in New York City, and Catholic Archdioceses have begun closing schools and selling properties. We have identified 78 Catholic schools in the Bronx, and we are investigating a shared space arrangement with certain of them. The area's parochial schools reported the lowest vacancy rate of any schools in the New York Roman Catholic Archdiocese (at an average annual tuition of $2,800), demonstrating that low-income parents were willing to spend what little they had on education. However, the Dioceses may be increasingly interested in renting space to us, given that (a) our educational program is similar to a parochial education (with Latin, Debate, and a generally 'back-to-basics' type of program), and (b) we have rented classroom space before from Catholic schools during our spring breaks.

Private Transaction

Most surveys show space in the hub of the South Bronx costing $11 a square foot in 2000; however, currently we estimate that we should expect to pay $30 per square foot. We are, however, looking into purchasing a building as a strategic real estate investment to ensure a stable, long-term commitment to the community. In addition, we are examining ways in which the Federal, State, and City governments may offer financial incentives for investment in the area. Two of our board members are real estate developers and are currently analyzing these possibilities.

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

Cost Estimates

Using an assumption of 85 total square feet per enrolled student, SBCCS II will require about 10,000 square feet our first year. Upon full enrollment, SBCCS II will need about 30,000 square feet in total. See table below.

The school anticipates enrolling 120 students in its first year, and 177 in its second. The number of floors will depend on the specific building arrangement, but ideally each floor would hold 2 or 3 grades. Average class size will range from approximately 23-25 students in Kindergarten to 18-22 students in fifth grade. The table below summarizes our enrollment and facilities needs. Please note that we will also be building an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium. We expect our classrooms to be approximately 700 to 900 square feet. Please note classroom needs as indicated in the chart above.

Year	Academic Year	Grades	Total Enrollment	Total Classrooms*	Total Facilities**	Facilities Cost ($)^^
1	2013-2014	K - 1	120	8	10,200	306,000
2	2014-2015	K - 2	177	12	15,045	451,350
3	2015-2016	K - 3	231	15	19,635	589,050
4	2016-2017	K - 4	282	18	23,970	719,100
5	2017-2018	K - 5	330	20	28,050	841,500
6	2018-2019	K - 6	376	22	31,960	958,800
7	2019-2020	K - 7	410	24	34,850	1,045,500
8	2020-2021	K - 8^	452	26	38,420	1,152,600
* Including 3 non-core classrooms for Science, History, and tutoring.						
** In square feet, assuming 85 square feet per student.						
^ Full Enrollment.						
^^ Assuming $30 per square foot.						

There is a possibility that the Department of Education's stance will change in the near future. In February 2012, the DOE announced that the following Bronx schools will be phased out and closed:

School	School Number	Grade Span	Current Enrollment
Gateway School for Environmental Research & Technology	08X295	9-12	453
Jane Addams High School For Academic Careers	08x650	9-12	718
Samuel Gompers Career & Technical Education High School	07X655	9-12	637
Grace Dodge Career And Technical Education High School	10X660	9-12	1121
Aspire Preparatory Middle School	X322	6-8	394
Total Free Seats:			**3323**

In addition, in November 2011, the Department of Education published their annual 'blue book', which outlined those building they designate as "underutilized". The following chart shows the buildings, their district, and the amount of DOE-determined unused seats:

District	Building #	Utilization%	Free Seats	Free Seats (#) incl. SBCCS II at scale	Utilization % with SBCCS II at scale
9	229	41%	1018	566	67%
12	158	53%	820	368	79%
11	455	71%	974	522	85%
8	192	59%	594	142	90%
7	183	64%	600	148	91%
11	144	63%	570	118	92%
10	475	82%	665	213	94%
7	655	61%	522	70	95%
12	193	67%	533	81	95%
7	184	63%	513	61	96%
9	145	68%	517	65	96%
9	410	80%	559	107	96%
9	004	60%	465	13	99%
10	137	72%	451	-1	100%
9	117	63%	446	-6	100%
12	401	73%	433	-19	101%
12	098	75%	407	-45	103%

G. Insurance

SBCCS II will maintain insurance according to (at least) the schedule below. This schedule reflects the experience of SBCCS. However SBCCS II will seek bids annually to ensure that it is receiving the highest quality insurance coverage and service for the best rates.

Coverage Type	Coverage
General Liability	$1,000,000
Property, Automotive, Marine, Crime, and Business Interruption	400,000
Directors and Officers	3,000,000
Umbrella Liability	5,000,000
Workman's Compensation	2,300,000
Excess Crime	1,000,000
Student Accident	25,000
Unemployment Insurance	
Catastrophic Accident	1,000,000

H. Food, Health, and Transportation Services

a. Food Services

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

Over 80% of students in schools in the South Bronx are eligible for Free or Reduced Lunch, as administered by the United States Department of Agriculture. Thus, under the Provision II program of the National School Lunch and Breakfast Program, SBCCS II plans to provide free meals to all scholars, regardless of the ability to pay. To comply with the Program, the school will retain all records and create a database with scholar data, meal nutritional compliance, and all meal pricing.

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

b. Health Programs

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

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

- Physical examinations upon enrollment.
- Annual vision screening testing for all scholars. Per §905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- Annual scoliosis (spinal) screening test for all scholars ages 8 through 16.
- Maintenance of cumulative health records.
- Emergency care of ill or injured scholars.
- Compliance with and enforcement of mandatory immunization requirements.

- On site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and SBCCS shall ensure that at least two (2) staff members are trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

Maintenance and Storage of Cumulative Health Records

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

Immunization Requirements

New York State law currently requires that each student entering Kindergarten or a new school district in grades 1 – 12 have a Certificate of Immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new scholars. New York State immunization requirements include:

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV)(OPV3 OPV or 4 IPV];
- Measles/Mumps/Rubella [(MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)];
- Hepatitis B [Born on or after 1/1/93 – 3 doses];
- Varicella – 1 dose.

Before a child can be permitted to attend school, the family must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Medications

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

- Prescription medications must be supplied in the original pharmacy container.

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

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

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

c. Transportation Services

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

For those times where SBCCS II would require transportation services when the surrounding district does not require them, SBCCS II may seek to purchase those services from the New York City Department of Education pursuant to §2853(4)(b) of the Education Law. Were we unable to make such arrangements, we would pursue other third party transportation companies. Our current and establish relationship with several Bronx-based school transportation companies allow us to ensure that we will be able to provide transportation services.

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

I. Family and Community Involvement

Family Involvement

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

Community Involvement

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

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

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

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

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

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

Although SBCCS II does not have a formal institutional partner, its immersion in the community and its affairs will enable it to build meaningful partnerships with the institutions set forth above. The existence of a strong Community Committee on our Board of Trustees, populated by members with roots and present ties to the South Bronx, will enhance its ability in this respect.

J. Financial Management

SBCCS II's proposed Board of Trustees has over 50 years of experience in corporate and real estate finance. The team has created a conservative financial plan, featuring a comprehensive cash flow and accounting model, to analyze its financial health from the planning year through the fifth year of operation and beyond.

The model demonstrates that SBCCS II could operate successfully and deliver its core academic program with no external fundraising. Federal, State, and City per pupil funding and entitlement grants will provide sufficient funding to achieve the school's mission. A $35,000

start-up grant from the New York City Charter School Center was applied for in February 2012. In addition, in December 2011 the New York City Charter School Center awarded us a $15,000 grant for developing a replication program 2005. During year one, we anticipate receipt of a $500,000 CSP grant, funding of which is spread over three years. To be conservative, our budget assumes receipt of no additional resources through fundraising; however, there will be a Development Subcommittee on the Board responsible for launching our fundraising efforts. Our budgetary strength will be bolstered by Board contributions/fundraising, a potential capital campaign, and competitive grant applications. Each Board member is expected individually to raise at least $2,000 annually. The Board contributions will ensure that budgetary needs are satisfied if it does not receive, or experiences delays in receiving, expected Federal or State grants. Our development plan is informed by the Board's high level of experience in fundraising and building strong financial and "in-kind" relationships with businesses, foundations, individuals, and Federal/State grantors.

Consistent with its explicit goal of demonstrating fiduciary responsibility in managing public and private resources, SBCCS II has created detailed policies and procedures to administer the school's daily fiscal and accounting functions. While the Board of Trustees will provide fiscal oversight, the Director of Business and Operations will perform all internal functions relating to the accounting, bookkeeping, and general financial and regulatory obligations of the school. As further assurance, the proposed Executive Director has seven years of investment banking experience and seven years' experience running a charter school, and the School Director has seven years' experience serving the roles of both Operations Manager and Business Manager (as well as Director of Business and Operations). As the school grows, we anticipate hiring a Business Manager to do much of the bookkeeping and accounting work, to relieve the Director of Business and Operations as the workload grows.

SBCCS II will hire a certified public accounting firm to analyze, reconcile and possibly adjust account balances, and to verify that our records are maintained in accordance with generally accepted accounting principles (GAAP) on an annual basis. The Director of Business and Operations will develop monthly and annual budgets, to be approved by the Board of Trustees. All assumptions shall be set forth in the budgets. The school will be using Quikbooks as its accounting software.

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

K. Budget and Cash Flow

The proposed SBCCS II budget was developed by the proposed Executive Director and trustee, and strategically reviewed by the entire Founding Team. Both the proposed Executive Director and the board member who developed the budget have significant financial and budgeting experience through their investment banking careers, and of course through their respective roles at SBCCS.

The budget incorporates the actual experience of South Bronx Classical Charter School during its first five years as a base. However, several changes in assumptions have been made due to inflation or due to changes in the industry.

With regard to the scholars, we assume receiving 60 scholars per year (K and 1 our first year), refilling any attrition in the first grade, a 10% attrition rate, (conservatively) 10% of our scholars being in special education (which equates to 6 special education scholars in each grade). These figures are based on actual statistics found in other charter schools, as well as in the Bronx.

The budget (numbered) assumes the following revenues: initial per pupil District funding of $13,527, the CSP grant of $500,000 spread over the planning year and the first two years of operation, and receipt of two planning grants from the New York City Charter School Center for a combined total of $85,000. Importantly, we assume little receipt of funds through development. The Federal breakfast and lunch Program assumptions are from the USDA website, and based on SBCCS's historical free and reduced lunch figures. However, we expect not to charge for any meals at the school, as the aggregate amounts paid by the students will total less than $30,000 annually.

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

School Director	$110,000
Director of Curriculum and Instruction	$95,000
Office Manager	$45,000
Teachers	$55,000 plus $5k per year experience
Special Education Coordinator	$80,000
Business Manager (starting in year 4)	$65,000
Dean of Students	$75,000
Building Staff (Nurse (1/4), Custodian (1/4)):	$45,000

SBCCS II will purchase an insurance policy featuring $400,000 property coverage, $1,000,000 general liability (aggregate), $3,000,000 of D&O coverage, and workman's compensation

coverage. We have assumed figures provided to us for Austin & Co. We have conservatively assumed 80% of SBCCS II employees will purchase "double" insurance and 20% will purchase individual policies. The individual policies are expected to cost about $550 per month to the employee.

Coverage Type	Coverage
General Liability	$1,000,000
Property, Automotive, Marine, Crime, and Business Interruption	400,000
Directors and Officers	3,000,000
Umbrella Liability	5,000,000
Workman's Compensation	2,300,000
Excess Crime	1,000,000
Student Accident	25,000
Unemployment Insurance	
Catastrophic Accident	1,000,000

We believe scholars who encounter difficulty in classwork should receive specific and small group attention as remediation. Therefore, such scholars will receive additional tutoring. Tutors will be a mix of both our teachers and students from nearby colleges who are accepted as tutors and trained. We expect that approximately 8% of our student body will be receiving tutoring services. This equates to ten (10) scholars in our first year, and 36 scholars at full enrollment. Our experience demonstrates that effective tutoring can occur only with a maximum of six scholars per tutor. Thus we assume that we will need two (2) tutors during our first year and six (6) at full enrollment. In both of these cases, we will have enough teachers (particularly when including non-classroom teachers), to cover our tutoring program.

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

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

L. Pre-Opening Plan

The Founding Team of SBCCS II developed a Pre-Opening Plan, based on the pre-opening plan of SBCCS, and then modified it to reflect both the experiences of the first school's opening, and more recent requirements based on the current landscape. Please note that the task list below includes the person responsible for direct execution of each task. Subsequent to approval of this Charter Application, daily tactical meetings will be held to discuss, develop, and modify the detailed Plan.

SOUTH BRONX CLASSICAL CHARTER SCHOOL II		
TASK SUMMARY FROM APPROVAL TO INITIAL OPENING		
Task	**Date**	**Responsibility**
Identify scholars with IEPs	May-2013	SD
Meet with NYCCCSE	May-2012	ED
Create interim budget	Jul-2012	BM
Create a comprehensive list and schedule of purchases	Jan-2013	OM
Order NYSESLAT annually for ELL students	Jan-2013	OM
Purchase Powerschool	Jan-2013	OM
Provide OPT with scholar name and addresses	Jan-2013	OM
Hire all staff (FP/certified/HQ only) IRS and fill out Staff Chart	Jan-2013	SD
Hire School Professionals	Jan-2013	SD
Set up computer network system	Mar-2013	BM
Install and connect infrastructure (lights, phones computer)	Mar-2013	OM
Purchase Labor law posters	Mar-2013	BM
Purchase QuickBooks and create chart of accounts	Mar-2013	BM
Open Bank Account	Mar-2013	BM
Hire Pro Bono Attorney	Apr-2013	SD
Complete all purchasing	Apr-2013	OM
Board passes all policies, by-laws, handbooks, annual budget	Apr-2013	ED
Contact insurance broker for benefits, D&O, Workers Comp	Apr-2013	BM
Conduct Lottery	Apr-2013	OM
Purchase classroom equipment and furniture	May-2013	OM
Hire ADP	May-2013	BM
Hold Board of Trustees Annual Meeting	May-2013	ED
Design forms: check request, expense report, reimbursement	May-2013	BM
Hold inaugural Family Advisory Council meeting	May-2013	OM
Apply for Parking Permits	May-2013	OM
Schedule vision screenings	May-2013	OM
Enter Transit check program	May-2013	BM
Submit BEDS Data	May-2013	BM
Meet with Office of School Food	May-2013	OM

Collect all required scholar forms, including HLQ	Jun-2013	OM
Set up phone systems and answering service	Jun-2013	OM
Ensure staff have CPR, First Aid, and AED training and supplies	Jun-2013	OM
Complete Project SAVE plan and submit to SED	Jun-2013	SD
Purchase or lease one copier	Jun-2013	OM
Ensure building has School Nurse	Jun-2013	SD
Family Orientations	Jun-2013	OM
Obtain all student records (including immunization forms)	Jun-2013	OM
Hire Signature Learning for related services	Jun-2013	SD
File Per Pupil Invoice with NYSED and DOE	Jun-2013	SM
Finalize location	Jun-2013	ED
Submit IRS SS-4, W-9 Registration, NYS Exemption Certificate	Jun-2013	SM
Hire an Auditor	Jun-2013	ED
Receive all scholar IEPs	Jul-2013	SD
Hire Teach for America	Nov-2013	SD
WELCOME SCHOLARS!	Aug-2013	ALL
Submit Consolidated Application for Title Funding	Aug-2013	BM
Hold Staff Professional Development	Aug-2013	ED, DCI
Hire 3 Interns	Aug-2013	SD
Request BEDS number from Office of New Schools	Aug-2013	OM
Enter student information in ATS	Sep-2013	OM
Collect free/reduced lunch forms	Sep-2013	OM
Mail memo to parents with bus stops and schedule	Sep-2013	OM
Complete Transportation Request Form for OPT	Sep-2013	OM
KEY:		

ED = Executive Director	SD = School Director	OM = Operations Manager
DCI = Director of Curriculum and Instruction		BM = Business Manager

M. Dissolution Plan

a. Public Meetings

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

As required by §2851 (2) (t) of the New York Charter Schools Act and Education Law §§ 219 and 220, SBCCS II has set forth procedures in the event that SBCCS II either dissolves or chooses to close.

Within five days of the decision to close, a Trustee will be appointed by the board to manage the dissolution of the school, and will distribute an official public notice explaining the dissolution, and its impact on all parties. By the 10th business day after the date of dissolution, the Trustee will coordinate public Board Meetings to provide all parties, especially parents, with an official statement and a timeline of the planned steps leading to a seamless dissolution, as well as updates on the transition.

b. Transfer Student Records

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

c. Scholar Transfer Logistics

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

d. Transfer School's Assets

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

Attachments

Attachment 1 – Admissions Policies and Procedures

Admissions Process

A child who is legally qualified for admission into any New York City public school is also qualified for admission, without charge, to SBCCS II. Admission 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. Admission will be purely on a lottery basis, except with regard to siblings of currently enrolled scholars and the scholar's home district, as per the Charter School Law of 1998 (as amended in 2007).

SBCCS II will reserve 10% percent of open seats in a given year for student transfers under the No Child Left Behind ("NCLB") School Choice Program. If the school at any time has a scholar enrollment that is 10% over or under its enrollment plan, it will notify its authorizer.

In school year 2013-2014, SBCCS II will enroll scholars in Kindergarten and First Grade. Thereafter, it will accept nearly all of its scholars for Kindergarten. Children must turn 5 years old by December 31 to be eligible for Kindergarten, just as in the New York City public schools.

On January 1, 2013, applications are made available via mail, pick-up at the main office, fax, our website, and email. By April 1 (as per an amendment to the Charter School Law), all applications must be received. The table below outlines the key dates for admissions in the 2013-2014 academic year.

South Bronx Classical Charter School II	
Admission Policy and Calendar	
Date (2013)	**Event**
January 1	Advertising campaign. Application available via website, fax, office, mail, and email.
February 11	Visit Head Start Program #1
February 15	Information Session #1 (morning)
February 26	Information Session #2 (afternoon)
March 9	Visit Head Start Program #2
March 23	Information Session #3 (evening)
April 1	Final date for Application Receipt
April 2	Determination of Application Eligibility
April 4	Public Lottery

April 5	Applicants sent confirmation of admission with contract or wait list status and rank
April 20	Deadline for contract return
April 28	Request student records from District

SBCCS II will distribute flyers and pamphlets throughout the local community advertising for admission. As mentioned above, information sessions will be held in the community to inform families and community members about the school and the admissions process. Bi-weekly information sessions will be held during January and February preceding the academic year. While these information sessions will not be mandatory they will be strongly encouraged. The purpose of the sessions is to allow parents to make an informed choice for their child. All information sessions will feature a translator and accommodations for the disabled to attend. Each of the sessions will be similar, so there will be no need for parents to attend more than one.

If the number of applications is greater than the number of available seats, then a public lottery will be held. This lottery will be conducted in a public domain and administered by a third party. For School Year 2013-2014, the lottery will be held on April 4, 2013. The lottery will always be held after April 1 of each upcoming academic year per the Charter School Law, as amended.

Admission will be based on the following preferences in strict order. After the first year, first priority will be for returning scholars. Once those slots have been filled, siblings of returning students or siblings of students who have also been accepted in this lottery are accepted. Third priority will be those students living in the home district of SBCCS II. Thereafter, applicants from outside the home district will be drawn. All names will be pulled and put onto a list in the order in which they were selected.

Within three calendar days of the lottery, SBCCS II will send letters of notification to parents, stating either their acceptance to SBCCS II or their waitlist status and number. Scholars who have been accepted will receive an enrollment form and will be asked to sign the SBCCS II Covenant, a tri-partite list of rights and responsibilities for the school, parents, and the soon-to-be scholar.

Families will have approximately 14 calendar days to sign and return the Enrollment Form via mail or drop off. Though signing the covenant will not be a requirement for enrollment, we will strongly encourage parents to indicate their support of the program. If not received by the deadline, the applicant loses his/her seat and we will contact the next name on the list in the appropriate order.

If the number of applications is less than the number of available seats, then, rather than through a lottery process, all scholars will be admitted, and a second round of information sessions will be held to fill any remaining seats. If a second lottery process is necessary, the Public Lottery will be held 20 business days after the first lottery held (for example, May 2, 2013 if the first lottery is held on April 4).

All scholars who are accepted for enrollment or re-enrollment must complete all required enrollment forms on time to enroll at SBCCS II. If these forms are not completed and returned on time, the relevant scholar loses his/her spot on the waiting list. These forms include proof of the child's successful completion of the previous grade, if entering after Kindergarten. Families will also receive the SBCCS II Family Handbook, which will include the Discipline Code, and the SBCCS II covenant.

Attachment 2 – Samples of Evidence of Community Outreach

Community Meeting

February 9, 2012

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

Lester Long
Executive Director

Leena Konda
Director of Business
and Operations

Mission

South Bronx Classical Charter School prepares K-5th grade students in the South Bronx to excel in college preparatory middle schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

Description of School

South Bronx Classical

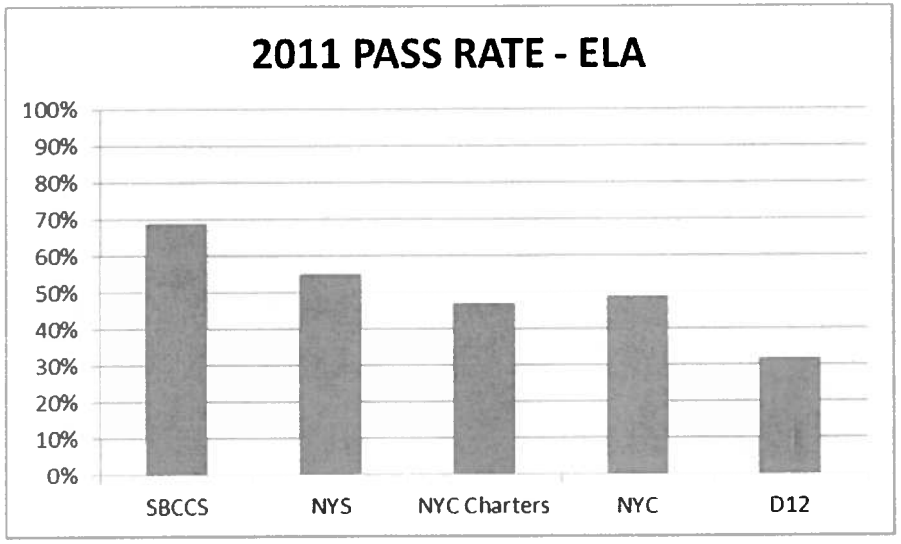
- Founded in 2006; celebrated inaugural fifth grade graduation in June 2011
- Rigorous curriculum in all grades and subjects
- Offers double the Art, Music, and Gym that public schools do
- Begin Latin instruction starting in 3rd grade
- Debate starting in 4th grade
- Re-chartered for full 5 year term in 2010
- **Most improved NYC public school in 2011, by NYC Progress Report**

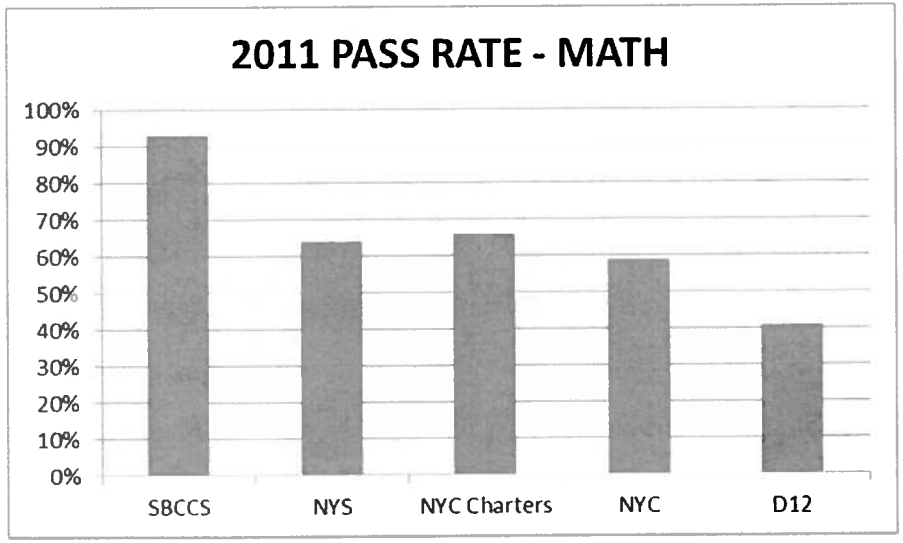
South Bronx Classical II

- Geographically nearby
    - Similar demographics and student population
- Same culture, grade span, school year, school day, subjects

SOUTH BRONX CLASSICAL CHARTER SCHOOL

Academic Performance



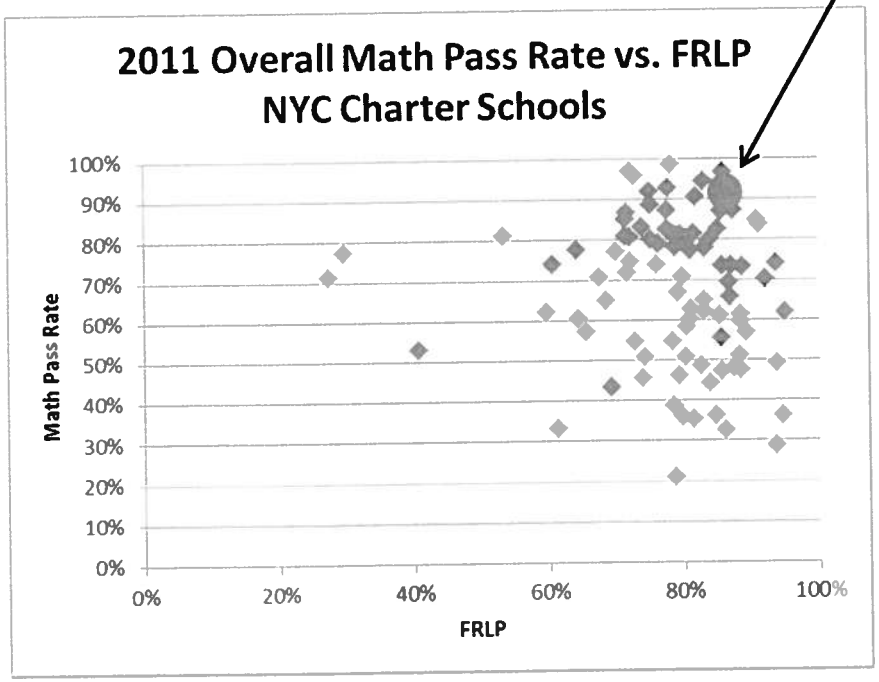


2010-2011							
Subject	ELA				MATH		
	SBCCS	CS 150	District 12		SBCCS	CS 150	District 12
Third	64%	29%	30%		88%	26%	33%
Fourth	67%	43%	35%		92%	56%	46%
Fifth	83%	50%	30%		97%	62%	44%

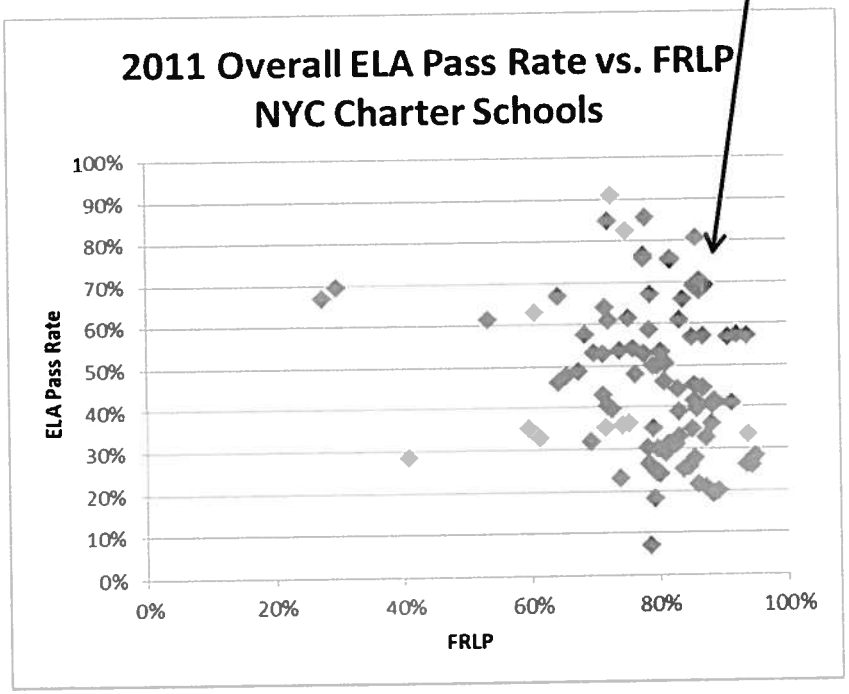
SOUTH BRONX CLASSICAL CHARTER SCHOOL

Academic Performance

SBCCS



SBCCS



SOUTH BRONX CLASSICAL CHARTER SCHOOL

Academic Performance

NYC Department of Education
Dennis M. Walcott, Chancellor

Progress Report 2010-11

South Bronx Classical Charter School	
PRINCIPAL:	Lester Long
DBN:	84X346
ENROLLMENT:	321
SCHOOL TYPE:	Elementary
PEER INDEX:	55.55

(see p. 6 for more details on peer index)

OVERALL GRADE **A**

OVERALL SCORE **78.8** out of 100

PERCENTILE RANK **97**

This school's overall score is greater than or equal to that of 97 percent of Elementary schools.

Overall Grades - Elementary

GRADE	SCORE RANGE
A	56.7 or higher
B	40.6 - 56.6
C	25.7 - 40.5
D	18.3 - 25.6
F	18.2 or lower

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

CATEGORY	SCORE	GRADE
Student Progress	49.3 out of 60	A
Student Performance	18.0 out of 25	A
School Environment	10.5 out of 15	A
Closing the Achievement Gap	1.0 (15 max)	
Overall Score	78.8 out of 100	A

Proof

SOUTH BRONX CLASSICAL CHARTER SCHOOL

Need & Demand

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

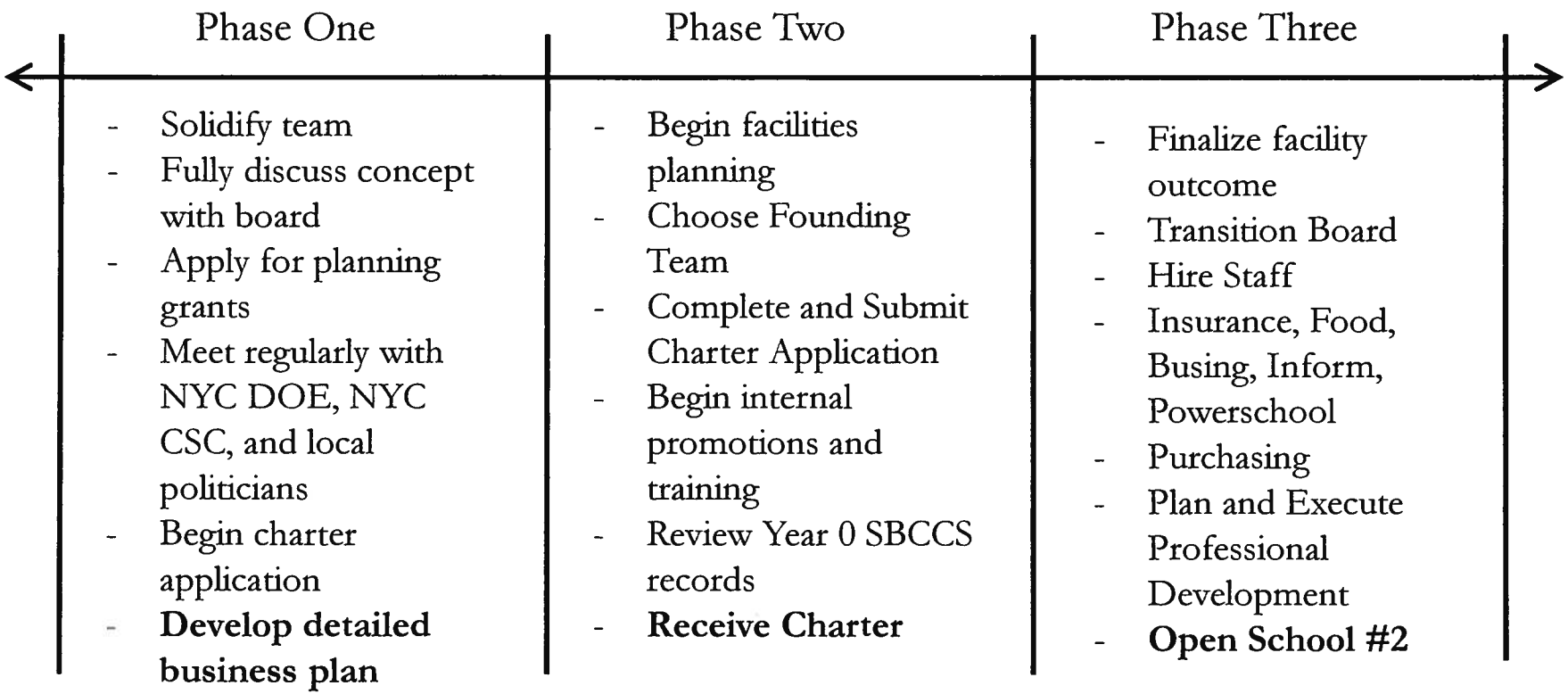
	2006	2007	2008	2009	2010	2011
Total Applications	**249**	**263**	**275**	**496**	**559**	**567**
K Applications	112	180	160	258	270	306
Available Seats	120	60	60	60	60	60
Applications/Seat	2.1	4.4	4.6	8.3	9.3	9.5
K Applications/Seat	**0.9**	**3.0**	**2.7**	**4.3**	**4.5**	**5.1**

Percent of parents at your school who were satisfied or very satisfied with:

98%	The education and services my child has received this year.
97%	My opportunities to be involved in my child's
96%	How well the school communicates with me.

SOUTH BRONX CLASSICAL CHARTER SCHOOL

Timeline and Org Chart Development



SOUTH BRONX CLASSICAL CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL

02/09/2012
Community Meeting for
South Bronx Classical II

NAME	SIGNATURE
Mary Luz Reyes CEC Dist 12	Mary Luz Reyes
Jennifer Izquierdo	Jennifer Izquierdo
JUAN A IZQUIERDO	Juan A Izquierdo
Toya Konate	Toya Konate
Floyd C. Gray	Floyd C Gray Jr.
TONYA Gray	Tonya Gray

Excerpts from the Community Meeting for South Bronx Classical Charter School II held on February 9, 2012

(Question from Mr. Gray, parent of current SBCCS scholars): I was thinking about the expansion from K-8th. Will the new school be one grade per year until you get to 8th grade?

(Response from Leena Konda): We will start with Kindergarten and 1st and add one grade each year until 8th grade

(Question from Mr. Gray, parent of current SBCCS scholars): What is the biggest obstacle?

(Response from Lester Long): Space. Facilities. The problem is we get our money from the state based on how many scholars we have. If we have to get private space, that can be up to one-hundred thousand dollars a month. So that really adds up quickly. One of the things that I am working on is identifying public buildings that may have extra space in it. We can have many schools if we had space. We have been told by many people that Brooklyn has a lot of space. But I'd rather do one area really well and really make a change. Rather than being all over. That wouldn't be as useful.

(Question from Mr. Gray, parent of current SBCCS scholars): Other than space, what is the next challenge?

(Response from Lester Long): Finding great people. I'm the Executive Director. I'm the figurehead of the school. But it's not about me. The fact that the school is great has very little to do with me. It is great teachers, great people working and making it happen. We talk about you can have a job, you can have a career, and you can have a calling. We want to get people into that calling. It's not about how much money you are making and who has a nicer office. That's hard.

Some of you may be concerned with how is the second school going to affect the first school?

(Question from Mr. Gray, parent of current SBCCS scholars): That was going to be my next question, but I was trying to get someone else to ask that.

(Response from Lester Long): That is a good question. The worry when you replicate is, how is that going to affect your flagship? That is something we spend a lot of time thinking about. One of the things we do is making the school strong enough to go on without me and other key people in the school. I spend a lot of time giving people leadership opportunities so they can own part of it and run with it.

(Question from Mr. Gray, parent of current SBCCS scholars): Will you be taking any of the teachers from here [SBCCS I]?

Response: Probably, not many. We will only have six classrooms in year one. I estimate taking three teachers from here and hiring three new teachers. But because of all the curriculum work that we've been working on here all that would go right over. That will allow us to ensure that the new teachers will be strong even if they are less experienced.

(Question from Mr. Gray, parent of current SBCCS scholars): What about the Front Office staff? I'm worried about those people leaving. Ms. Jackson [Dean of Students], Ms. Gomez [Operations Manage]. I understand that you all are a good judge of character. As far as when you are picking out your teachers.

(Response from Leena Konda): Like Mr. Long said, a lot of what we do here is training the people below us so that they can step up when they need to.

(Response from Lester Long): We have something here that works. The idea is that the people here would train people to work there [SBCCS II]. So the idea is that Ms. Jackson and Ms. Gomez would not leave, but they would train people to go over there.

(Question from Ms. Reyes, representative from the District 12 Community Education Council): Next year this school [SBCCS I] is going to have 6th grade?

(Response from Lester Long): Yes

(Question from Ms. Reyes, representative from the District 12 Community Education Council): Ok, and the next school is going to have Kindergarten?

(Response from Leena Konda): Yes, and 1st grade. This proposal is for a school in academic year 2013-2014, not next year.

(Question from Ms. Reyes, representative from the District 12 Community Education Council): And you have the space already?

(Response from Lester Long): No, no space yet. We are working hard to locate a space.

South Bronx Classical Charter School II

Feedback Form

Name: Steven R. Plater

Phone Number: [redacted]

Email: [redacted]

Questions, Comments & Suggestions

I Suggest adding another special to the Scholars' schedule such as Performing Arts or Dance. I also feel as the School expands, there may need to be more than one teacher in certain fields such as music. One music teacher could teach K-3 and one 4-8 or something similar so the teachers aren't overwhelmed and can teach effectively. I am excited that the School is expanding. Congratulations on your achievements thus far and the new charter!

Signature: Steven R Plater

Date: 2/15/12

SOUTH BRONX CLASSICAL CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL IS IN THE PROCESS OF SUBMITTING AN APPLICATION FOR A NEW GREAT SCHOOL!

WE WANT TO HEAR WHAT YOU THINK OF SOUTH BRONX CLASSICAL TO HELP US PLAN THE NEXT SCHOOL.

HELP US BY EMAILING COMMENTS, QUESTIONS, AND SUGGESTIONS TO COMMENTS@SOUTHBRONXCLASSICAL.ORG.

SOUTH BRONX CLASSICAL CHARTER SCHOOL

LESTER S. LONG
EXECUTIVE DIRECTOR

977 FOX STREET
BRONX, NY 10459
(718) 860-4340 PHO
(718)860-4125 FAX
WWW.SOUTHBRONXCLASSICAL.ORG

February 15, 2012

Dear Denise Rodriguez,

This school year has been filled with many successes for South Bronx Classical Charter School. In June 2011, we received an "A" on the New York City Department of Education's Learning Environment Survey. According to New York State test data, we were the most improved school in the city during the 2011 academic year. Currently, South Bronx Classical's curriculum is stronger and more rigorous than ever, our teachers are receiving more and better professional development and our scholars are achieving higher levels of success each day. Due to our successes and our desire to provide high-quality education services to our scholars through their critical middle school years, we applied for a charter amendment to expand our school to eighth grade. Recently, the Board of Regents approved our charter amendment and we are on our way to preparing our scholars for success in college preparatory high schools.

As we reflected on our successes and feedback from our parents and community members, we felt it necessary to provide an exceptional education to more students in our community. South Bronx Classical currently has the capacity to accept 60 new Kindergarten students each year. We want to replicate our school and provide a South Bronx Classical education to many more deserving students. We were granted the opportunity to move forward with our plans to replicate and are now in the process of submitting a full charter application to the New York State Department of Education. If our charter is approved, we plan to open South Bronx Classical Charter School II in August 2013. Our plans for the new school are as follows:

- South Bronx Classical Charter School II will be a K – 8 school with the same mission, culture, grade span, school year, school day, curriculum, and subjects as South Bronx Classical Charter School
- We will offer double the Art, Music, and Gym than public schools do
- Latin instruction will begin in 3rd grade and Debate will begin in 4th grade
- South Bronx Classical II will be in the Bronx, ideally in CSD 8 or 12

We need your help to make this happen! Attached please find our suggestion form. We would like to hear what questions, comments, and suggestions you have about our plan for replication. This will help us make critical decisions about the new school. You have been instrumental in supporting South Bronx Classical Charter School and we appreciate any feedback that you can give us. Please fill out the attached form and mail to our school or email Lester Long at comments@southbronxclassical.org with your feedback. Thank you for your continued support.

Sincerely,

Lester Long
Executive Director

FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

DEPARTMENT OF CLASSICAL
LANGUAGES AND CIVILIZATION

February 21, 2012

Matthew McGowan
Assistant Professor of Classics
Tel: 718-817-3031 / Email: mamcgowan@fordham.edu

Lester Long
Executive Director
South Bronx Classical Charter School
977 Fox Street
Bronx, NY 10459

Dear Mr. Long,

I greatly enjoyed my visit to South Bronx Classical last month. It was a pleasure to guest lecture with your fifth grader scholars in Latin.

Thank you for forwarding me your summary of the proposed South Bronx Classical II. I am excited to see the spread of Latin and Debate amongst our scholars in the Bronx. As I understand it, the proposed school will teach Latin beginning in the 3rd grade and Debate beginning in the 4th.

I have two suggestions to improve the instruction of both Latin and Debate:

1) Moving toward the use of an established Latin curriculum and textbook. Your teachers have been using a variety of texts to construct their curriculum but it may lack some cohesion. Perhaps you could use Ecce Romani or Latin for Children. These textbooks have been refined for many years and will simplify the planning yet enrich the content of your instruction.

2) Increasing the amount of Latin and Debate instruction. I understand that in the past you have taught these subjects for 30 minutes per day. However, given the increased level of content and grammatical sophistication in the upper grades, you may want to expand this to 40 – 50 minutes per day. This will reduce some instructional pressure on your teachers, and also give time to develop connections between Latin and English which will prove helpful as your scholars begin to think about the PSAT and SAT.

These ideas may not work in the lower elementary grades, but will prove increasingly potent as the scholars reach the upper elementary and middle school years.

Furthermore, I might suggest that, for your highest grade, a trip to Rome and/or Athens. Such a culminating experience will prove.

Sincerely,

Matthew McGowan
Assistant Professor of Classics
President, New York Classical Club

TemPositions Group of Companies
School Professionals

Lester Long
Founder
South Bronx Classical Charter
977 Fox Street
Bronx, NY 10459
Date 2/18/12

244 Fifth Avenue #200
New York, NY 10001-7604
T 317.508.4370
natalierperkins@yahoo.com

Dear Mr. Long,

Congratulations on receiving the approval to expand to South Bronx Classical Charter to the eighth grade! The hard work and dedication of you and your team has certainly paid off as you continue to cultivate the next leaders of our communities and our world.

Upon receiving your letter asking for feedback, I thought of a couple things that may help your school community continue to grow positively and successfully. Most importantly would be to establish a consistent culture and discipline throughout the school. Scholars should work the same and act the same regardless of the class or the teacher. Teachers need an opportunity to observe each other and the students they are servicing in different environments. The language should almost be synonymous when your teachers are speaking to scholars regarding behavior and the pillars. Your Specials teachers should observe how classes operate with their regular teachers and hold them accountable for this behavior. This will cause stronger reinforcement of both the behavior and the pillars.

Also, if you haven't already, look into a class management system that travels with the classes. The stop light is only in each classroom and it seems to be difficult to give weight to behaviors, positive or negative, that occur with different teachers. I can volunteer some systems I have seen work in other school systems, should you find that you need suggestions.

Again, congratulations and best wishes for your continued success.

Sincerely,

Natalie R. Perkins

EMMA K. GRAVES
LITERACY CONSULTANT

Lester Long
Executive Director
South Bronx Classical Charter School
977 Fox Street
Bronx, NY 10459

February 22nd, 2012

Mr. Long,

It has been a pleasure to partner with you in enhancing guided reading instruction at South Bronx Classical. I have been thoroughly impressed not only by your system-wide focus on literacy and commitment to sustained professional development, but also by the resources prioritized and made available to teach guided reading. Classroom libraries are full of an abundance of books from a wide variety of genres, teachers have been trained in using the *Fountas & Pinnell Benchmark Assessment* to group scholars according to specific need, and guided reading lesson plans are provided as a resource for all books available to teach guided reading lessons.

I have the following recommendations to advance the guided reading program at SBCCS:

- Continue to cultivate a love of reading by encouraging scholars to independently choose "*Good Fit*" books from classroom libraries and refresh their books often.
- During guided reading sessions, focus on teaching scholars strategies that will help them become better readers. Demonstrate how to apply strategies and allow students to practice independently while circulating to each student.
- Keep teaching component of guided reading lesson to 5-8 minutes, leaving the majority of time for guided and independent practice.
- Continue to develop teachers' skills in using the *Fountas & Pinnell Benchmark Assessment* to inform guided reading instruction, specifically:

    a. <u>Miscue Analysis</u>
        - Use meaning, syntax & visual Information to pinpoint the basis of student errors and determine next steps
    b. <u>Levels of Comprehension</u>
        - Increase the rigor of instruction by challenging students with *Beyond & About the Text* strategies

I have greatly enjoyed my visits to South Bronx Classical this year and look forward to seeing your outstanding efforts expand to more scholars in the Bronx.

Sincerely,

Emma K. Graves
Literacy Consultant

SOUTH BRONX CLASSICAL CHARTER SCHOOL

Developing Liberated Scholars and Citizens of Impeccable Character

Feedback on proposed South Bronx Classical Replication

February 15, 2012

Want to give feedback about the proposed replication....

Attachment	Size
ReplicationLetter&Form.pdf	207.68 KB

© South Bronx Classical Charter School | Site by Lucky Design

South Bronx Classical Charter School

By Peter Milosheff, viewed 86 times. 02/21/2012 21:48:00

The students.

This school year has been filled with many successes for South Bronx Classical Charter School. Due to our successes and our desire to provide high-quality education services to our scholars, we applied for a charter amendment to expand our school to eighth grade.

As we reflected on our successes, we felt it necessary to provide an exceptional education to more students in our community. We want to start a new great school and provide a South Bronx Classical education to many more deserving students. We were granted the opportunity to move forward with our plans to replicate and are now in the process of submitting a full charter application. If our charter is approved, we plan to open South Bronx Classical Charter School II in August 2013.

Please contact us with comments, questions, and suggestions below:

South Bronx Classical Charter School
977 Fox Street
Bronx, NY 10459

Tel.: 718-860-4340
Fax.: 718-860-4125

E-mail: comments@southbronxclassical.org

Searching for Game Rental?
Discover and compare hundreds of sources
for Game Rental.
Ad
http://www.askthecrew.net

SOUTH BRONX CLASSICAL CHARTER SCHOOL

Developing Liberated Scholars and Citizens of Impeccable Character

Community Meeting

February 9, 2012

Come to our community meeting on Thursday, February 9th! See flyer attached for more information.

Attachment	Size
CommunityMeeling.pdf	45.62 KB

© South Bronx Classical Charter School | Site by Lucky Design

South Bronx Classical Charter School II

Feedback Form

Name: _____ Phone Number: _____

Email: _____

Questions, Comments & Suggestions

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____ Date: _____

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

South Bronx Classical Charter School II
First Grade Daily Schedule
2013-2014

	MSMC		Barnard		Cornell		Learning Specialist
8:00 - 8:10	Bathroom (w)	8:00 - 8:30	Math Lesson	8:00 - 8:20	Grammar	8:00 - 8:20	Push in Colorado Math
8:10 - 8:30	DMA	8:30 - 8:50	DMA	8:20 - 8:40	Reteach	8:20 - 8:40	Reteach Cornell
8:30 - 8:50	Grammar	8:50 - 9:40	Special	8:40 - 8:50	Bathroom (w)	8:40 - 9:00	Prep/S-SS Setup
8:50 - 9:40	Special	9:40 - 9:50	Bathroom (w)	8:50 - 9:40	Special	9:00 - 9:40	Intervention
9:40 - 10:10	Math	9:50 - 10:20	Read Aloud	9:40 - 10:10	Phonics	9:40 - 10:10	Push in Math MSMC
10:10 - 10:40	Phonics	10:20 - 10:40	Grammar	10:10 - 10:40	Read Aloud	10:10 - 10:40	Homework
10:40 - 11:10	**Lunch**	10:40 - 11:10	**Lunch**	10:40 - 11:10	**Lunch**	10:40 - 11:10	**Lunch**
11:10 - 11:20	Bathroom (w)	11:10 - 11:40	Phonics	11:10 - 11:50	Social Studies/Science	11:10 - 11:50	Intervention
11:20 - 11:50	Read Aloud	11:40 - 11:50	Bathroom (w)	11:50 - 12:40	Special	11:50 - 12:40	Special
11:50 - 12:40	Special	11:50 - 12:40	Special	12:40 - 12:50	Bathroom (w)	12:40 - 1:50	Guided Reading
12:40 - 12:50	Math Meeting	12:40 - 12:50	Math Meeting	12:50 - 1:50	Guided Reading	1:50 - 2:40	Push in Math Cornell
12:50 - 1:50	Guided Reading	12:50 - 1:50	Guided Reading	1:50 - 2:40	Math Lesson/DMA	2:40 - 3:00	Prep/Reading Responses
1:50 - 2:40	Writing	1:50 - 2:30	Social Studies/Science	2:40 - 2:50	Bathroom (w)	3:00 - 3:20	Reteach MSMC
2:40 - 2:50	Snack	2:30 - 2:40	Bathroom (w)	2:50 - 3:00	Math Meeting	3:20 - 3:40	Prep/Reading Responses
2:50 - 3:00	Bathroom (w)	2:40 - 2:50	Snack	3:00 - 3:10	Snack	3:40 - 4:00	Reteach Colorado
3:00 - 3:20	Reteach	2:50 - 3:40	Writing	3:10 - 4:00	Writing		
3:20 - 4:00	Social Studies/Science	3:40 - 4:00	Reteach	4:00 - 4:20	Choice Time		
4:00 - 4:20	Choice Time	4:00 - 4:20	Choice Time	4:20 - 4:30	Dismissal		
4:20 - 4:30	Dismissal	4:20 - 4:30	Dismissal				

South Bronx Classical Charter School II
Fifth Grade Daily Schedule
2013-2014

	Loyola		Oregon		Learning Specialist
8:00 - 8:15	DMA	8:00 - 8:15	DMA	8:00 - 8:15	DMA
8:15 - 8:55	Math	8:15 - 8:55	Math	8:15 - 8:55	Math
8:55 - 9:55	Reading	8:55 - 9:45	Latin/Debate	8:55 - 9:45	Latin/Debate - Oregon
9:55 - 10:45	Latin/Debate	9:45 - 10:45	Reading	9:55 - 10:45	Latin/Debate - Loyola
10:45 - 11:15	**Lunch**	10:45 - 11:15	**Lunch**	10:45 - 11:15	**Lunch**
11:15 - 12:15	Writing	11:15 - 12:15	Writing	11:15 - 12:15	Prep
12:15 - 1:15	Guided Reading	12:15 - 1:15	Guided Reading	12:15 - 1:15	Guided Reading
1:15 - 1:40	Re-Teach	1:15 - 1:40	Re-Teach	1:15 - 1:40	Re-Teach
1:40 - 2:20	Social Studies	1:40 - 2:20	Social Studies	1:40 - 2:20	Prep
2:20 - 3:10	Special	2:20 - 3:10	Special	2:20 - 3:10	Intervention
3:10 - 3:20	Snack	3:10 - 3:20	Snack	3:10 - 3:20	Snack
3:20 - 4:00	Science	3:20 - 4:00	Science	3:20 - 4:00	Science
4:00 - 4:20	Choice Time	4:00 - 4:20	Choice Time	4:00 - 4:20	Choice Time
4:20 - 4:30	Dismissal	4:20 - 4:30	Dismissal		

Please note that DMA stands for Daily Math Assessment, a short cumulative spiraled review of the year's math content which paradoxically informs long-term instructional decisions by assessing educational 'stickiness'.

South Bronx Classical Charter School II
Seventh Grade Daily Schedule
2013-2014

	Mount Holyoke	Dartmouth	Learning Specialist
8:00 - 8:50	Math	Social Studies	DMA
8:50 - 9:40	Social Studies	Math	Math
9:40 - 10:30	Reading	Latin/Debate	Latin/Debate - Dartmouth
10:30 - 11:20	Latin/Debate	Reading	Latin/Debate - Mount Holyoke
11:20 - 11:50	**Lunch**		
11:50 - 12:40	Writing	Writing	Prep
12:40 - 1:30	Reading	Guided Reading	Guided Reading
1:15 - 1:40	Re-Teach	Re-Teach	Re-Teach
1:40 - 2:20	Math	Math	Prep
2:20 - 3:10	Special/Prep	Special/Prep	Intervention
3:10 - 4:00	Science	Science	Science
4:00 - 4:20	Study Hall	Study Hall	Study Hall
4:20 - 4:30	Dismissal	Dismissal	Dismissal

"Special" refers to Art, Physical Education, and Music.

Attachment 3b – First Year Calendar

South Bronx Classical Charter School II will coordinate its calendar with the New York City Department of Education school calendar, which has not yet been released. The calendar below coordinates with the 2011-2012 NYC DOE calendar, as next year's will.

August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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October 2011

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November 2011

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December 2011

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January 2012

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February 2012

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March 2012

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April 2012

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May 2012

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June 2012

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July 2012

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29	30	31				

There are 191 school days in the 2011 - 2012 academic year. Boxes indicate no school.
School Day is from 8am to 4:30pm. Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS

August 17	1st Day of School	November 11	Veterans Day	Apr. 6-13	Spring Break
September 5	Labor Day	Nov. 24 – 25	Thanksgiving	May 28	Memorial Day
Sept 29 and 30	Rosh Hashanah	Dec. 26 – Jan 1	Winter Recess	June 7	Chancellor's Day
October 10	Columbus Day	January 16	MLK Jr. Day	June 27	Last Day
November 8	Election Day	Feb 20–24	Winter Recess	Jul 2 - 27	SLA
				Aug 1-16	Professional Development

Attachment 4 – Scholar Discipline Policy

PHILOSOPHY

South Bronx Classical is characterized by a culture that is orderly, supportive, and focused on academic excellence and character development. Discipline and order exist in a school when scholars are known and cared for by all of the faculty and staff.

South Bronx Classical has created a contract between the school, the parents/guardians, and the scholars which ensures everyone's commitment to the values and culture of the school.

Our approach to discipline is rooted in the belief that the learning environment is sacred. We will do whatever it takes to make sure that every scholar is safe (physically, mentally, and emotionally), providing every scholar the right to learn without needless interruptions. Our goal is to create a school culture which prepares scholars to become engaged citizens who respect the rules of our communities.

RESPECTFUL ENVIRONMENT

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

Respect for self

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

Respect for fellow scholars

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

Respect for faculty, staff, and all adults

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

Respect for the classroom

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

Respect for property

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

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

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

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

To this end, South Bronx Classical has set forth policies that support our mission, ensure a culture of achievement, and are consistent with the requirements of due process and with federal laws and regulations governing the placement and disciplining of students with disabilities.

South Bronx Classical has created a Code of Conduct in order to:

- ensure that our school is a respectful space for learning where all feel comfortable,
- allow scholars to focus on their learning, and
- prepare scholars to become engaged citizens who follow rules set by our communities.

The Code of Conduct describes behaviors that the school considers inappropriate or unacceptable ("behavioral infractions") and the consequences of those behaviors. Scholars who do not to meet the school community's clearly defined standards for reasonable and acceptable behavior are not permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our student Code of Conduct. It is important to note that since South Bronx Classical will provide a highly structured setting, in which expectations are clearly explained and consistently modeled, we anticipate that such infractions as are described below will be minimal. We believe that scholars rise to the level of behavioral expectations we set for them, and that within a disciplined environment, along with positive and consistent modeling, scholars will behave very well.

BEHAVIORAL INFRACTIONS

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

A school-related behavioral infraction refers to the violation of this code occurring:

- while the scholar is on school grounds or school-related transportation,
- during school-sponsored activities and trips, and
- during all other school-related events.

Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated.

RESPECTFUL BEHAVIOR

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

TRAFFIC LIGHT BEHAVIOR SYSTEM

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

- Chewing gum
- Being out of uniform
- Bringing a cell phone to school
- Unexcused lateness to school or class
- Poor posture
- Making inappropriate noises or speaking out of turn during class
- Not paying attention or following directions or procedures of the class or school
- Littering
- Not completing in-class assignments or homework

- Other behaviors deemed inappropriate by school staff

DETENTION

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

- Moving down from green to yellow to red on the traffic light
- Disrespecting a fellow scholar
- Disrespecting faculty, staff, or other member of the school community
- Disrespecting school property
- Deliberately disrupting class
- Engaging in disruptive conduct, or makes other scholars feel uncomfortable/excluded
- Failing to return a signed progress report or report card the day after distribution
- Chronic tardiness

PROCEDURES FOR TRAFFIC LIGHT MOVEMENTS AND DETENTIONS

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

Teachers will notify school leaders of any significant or repeated discipline concerns and seek support from school leaders in finding ways to modify scholar behavior where needed. If the consequence imposed is not effective, staff members may ask school leaders to intervene. If repeated interventions by school leaders are not effective, parents will be expected to come to school to discuss the issue and design further interventions. The school will reserve the right to insist upon parent involvement in resolving the disruptions before the student will be allowed to return to class.

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

LUNCH TIME OUT

Scholars who have not completed work, are out of uniform, or are not following cafeteria rules may be sent to time out for duration of lunch. Time out consists of eating quietly in the time out table.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

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

- Gross disrespect of a fellow student, faculty member, or school transportation provider
- Damaging, destroying, or stealing property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Cutting school or class or leaving school grounds
- Skipping detention
- Inappropriate sexually or racially motivated conduct
- Using abusive, vulgar or profane language
- Fighting, or any form of harassment or intimidation
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling, forging, plagiarizing, or cheating
- Use of a cell phone, pager, or other electronic communication device during school
- Being charged with a felony

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

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

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

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

ALTERNATIVE EDUCATION

Alternative Educational Services are in school, instructional services provided to all scholars who have received an out-of-school suspension for one-five consecutive school days. These services are provided, Tuesday and Thursday, from 2:30pm to 4:30pm. Parents/Guardians must check the appropriate box, located at the bottom of the suspension letter or contact the school's Dean of Students, at 718-860-4340, extension 4036, to request Alternative Educational Services.

EXPULSION

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

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

PROCEDURES FOR LONG-TERM SUSPENSION OR EXPULSION

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

- The scholar is immediately removed from class/school as needed.

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

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

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

The Executive Director will preside at the hearing and makes a decision as to the scholar's status and issues a written decision which is sent to the scholar's guardians, the Board of Trustees, and put in the scholar's permanent file. If the Executive Director finds that long-term suspension or expulsion is indicated, the guardians of the scholar may appeal this decision to the Board of Trustees within ten days of the decision to suspend or expel.

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

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

PROVISION OF INSTRUCTION DURING REMOVAL

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

POLICY FOR INFRACTIONS WHICH CONSTITUTE A VIOLATION OF THE LAW

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

STUDENT SEARCHES

In order to maintain the security of all its scholars, we reserve the right to conduct searches of its scholars and their property. If searches are conducted, the school ensures that the privacy of the scholars is respected to the extent possible, and that scholars and their families are informed of the circumstances surrounding and results of the search. School cubbies and desks, which are assigned to scholars for their use, remain the property of SBCCS II, and scholars should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time.

SCHOLAR RESTRAINTS

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

DISCIPLINE OF SCHOLARS WITH SPECIAL NEEDS

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

FIELD TRIPS, COMMUNITY GATHERINGS, AND END-OF-YEAR EVENTS

A scholar may be considered ineligible for a trip or school event for reasons including but not limited to: not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, misbehavior in school in the days prior to the trip or event, etc. Scholars who are considered ineligible for attending a trip or event are required to attend school that day.

If parents or other volunteers assist with such trips or events, scholars must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be

maintained when attending school-sponsored events, and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips except in special circumstances. Past inappropriate behavior, or excessive detentions and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

BUS BEHAVIOR

The school bus is an extension of our school. Parents will be given bus rules prior to starting bus service. Our bus rules are to make sure scholars have a safe trip and that parents pick up scholars on time so that scholars are home on time. Bus drivers must focus on the road to ensure that all students arrive to school and home safely. We attempt to have Bus Matrons on each bus in both directions. Bus Matrons are employed by the school. However, the vast majority of schools do not have such arrangements, and we cannot guarantee that our buses will have Bus Matrons.

- The Code of Conduct applies to riding on the bus and waiting for the bus at bus stops.
- Scholars must remain in their seats, talk quietly, and follow all of the driver's directions.
- Inappropriate conduct on the bus may result in suspension or loss of transportation services.
- If a scholar is suspended from the bus, the scholar's parent or guardian is responsible for obtaining alternative transportation.

Attachment 5a – Charter School Trustee Background Information

C. Stephen Baldwin
[redacted]

EXPERIENCE

Socio-economic development/education professional with extensive experience designing, implementing and managing programs throughout developing countries in Asia, Africa, the Middle East, Latin America, and Eastern Europe, specializing in launching undergraduate and graduate degree training in population and development studies. Trained policymakers in over twenty countries in planning and implementing programs in such areas as agriculture, community development, development administration, education, functional literacy, law, and population and development, enabling them to make more informed decisions on their respective countries' development.

Broadened this experience in training and teaching by becoming a New York State certified teacher, teaching in the South Bronx as a New York City Teaching Fellow. Further developed United Nations *pro bono* conflict resolution service by establishing consulting firm in alternative dispute resolution, specializing in workplace discrimination. Currently applying educational, program development and managerial experience as Executive Director of Learning Disabilities Association of New York City.

RELEVANT SKILLS

Managing highly-skilled professionals and support staff and all aspects of program **conception and implementation** in substantive areas of the integrated development field, with special emphasis on functional education for women, population, and learning disabilities; **planning** and implementing programs at every level from small-scale fieldwork (*example*: relief/rehabilitation work in Bay of Bengal, following a devastating cyclone/tidal bore) to large, complex, multi-faceted country and regional programs (*examples*: Ford Foundation officer responsible for South Asia programs in New York, Assistant to the Representative and Assistant Representative responsible in the field for programs in Malaysia and Bangladesh); **negotiating** at highest levels of government, universities, and non-profit organizations, in both more- and less-developed countries; **working easily** in either French or English, with effective functional capabilities in such other languages as Italian and Spanish; **writing** with facility (*example*: over thirty-five publications including two books*); **raising funds** from public and private sectors to further support on-going development programs; as arbitrator/mediator, **assisting conflict management** in the workplace; as **trainer**, establishing and growing university-based undergraduate and graduate degree training programs in population and development in numerous Asian, African, and West Asian developing countries, then **teaching** educationally disadvantaged children in one of New York City's most challenged elementary schools, located in that city's South Bronx borough.

EMPLOYMENT

Learning Disabilities Association of New York City, Inc.
Executive Director.
Responsible for all aspects of managing and expanding program range and impact of this 15-year-old non-profit counseling, information- and referral-providing learning disabilities agency.

New York City Board of Education
New York City Teaching Fellow and Teacher, PS 65, South Bronx, NY.
As one of New York City's first Teaching Fellows, completed over two year commitment as a 3rd Grade teacher in one of the city's most intractable elementary schools, PS 65 in the South Bronx. Obtained Masters degree in Education and earned permanent certification as a New York State teacher.

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* Complete listing available on request

PREFIX pre-dispute solutions, LLC
Co-founder and Senior Partner.
Founded and co-manage an alternative dispute resolutions (ADR) firm that helps employees address legitimate workplace complaints at an early stage and employers cut exposure to lawsuits and liability for alleged sexual harassment and other employment problems. (See www.prefix-pds.com)

The United Nations

Numerous positions including **Chief of the Population Branch** and **Interregional Adviser in Population**, specializing in establishing degree and on-the-job programs that trained local professionals to spearhead efforts in multi-sectoral development, concentrating on the central role of the "population variable"—people—in such efforts.

World Education, Inc.
Vice-Chairman of the Board (simultaneously chaired numerous Board/staff committees and working groups in a wide range of program and management areas).

The Population Council, New York

Staff Associate, Center for Policy Studies, responsible for program development and evaluation overseas and policy-oriented research and review domestically and internationally.

The Ford Foundation, New York, Malaysia, and Bangladesh

Assistant Representative, Dhaka, Bangladesh
Program Associate, Asia and Pacific Program, New York, NY
Assistant to the Representative, Kuala Lumpur, Malaysia
Developed and managed integrated programs of socio-economic development.

EDUCATION

MS (Elementary Education), Hunter College (**New York City Teaching Fellow; 3.96 GPA.**)
Certificate in Demography, Princeton University Office of Population Research **(Ford Foundation/Population Council Fellow)**
JD (International Law), Yale University Law School
Graduate Courses, Economics and International Relations, American University
BA (French Literature; **Benjamin Franklin American Studies Prize**), Amherst College

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name C. Stephen Baldwin

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

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

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I have been the Founding Board Chair of the first SBCCS since its inception and have worked closely with Lester Long, the Applicant, in applying for this opportunity to extend its educational impact in the South Bronx.

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

I fully support the work being done by SBCCS and welcome the opportunity to play a role, through board membership on SBCCS II, in expanding its service to the South Bronx community.

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

   I am a Trustee of South Bronx Classical Charter School. In addition, I was a Third Grade teacher for three years during the period 2001-3, at PS65x in the South Bronx, with the New York City Teaching Fellow program, where I acquired first-hand knowledge of inner city educational needs. In addition, I have spent most of my professional career in the educational field.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director, Lester Long.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a

management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would immediately contact this/these member(s) and determine, to the best of my ability, whether any such conflict of interest was, in fact, at genuine issue. If I determined that it was, and that there were no mitigating circumstances involved in this, I would ask the Board Member(s) concerned for their immediate resignation, and this would subsequently be reported as required to the NYS and NYC educational authorities.

Educational Philosophy

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

Through its emphasis on a classical curriculum and a highly structured setting, with all the concomitant commitments of student and staff time and staff training necessary to achieve highly successful educational outcomes, the school, like its predecessor, aims to develop scholars who

will not only be of impeccable character but will, over time, achieve full proficiency in and advanced mastery of New York State Performance Standards.

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

As with SBCCS, the model for this second school, the key elements of the educational program will all focus on a carefully developed core curriculum that emphasizes development of strong numeracy and, especially, literacy skills. Initially, through at least grades K-4, elementary facts will receive a great deal of concentration, leaving "higher level" thinking to be introduced gradually, in accordance with generally accepted understandings of children's intellectual development potentials, in later grades, through subjects such as debate, Latin etc.

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.

A successful charter school needs to be unremittingly focused on its mission, while always retaining the flexibility to make any and all changes necessary at any given moment to continue advancing that mission. In that effort, enormous dedication to that mission, from every staff member concerned, is required, with concomitant investments of time and energy. It is the Board's responsibility, principally but by no means exclusively through regular contact with and detailed reporting from, the school's Executive Director, to ensure minimum deviation from that goal, and, concurrently, to ensure that all necessary finances, and compliance with relevant financial rules and regulations, are obtained and maintained to that end.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A public charter school board member is responsible, through his/her regular oversight, for nothing less than full achievement of the school's mission. This is a legal responsibility, reached not through daily operational duties (for these remain the rightful domain of school staff, from the Executive Director on), but through attentive setting and maintaining of appropriate school and Board policies, including financial regulation and oversight and close supervision of the

school's senior staff member, the Executive Director.

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 have read and fully understand the present charter school application with respect to the establishment of SBCCS II, as well as the board's by-laws and all relevant policies proposed.

23. Please provide any other information that you feel is pertinent to the Department's review.

I have been closely involved with the development of SBCCS II's predecessor since its earliest days, and in that association have spent much time working closely with the Applicant/SBCCS Executive Director, as well as with the SBCCS Board and on its development into a fully effective institution. To those ends, I am fully committed and cannot, in fact, think of anything more important in my present life, other than family and friends.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

C. Stephen Baldwin 27 February 2012
Signature Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: (Same as above)

Home Address: (Same as above)

KATHRYN MOORE HELENIAK
Professor of Art History
Fordham University, Bronx NY 10458
[redacted]

EDUCATION:
Ph.D. Art History (19th & 20th C., related minor: 18th C.)
Institute of Fine Arts, New York University 1978
Certificate in Art History, Courtauld Institute of Art
University of London 1969
B.A. History, University of Michigan 1967

POST-DOCTORAL FELLOWSHIPS:
Mellon Fellow, Yale Center for British Art, Yale University, Spring 1981
American Council of Learned Societies, Travel Grant, 1989
Summer Faculty Fellowship, Fordham University 1991
Faculty Sabbatical Fellowship, Spring 1997 & Spring 2004

AWARDS: Outstanding Teacher in the Humanities, Fordham College 1996; also Fordham's nominee for the Carnegie Foundation's U.S. Professor of the Year Award for 1996
Who's Who of American Women (21st edition) 1999

PUBLICATIONS:
Books:
William Mulready (Yale University Press, London & New Haven, 1980, in print 2006)

Peer Reviewed Journal Articles:

"Money and Marketing Problems: The Plight of Harriot Gouldsmith, a Professional Female Landscape Painter in Early Nineteenth Century England," *British Art Journal*, Robin Simon, editor, December 2005 (VI 3), 25-36

"An 18th Century English Gentleman's Encounter with Islamic Architecture: Henry Swinburne's *Travels through Spain (*1779),"*British Journal for Eighteenth Century Studies,* vol.28, no. 2 (Autumn 2005), 181-200

"'The Swinburne Ladies' and the Arts," *Journal of the History of Collections*, Oliver Impey and Arthur MacGregor, Editors, (Oxford University Press), vol. 16, no. 2 (November 2004), 267-84

"Victorian Collections and British Nationalism: Vernon, Sheepshanks, and the National Gallery of British Art," *Journal of the History of Collections,* Oliver Impey and Arthur MacGregor, Editors (Oxford University Press), 12, no. 1 (2000), 91-107

"Old Kaspar: Pictorial Pacifism in the Napoleonic Period," *Art Bulletin*, March 1990, 106-117
"John Gibbons and William Mulready," *Burlington Magazine*, March 1982, 136-141

"A Bloomsbury Painter:Vanessa Bell," *Virginia Woolf Miscellany*, Spring 1980, 4-5

"William Mulready and the Society of Arts," (3 parts), *Journal of the Royal Society of Arts*, July (465-469), August (558-562), September (615-617), 1976

Chapter in edited volume/Catalog essay:

"Benjamin West and John Trumbull," catalogue essay, *John Trumbull's Drawings at Fordham University*, Fordham University Libraries, New York 2001, pp. 25-33, to accompany exhibition for which I served as the faculty advisor at the Walsh Library (Jan.-June 2001)

"Naked/Nude" (essay), in Helene Roberts, ed., *Encyclopedia of Comparative Iconography*, 2 vols., Chicago & London, 1998, II, pp. 639-650. This publication won several awards: "Outstanding Academic Book of 1998" by *Choice;* "Worldwide Books Publication Award" by the Art Libraries Society of America; "Outstanding Reference Source" by the American Library Association; and a "Special Mention" for Reference Books, Wittenborn Award.

"The English Point of View: France as an Enemy," in Robert Rosenblum, *L'art et les revolutions: l'art au temps de la Revolution francaise*, Strasbourg, 1992, 179-203 (extensive endnotes)

"Eva Man-Wah Yuen: The Third Face," *Private Symbol-Social Metaphor, Fifth Biennale of Sydney* (curator of the Hong Kong entry and author of catalog essay), Spring 1984

Shorter encyclopedia entries:

"Richard Redgrave,"(1384 words) for the *Oxford Dictionary of National Biography*, H.C.G. Matthew and Brian Harrison, eds., (Oxford University Press, 2004), vol.46, pp.262-63. *This is the new edition of the distinguished British reference: *The Dictionary of National Biography.*

Samuel Redgrave," (526 words) for the *Oxford Dictionary of National Biography,* H.C.G. Matthew and Brian Harrison, eds., (Oxford University Press, 2004), vol. 46, pp. 263-64.

Thomas Webster," (1000 words) for the *Oxford Dictionary of National Biography*, H.C.G. Matthew and Brian Harrison, eds., (Oxford University Press, 2004), vol. 57, pp. 898-900.

Exhibition/Book Reviews:

51st Venice Biennale," (review, 1000 words), *Women's Arts News* (September 2005)

Review of Alison Smith, editor, with contributions by Robert Upstone, Michael Hatt, Martin Myrone, Virginia Dodier, Tim Batchelor, *Exposed: The Victorian Nude,* London, Tate Publishing, 2001, exhibition catalogue (Tate Britain, Nov. 1, 2001-Jan. 27, 2002;

Haus der Kunst, Munich, March 1-June 2, 2002; Brooklyn Museum of Art, Sept. 6, 2002-Jan. 5, 2003; Kobe City Museum, Feb.-May 2003; Gedai Museum, Tokyo, June-Aug. 2003), *CAA.reviews (http://www.caareviews.org/detail.lasso?rev=exposed),* published by the College Art Association, Patricia Mainardi, editor, Oct.-Dec. 2002, (1700 words)

Review of Simon Olding, Giles Waterfield, Mark Bills, *A Victorian Salon: Paintings from the Russell-Cotes Art Gallery and Museum*, exhibition catalogue, the Dahesh Museum, New York, Jan. 19-April 17, 1999 in *CAA.reviews (http://www.caareviews.org/detail.lasso?rev=olding)* June 14, 1999 (1761 words), Patricia Mainardi, editor

Review of Hugh Honour, *Romanticism* (Pelican, 1981) and Robert Hughes, *The Shock of the New* (Knopf, 1981) for "In Print" (BBC Radio, Hong Kong) 1983

Review of Karl Kroeber and William Walling, *Images of Romanticism: Verbal and Visual Affinities* (Yale University Press, 1978), for *Wordworth Circle*, Summer 1980, 162-65

Review of J. Meredith Neil, *Toward a National Taste: America's Quest for Aesthetic Independence* (Honolulu, 1975), for *Studies in Burke and His Time* 19:1, 1978, 88-90

Peer Review Reader: Yale University Press, *The Art Bulletin, Journal of the History of Collections, Victorian Studies*

EXHIBITIONS:

Faculty Advisor and essay contributor, *John Trumbull's Drawings at Fordham University*, Walsh Library, Fordham University, Jan-June 2001

Editorial consultant, "Judy Pfaff," the American entry in the Sao Paolo Biennial Exhibition, October 1998, catalogue by Miranda McClintic, Curator

Curator for the Hong Kong entry in the Sydney Biennale 1984:"Eva Man-Wah Yuen:The Third Face"

"Chinese and American Cultural Interchange," American Library, Hong Kong 1983 (curated an exhibition of contemporary Chinese artists with American training or experience on behalf of the American Chamber of Commerce, Higher Education Liaison Committee of which I was a member, no catalog)

TEACHING EXPERIENCE:

2004/05/06 Invited Lecturer, Modern Art Survey: British Art(2.5 hours) , Christie's (NYC), Art History Master's Program October 2004 & 2005 & 2006

1987- **Fordham University: Asst.Professor 1987-92, Associate Professor 1993-06, Full Professor 2006-** ;
8 Courses: Art History Introduction, 18th C. Art, 19th C. Art, 20th C. Art, American Art, Victorian Pre-Raphaelites (an interdisciplinary course taught with Professor C. Hassett, English Dept.), Senior Seminar for Art History Majors, Gender and Modern Art;
10 tutorials (independent study),

Supervision of **five honors theses** and **one Women's Studies thesis**, reader for third additional honors theses

Prestigious Fellowship mentor: M. Fitzer (Fulbright application), Joseph Schorn (Fulbright application), D. Smiroldo (NEH Younger Scholar application: awarded), R. Nakouzi (Fulbright application)

1985-87 New York University, Fine Arts, Visiting Asst. Professor

1981-84 Hong Kong University, Fine Arts, Lecturer in Modern Art, including a post-graduate course offered jointly by Hong Kong University and the University of London

1979-81 New York University, Fine Arts, Visiting Asst. Professor

1977-79 Smithsonian Institution, Washington, D.C., Lecturer, Associates Program

1975-76 Yale University, Visiting Lecturer

Ph.D. Exam/Thesis Defense, Outside scholar: Yale University (student: Stephanie Grilli); Columbia University (student: Andrew Marvick)

PUBLIC LECTURES:

"A Voice from a Picture," Victorian Life Writing: Sources and Resources, sponsored by the Ruskin Programme, University of Lancaster (UK), July 21-23, 2005

"The Construction of English Landscape Painting in Charlotte Klonk's Science and the Perception of Nature," invited speaker, American Society for Eighteenth-Century Studies Meeting, Notre Dame, April 4, 1998

"Money and Marketing Problems: The Plight of a Professional Woman Painter in Early Nineteenth Century England," Interdisciplinary Nineteenth-Century Studies Meeting, Tulane and Loyola Universities, New Orleans, April 17, 1998

"Victorian Collections and British Nationalism: Vernon, Sheepshanks, and the National Gallery of British Art," Interdisciplinary Nineteenth-Century Studies Meeting, Yale University, April 12, 1996

"A Woman's View: Urban/Suburban Views of London, c. 1820," Interdisciplinary Nineteenth Century Studies Meeting, University of California, Santa Cruz, April 7, 1995

"The Swinburne Ladies: Painters and Patrons in 19th C. England," Interdisciplinary Nineteenth Century Studies Meeting, College of William and Mary, April 8, 1994

"The Colonized Nude in 19th C. British Art," Interdisciplinary Nineteenth Century Studies Meeting, Arizona State University, Tempe, Az., April 2, 1993 and Fordham College Dean's Day, April 16, 1994

"Biography as Destiny: The Case of Harriot Gouldsmith the Artist," Women's Studies Conference, Boston College, June 11-12, 1992

Session Chair, "Reflections on Race and Racism in Modern Western Art, " **College Art Association meeting**, Feb. 15 1990 (favorably reviewed in the *Chronicle of Higher Education*), audio tape of session made for sale by College Art Association

"The English Point of View: France as an Enemy," International Congress of the History of Art, Strasbourg, France, Sept. 1989

"Napoleonic Imagery in British Romantic Painting," New York University, April 1987

Numerous public lectures in Hong Kong on Western Art, most often on modern subjects 1981-84 (Hong Kong Art Centre, Hong Kong Museum of Art, Queen Elizabeth Hall, Goethe House)

"The Response to War in British Painting," College Art Association meeting, New York City, Feb. 25, 1982
"J.H. Fuseli and Romantic Painting", Yale University Art Gallery, March 25, 1981
Several lectures on the subject of **"The Nude in 19th Century British Art"** at : Symposium in conjunction with the exhibition, *Victorian High Renaissance Art*, Brooklyn Museum of Art; British Studies Conference at the University of Colorado, Princeton University, Vassar College, Yale Center for British Art

FORDHAM COLLEGE, ART HISTORY AND MUSIC DEPARTMENT
Assoc. Chair of Department, 1995-96
Chair of Department, 1993-95
Chair, Search Committee for Renaissance/Baroque Asst. Professor position Fall 2006-
Director of Student Internships, 1987- (I have helped place students in all of the principal museums in NYC, the Guggenheim in Venice, NYC Cultural Commission, the Smithsonian, many commercial galleries, publishing houses, magazines among others)
Arranged and participated in symposium: "Art & Dance 1910," March 24, 1988 (Lecture: "Picasso and Parade")
Dept. Representative, Open Day, 1987, 1988, 1990, 1991, 1994, 2005
Arranged guest lectures: Margaret Kelly, Curator of the Forbes Collection, Feb. 22, 1990 and Sarah Bradford Landau, Professor of Fine Arts, New York University, April 11, 1991
Organized, re-introduced and continue to administer "The Vasari Lecture", beginning in 1993 (annual student art history lecture)
Initiated the Stark Prize competition for junior art history majors (1995), awarded with funds supplied by the Stark family to enable art history majors to experience "first-hand the art treasures of Europe;" following European travel, the prize-winning student reported on their experiences in an informal gathering of faculty and fellow students the following fall

FORDHAM COLLEGE/UNIVERSITY SERVICE:
Core Curriculum Committee: Pluralism, Global Studies, Senior Values Courses Fall 2006-
Faculty Fellowship Review Committee, Fall 2004
Honor's Committee, Fall 2004-
Faculty Advisor, Exhibition of John Trumbull's Drawings (and accompanying catalogue), Walsh Library, Jan 2001-
Committee Member for Irish Studies Prize, 2001, 2002
Middle States Committee, 1999-2000
Core Curriculum Committee, 1997- 2000
Women's Studies Committee for years, Executive Board, 1997-2000
American Studies Committee, 1991-2003, Executive Committee, Fall 2003
Matteo Ricci/Prestigious Fellowship Committee, 1987-2001
University Tenure Review Committee, 1995-97
NEH Younger Scholar Advisor, 1995 (Diana Smiroldo)
Faculty Research Grant Review Committee, 1995
Honors Restructuring Committee, 1993-96
Sophomore Advisor, 1997, 1998, 1999

Faculty Participant in Freshmen Recruitment, 1993-94, 1995-96
Freshman Advisor, 1991-92
Fordham College Council, 1990-96
Program Committee for Northeast American Society for Eighteenth Century Studies Meeting, held at Fordham (Oct. 6-9, 1994), arranged group visits to the Frick Collection, and the Metropolitan Museum of Art, arranged lecture of Professor Donald Posner, of NYU at the Metropolitan Museum of Art, Oct. 6, 1994
Faculty Committee, "Term in the City", 1992-93
Faculty Committee, proposed Multi-Cultural M.A. Program
Speaker, Dean's List Ceremony, November 1996
Lecturer, Dean's Day, 1988, 1989, 1993, 1994
Lecturer, High School Counselors' Day, Spring 1988
Lecture: "The American Art Collection at the Met," a museum tour for American Studies students, Dec. 2, 1998
Lecture: "18th Century English Art at Yale", a guided tour of the Yale Center for British Art for the 18th C. Fordham Faculty Society, Sat. Jan. 16, 1993
Lecture: "The Theme of Courtship in Victorian Pre-Raphaelite Painting" for Fordham Faculty Day, Feb. 1, 1991
Lecture: "Feminist Perspectives in the Discipline of Art History, " for meeting of the Fordham Faculty and Administrative Women, Nov. 13, 1989

PROFESSIONAL AFFILIATIONS:
Member, College Art Association, 1975-
Member, Association of Art Historians (British), 1981-
Member, Art Table (by invitation only, national organization for professional women in the arts), 1989-
Member, Society of Historians of British Art, 1992- (Book Prize Committee, 1995)
Member, Interdisciplinary Nineteenth-Century Studies Association, 1993-
Member, Historians of Nineteenth-Century Art, 1996-
Board Member, Institute of Fine Arts Alumni Association, New York University, 1994-97

Consultant: Christie's and Sotheby's Auction Houses (occasional consultant)

CIVIC AFFILIATIONS:
In Motion (previously Network for Women's Services): a non-profit organization which provides legal services to needy women and their children, Benefit Committee to raise funds for the organization (for the past 10 years)
Hosted exchange student from Poland, Stuyvesant High School, Fall 1992, 4.5 months (Ronald W. Lauder Exchange Program)

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Kathryn Moore Heleniak

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Vice-Chair, and member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I am currently Vice-Chair of the Board of SBCCS. I have been working with Lester Long, the Applicant, and the SBCCS board on a plan to extend the school through**

the 8th grade. This will enhance educational opportunities in the South Bronx.

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

As a Professor at Fordham University for more than 20 years I have always wanted to have an opportunity to serve the local Bronx community. Improving the education of the children in this impoverished area is at the top of my list. I support the mission of this charter school to provide a superior classical education to the children of the South Bronx.

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

   I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would immediately confer with the Board Chair (unless the suspicion involved the Chair, in which case I would turn to other members of the board) to determine the accuracy of the conflict of interest. If a genuine conflict was uncovered, the board member would be asked to resign, and the resignation would be reported as required to the NYS and NYC educational authorities.

Educational Philosophy

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

The mission of the school is to provide an excellent education in the classical tradition, with high academic standards and high standards of personal conduct for all students.

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

SBCCS II will closely resemble South Bronx Classical Charter School in its emphasis upon the fundamentals of reading, writing, and math, Latin (starting in third grade) and Debate in fourth grade, along with a strong emphasis upon character development. Art and Music will also be crucial

features of their liberal arts education. "Higher Level thinking" will receive attention in the higher grades. The school seeks to offer a strong structure, academic rigor, and a "college ready" curriculum to its scholars. As a result, the students will achieve proficiency and mastery of the New York State Performance Standards.

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.

A successful charter school must monitor student performance and the development of excellent teaching skills with vigilance from the Executive Director on down to each classroom teacher. Documentation of student performances and teaching skills must be tracked to ensure that they conform to the mission of the school. It is the Board's responsibility to confer with the Executive Director about these matters, to help in any way we can to achieve the mission of the school, to help with finance, and to see that all relevant financial rules and regulations are followed.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
Through responsible oversight, a public charter school board member should help to achieve the mission of the school. It is our role to oversee the functioning of the school, including financial regulation and the close supervision of the Executive Director.

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 have read and fully understand the present charter school application with respect to the establishment of SBCCSII, as well as the board's by-laws and all relevant policies proposed.
23. Please provide any other information that you feel is pertinent to the Department's review.

I have been involved as a board member and Vice Chair of SBCCS II's predecessor. I have seen its remarkable academic success with its current student body. I would like to see that academic success extended through to the 8th grade. SBCCS II scholars will have an excellent academic foundation, one that will enable them to succeed in their college preparatory studies in high school.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Kathryn M. Heleniak 2/27/12

Signature Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Laurence G. Hirsch
[redacted]

EDUCATION

1989-1992 Master's Degree - Urban Planning, New York University
1978-1982 B.A. - Economics - Connecticut College

EMPLOYMENT

2000-Present ***Community Builder/Senior CPD Representative***
U.S. Department of Housing and Urban Development

Serve as senior representative working on HUD-funded homeless projects. Responsibilities include reviewing submissions by service providers, monitoring contracts to ensure compliance with HUD regulations, and working with providers to resolve issues regarding delivery of funds. Also lead local contact regarding implementation of Homeless Management Information Systems. Previous duties included serving as agency liaison with outside groups including elected officials, tenants, community groups and the public on various issues in the areas of Multifamily and Single Family housing.

1998-2000 ***Director of Government and Community Relations***
Neighborhood Housing Services of New York City

Directed all aspects of government and community affairs for the agency, including fundraising, legislative advocacy, and creating partnerships to benefit the agency. Responsible for adding $2 million in government funding to support agency activities. Led advocacy efforts on the Federal, State and City levels. Created partnerships with government and other non-profits which expanded the agency's work and funding base.

1997-1998 ***Director of Real Estate Development***
Housing and Services, Inc.

Responsible for all aspects of agency's real estate development work including: Site selection, Budget preparation, Securing government and private sector financing.

1995-1997 ***Legislative/West Side Coordinator***
NYC Councilman Adam Clayton Powell

Coordinated all legislative affairs for Councilman, including budget negotiations and introduction of legislation. Liaison with Upper West Side community.

1993-1995 ***Director of Development and Community Relations***
Upper Manhattan Task Force on AIDS

Directed agency's fundraising activities and legislative, public and community relations. Wrote proposals to both public and private funding sources, increasing agency's budget by over $1.2 million.

1991-1993 ***Project Coordinator for Housing Development and Emergency Transfer Programs***
Victim Services Agency

Planned and managed agency housing development projects.

OTHER EXPERIENCE

2002-Present ***Chair Legislative Action Committee – Council of HUD Locals 222, AFGE***

Presentations on housing issues at Pratt University, Columbia University, and Hunter College as well as various conferences. Read, write, and speak fluent Spanish.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Laurence G. Hirsch

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Through meeting Lester Long, I became a member of the Founding Board of South Bronx Classical Charter School.**

5. Please explain why you wish to serve on the board. **I wish to serve on the Board because I believe in the mission of the school of providing a first class education to the children of the South Bronx. The record of the school shows that it is meeting its mission and gives me pride in being part of the Board.**

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

   I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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

☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would report it to the Board President and discuss actions the Board should take to investigate and discipline the member.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The school's mission is to provide a strong structured education to children of the South Bronx that will prepare them to be strong scholars and put them on a path towards college or otherwise achieving their potential.**

19. Please explain your understanding of the educational program of the charter school. **The Classical Education Program is both structured to ensure that all scholars are both strong in the educational fundamentals and through the teaching Latin, great books and classical philosophy understand the meaning of what they are learning. The school also gives individual attention to each scholar by tracking their progress in different subjects and developing an educational plan to help them reach their full potential.**

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 primary characteristic that any Charter School needs is to put the educational achievement of**

students first. The school must design a consistent innovative program that ensures that the academic standards of the students will rise. The program must also be well rounded so that students have opportunities to develop skills and knowledge in different areas. The school should excite students about learning. As independent entities, Charter Schools have the freedom to try new ideas and should do so with a focus on student achievement. Charter Schools should also be in lower performing districts where they can help children most in need. South Bronx Classical has an outstanding record of achievement by focusing on the needs of the students and designing a rigorous curriculum, the school has allowed children in one of New York's lowest income communities to achieve outstanding results. To remain successful, the school must remain true to its mission and continue to try new ideas to help the scholars.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The role of a Charter School Board Member is to help the school achieve its mission and monitor its progress in doing so. This means contributing skills and knowledge to help the school and tracking the work being done at the school to ensure success**.

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.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Signature 2/27/12 Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

MELISSA D. BROWN

[redacted]

education

2006 - 2008 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**
Master of Business Administration, June 2008. Co-President of the Caribbean Business Club. Member of TechMedia Club, Venture Capital and Private Equity Club and Volunteer Consulting Organization. GMAT: 750

2000 - 2004 **WILLIAMS COLLEGE** **WILLIAMSTOWN, MA**
Bachelor of Arts degree, *magna cum laude*, in Economics and Mathematics. GPA: 3.95
- *Honors and Awards:* Phi Beta Kappa, 2004 Leadership Legacy award, 2004 Community Builder of the Year
- *New York University, Paris:* French course of study in art history, economics and grammar; Fall 2002

experience

2008 - present **BARCLAYS CAPITAL (through the acquisition of LEHMAN BROTHERS)** **NEW YORK, NY**
Investment Banking Associate, Restructuring and Finance Group
Employ a myriad of tools including the analysis of credit agreements and bond indentures, company valuations and calculations of debt capacity to provide a full range of restructuring services including debt amendments, debtor and creditor restructuring advisory and rescue financings

spring 2008 **D.LIGHT DESIGN**
Volunteered to assist the President in refining the company's operating model for additional fundraising efforts

summer 2007 **THE WALT DISNEY COMPANY** **BURBANK, CA**
Graduate Associate, Corporate Strategy - New Technology Group
- Developed a comprehensive, company-wide customer segmentation strategy for new and existing product offerings. Interviewed representatives across all business units and researched demographic indicators to create a plan to increase Disney's share of "baby boomer" wallet spend
- Performed a competitive gap analysis of Disney's hotel amenities to justify premium pricing. Synthesized this analysis along with an evaluation of potential partners to form an investment recommendation that was then presented to the relevant business unit managers

2004 - 2006 **LEHMAN BROTHERS** **NEW YORK, NY**
Investment Banking Analyst, Global Consumer / Retail Group
- Received highest performance evaluation among first-year analyst peer group
- Served as Captain of Williams College Analyst Recruiting - coordinated and participated in all aspects of analyst recruiting, including resume screening, company presentations and interviewing

Significant transaction experience:
- **The Hertz Corporation, buy-side advisory of $15 billion leveraged buyout.** Assisted in every aspect of the valuation analysis and structuring decisions that led to a successful bid in a competitive auction process. Drafted rating agency presentation and marketing materials
- **Vanguard Car Rental, $3.3 billion securitization and $975 million corporate financing.** Worked in small deal team to provide financial and strategic advisory services, necessitating extensive interaction with client's executive officers. Developed operating model to assess the future cash flows and liquidity profile of a company using securitization to finance its fleet inventory. Crafted offering memorandum and other marketing materials
- **TBC Corporation, sell-side advisory of the Company's $1.1 billion sale.** Conducted discounted cash flow, leverage buyout, comparable transaction and premium paid analyses to support fairness opinion. Managed the data room and due diligence process. Trained and managed a junior analyst throughout the transaction

summer 2003 **LEHMAN BROTHERS** **NEW YORK, NY**
Investment Banking Analyst, Global Consumer / Retail Group
- Assisted in managing the sale of bankrupt ANC Car Rental, predecessor to Vanguard Car Rental
- Tasks included drafting engagement letters for professional services, preparing memos for the internal risk management division, monitoring and reporting the company's daily revenue and weekly cash flow performance

personal Avid Texas hold'em poker player. Recently formed an informal book club; favorite novel thus far is Salman Rushdie's Midnight's Children

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Melissa Brown

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Finance Committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   I have been working with the founding team including Lester Long to hone the application for SBCCS II. Being on the Board of SBCCS, we

have always discussed expansion. I have always expressed my interest to serve on the new board if the need arises.

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

   I am thrilled at the prospect of serving an institution that provides a strong educational foundation to underserved children. While serving on the Board of SBCCS, I have seen the positive impact that that institution has accomplished by educating and uplifting its students. It's heartbreaking to have a waitlist of over 200 students and I believe by serving on the Board of the Proposed Charter School, I can ensure that more children in the South Bronx community can access a similar superb education.

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

   I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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

☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would inform the other board members including the suspected board member(s). The board member(s) would be asked to present any defense contradicting the accusation of self-dealing. Based on these responses as well as the evidence to support the accusation, the board would decide if there was a known conflict of interest. If this was the case, the board member(s) would likely be discharged of their duties and action would be taken to further remedy any ongoing conflicts.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
SBCCS II will aim to prepare K-8th grade students in the South Bronx to excel in high school and ultimately college. The school will have a strong focus on discipline and ensuring an orderly learning

environment. Scholars will be pushed to master a demanding curriculum with a focus on math, reading and writing.

19. Please explain your understanding of the educational program of the charter school.
The education program will focus on math, reading and writing. Scholars will begin learning Latin in 3rd grade. Instruction will be data-based meaning that scholars will be frequently tested and teachers will use those results to improve and tailor their instruction. The Executive Director and other team members in charge of instruction will also use this data to assess teachers and provide timely feedback.

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.

A successful charter school will provide another alternative for public school students in New York. Foremost, the charter school should comply with the law relating to recruitment and enrollment, ensuring that school officials make every effort to reach out to at-risk, English Language Learners and Special Education students. A successful school will meet and exceed the State's academic standards while providing a safe environment for students to learn. The charter school will also manage its resources effectively to ensure that it is financially sound to ensure continued operations. The board will be responsible for creating policies to ensure the continuity of the school both operationally and financially.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
To ensure that the school achieves its mission by providing governance and oversight of the school's leaders and operations.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
Yes, 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.

At Lehman Brothers and now at Barclays Capital, I have honed my

financial analysis and budgeting skills in a rigorous but team-oriented environment. Via the case study method at Harvard Business School, I was exposed to a wide array of business problems in a myriad of industries and pushed to find creative solutions. As a member of the NYC Department of Education Mentoring program, I mentored a Senior attending the Jacqueline Kennedy Onassis high school, providing her with advice regarding her various concerns and helping her with preparation for internship opportunities. I believe all these experiences and skills combined with my strong interest in education will be an asset to the Board of the SBCCS II.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Melissa Brown — 2/27/2012

Signature — Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

LOUISA B. CHILDS

[redacted]

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW, J.D., ***cum laude.*** May 2004

Honors: Edward Weinfeld Graduation Prize (Distinguished Scholarship in Federal Courts & Civil Procedure)
Robert McKay Scholar (Top 25% of the Class after 3 Semesters)
Executive Editor, *Journal of International Law and Politics*

DARTMOUTH COLLEGE, B.A. in History, minor in Computer Science, ***cum laude.*** June 1999

PROFESSIONAL EXPERIENCE

KING & SPALDING, New York, NY October 2005 - Present

Associate, White Collar Defense and Government Investigations.

Represent individuals and corporations in criminal and regulatory litigation and investigations, complex civil litigation, and internal investigations. Counsel clients on regulatory compliance and employee disciplinary issues. Matters have concerned, among other things, foreign corrupt practices, cross-border tax evasion, trade sanctions, stock options backdating, officer and director liability, and breach of contract. Member of Hiring Committee. Past recipient of K&S *Pro Bono* Award (for over 50 hours of *pro bono* work). Member of New York and Georgia Bars.

Representative matters:

- Advised international financial services corporation under investigation for suspected bribery of foreign officials in Indonesia, Vietnam, Ecuador, Egypt, and Russia. Managed team of over thirty associates to collect evidence, conduct witness interviews, and draft written submissions. Reported to board of directors and in-house counsel. Participated in negotiations with U.S. and U.K. authorities.
- Represented international bank in connection with an investigation by the U.S. Attorney's Office for the Southern District of New York and the New York District Attorney's Office into allegations of trade sanctions violations involving Switzerland, Iran, and Cuba.
- Obtained court-ordered dismissal of securities fraud allegations by stockholders against corporate directors.
- Won over $12,000 in child support arrears on behalf of *pro bono* client.

THE HON. STANLEY F. BIRCH, JR., 11TH CIRCUIT COURT OF APPEALS September 2004 - September 2005

Law Clerk. Drafted opinions on pending appeals. Prepared bench memoranda on upcoming oral arguments.

SIMPSON THACHER & BARTLETT LLP, New York, NY Summer 2003

Summer Associate.

UNITED STATES ATTORNEY'S OFFICE, S.D.N.Y. Summer 2002

Legal Intern, Civil Division.

AETHER SYSTEMS SOFTWARE PRODUCTS, Vienna, VA. December 1999 - January 2001

Team Leader, Software Support Division.

SELECTED PUBLICATIONS

Navigating the Challenges of the Criminal-Regulatory Convergence, N.Y. LAW JOURNAL (Feb.11, 2011) (with Andrew C. Hruska); *Events Signal a Changing Landscape in False Claims Act and Whistleblower Litigation and Investigations*, THE FEDERAL LAWYER (Nov. 2009) (with Chris Burris and Mike Paulhus); Note, *Shaky Foundations: Reciprocity and the Distinction between Public and Private International Law*, 38 N.Y.U. J. INT'L L. & POL. 221 (2006).

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Louisa Childs

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Trustee**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of this charter school through my membership on the board of South Bronx Classical Charter I, a school with which I became affiliated in 2011.

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

   I strongly support the mission of the South Bronx Classical Charter School II and, as a board member, wish to use my experience and expertise in law and business to further that mission.

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

   I am a Trustee of South Bronx Classical Charter School. Additionally, my experience and expertise in law and business is relevant to my service on the charter school board. In preparation for membership on the board of South Bronx Classical Charter School, I took a continuing legal education course on non-profit board membership. Additionally, I have just started employment as legal counsel at a private school in Manhattan called the Dwight School and developing knowledge in the area of school administration.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members. Other than common membership on the board of South Bronx Classical Charter School, I do not have business relationships with any of these board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a

management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 am very aware that all board members must fulfill their fiduciary duty of loyalty to the charter school. If I believed that a board member was involved in working for his own benefit, or the benefit of his friends and family, I would recommend that this board member step out of any discussions regarding, and not vote in, any board decisions that have any bearing whatsoever on his own personal or family interests. To the extent that his personal interests compromised his service on the board entirely, I would recommend that this board member resign or be removed from the board.

Educational Philosophy

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

South Bronx Classical Charter School II's mission is to prepare its students for college. It also focuses on building individuals of impeccable character.

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

The school will provide an organized, clear, and sequential curriculum for its students. The school will focus on literacy, language development, and reading, which are all a critical need of the school's target population. The school also will strive to create positive student behavior by providing a disciplined environment and a clear code of conduct. Critical to the school's education program will be regular assessments of student achievement and understanding. These assessments will be used to properly calibrate lessons in the classroom.

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.

To remain successful, a charter school should have a clear and viable educational mission and strong financial health. To ensure that South Bronx Classical Charter School remains successful, the board should continue to monitor the school's financial health, ensure that school resources are used to further the school's mission, and verify that the school is achieving its education mission by reviewing student performance and DOE reports.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A charter school board member should assist in the tasks listed in answer 19 above.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

A charter school board member should assist in the tasks listed in answer 20 above.

23. Please provide any other information that you feel is pertinent to the Department's review.

I feel privileged to have the opportunity to serve on the board of such an important organization, should it be chartered. Thank you for taking the time to review my application.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

L. C.

Signature

2/27/2012

Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

William F. Higgins
[redacted]

EXPERIENCE

Elected to the Board of Directors of Learning Disabilities Association of New York City to assist learning disabled children in getting to the right counseling for their educational support. 2004

Established The Higgins Group LLC in New Jersey in 2004 to develop a private investigative service to assist Corporations with the new Sarbanes-Oxley Act of 2002, in its enforcement, accountability and overall security in cooperation with other former and retired FBI agents

Completed the design for municipal approval a 10 unit 5.9 acre Residential project in Hillsdale, N.J. in 2004. Acquired a warehouse property on 97th St. between Park Ave.. and Lexington Ave in Manhattan with a goal of converting it to school for learning disabled children. 2004

Established an LLC in Hawaii to develop 30 Acres of Residential Real Estate on the island of Molokai, Hawaii. Established a LLC for the development of 40 office warehouse units in Ringwood, New Jersey, 2003

Joined New York City's Teaching Fellows Program, taught Math and Science to inner city children grades kindergarten to fifth in the South Bronx from Jan 2001-Jan 2002

Served as a Member of the Board of Directors of Pear Inc dba MindSong Inc.1997-2004 - Assisting a start-up company developing applications for high-tech, cutting edge patented technology.

CEO - Will It Enterprises, Inc. - Incorporated Will It Enterprises. Inc. 1997 to assist in marketing and Internet sales, created an Internet e-commerce website incorporating merchant account, financial transactions. Developed sources for fulfillment and customer service for MindSong's and related products.

Served as Chairman, William F. Higgins Agency, dba Prudential Higgins Realtors - 1974-1997. Took 60 year old family business and increased its size from 15 employees to over 150 with four offices. To become a leading real estate brokerage firm in Northern New Jersey in 1992 bought a Prudential Franchise.

Became an industry leader in computerization of real estate operations and an industry leader in the implementation of real estate Internet sales. Authored a number of real estate articles on computers for trade publications and spoke at national conventions on computers in real estate.1981-1997

Appointed as Chairman, RELO's Marketing Committee and Member of the Board of Directors of RELO (Intercity City Relocation Service, 1986-1992) As Chairman of Marketing, was instrumental in restructuring the RELO organization, increasing its membership and share of the national relocation market. RELO in 1992 was the leading real estate referral corporation in America. In addition, traveled overseas to Europe to create affiliations with international real estate companies in United Kingdom.

Special Agent - Federal Bureau of Investigation - 1970-1973 Served as Special Agent with FBI for three years assigned to Cincinnati. Cleveland, and Newark, investigating general criminal, fugitives, white-collar organized crime, and domestic intelligence matters. Received 13 commendations and 2 incentive awards, credited with 36 arrests during first year and recovery of over one million dollars in stolen assets.

MILITARY SERVICE

Captain, U. S. Naval Reserve - Retired in 1996 from Defense Logistics Agency as the officer in charge of the largest artificial reef program in U.S. history. Conceived and executed the construction of over 1000 artificial reefs from Texas to New York financially benefiting coastal communities with projected increased income streams exceeding one billion dollars by restoring much-needed fish habitat. Received the Defense Superior Service Metal.

Commanding Officer, Defense Logistics Agency's (DLA) Headquarters Unit. 1991- 1994 Initiated a clean up of 36 newly acquired service depots of hazardous material. HAZMAT. Received the Defense Meritorious Service Metal with Oak Leaf Cluster.

Deputy Assistant Chief of Staff for Navy's Logistics Support Force during Desert Storm headquartered in Bahrain. 1991,with 7 forward logistic sites (FLS) in Dubai, AE, Fujara, AE, Jaba Ali SA, Al Jabal,SA, Medina, SA, Durhan, SA, Hurgada Egypt, supporting of over 110 Navy warships. Received the Navy's Meritorious Service Metal.

Served as the Deputy C-4 (logistics) for the Combined Forces Command in Seoul Korea, during ULCHI FOCUS and FOCUS CLEAR war games 1989-1991. Received the Army Achievement Metal and ROK commendation

Served with the Military Sea Lift Command 1981 -1989: Senior Captain in charge of training all military reserve personnel on both East and West Coasts. Received the Navy Commendation Metal.

Reserve Activity: Supply Officer Naval Reserve Center Clifton, NJ. Commanding Officer Advance Supply Base 102 and OIC Cargo Handling Battalion 6. 1975- 1981

U. S. Naval Academy - Annapolis, Maryland - Served as Assistant Freshmen (Plebe) Football and Boxing Coach after graduating in 1966. Returned in 1968 - 70 as Assistant Midshipmen Mess Officer Six months later reassigned as Head of Midshipmen Service Facilities and Officer Inspector of Uniforms. Designed and introduced a new summer uniform, still in use today. Spent time at sea as Supply Officer, USS Fort Mandan LSD 21 67-68

Midshipman - U. S. Naval Academy - 1966 Graduated with Perfect record in conduct (no demerits) One of fifteen midshipmen in the history of the Naval Academy to that date to graduate with a perfect record. Played on the 1963 football team that went to the Cotton Bowl with Roger Staubach on the #2 Team in the nation.

EDUCATION

1966 U. S. Naval Academy. Annapolis, Maryland - Graduated with BS degree in Science/Engineering.
2004 IACSP / Homeland Security Counterterrorism and Security Conferences in NY and NJ
2003 John Jay College of Criminal Justice for Private Investigative Law and Techniques
2001-2002; Hunter College. Graduate work in Elementary Education (3.5 cum)
2000 John Jay College for Criminal Law 5 day seminar on executive protection
1999 Massachusetts Institute of Technology. Boston, Massachusetts - CEO 5 day meeting on current state of computer technology and bioengineering for Angel Investing
1999 San Francisco Young Presidents Organization (YPO) University on high tech, on current state of computer industry: resourced by Harvard and Stanford business professors in a case study format.
1998 Hong Kong YPO University, Hong Kong, China - Overview of China's emerging markets
1997 New York YPO University, New York, New York - Co-chaired this YPO University with my wife. Barbara Corcoran. And hosted 800 executives from all over the world for a 3.5 million-dollar educational experience.

1996 Amazon YPO University, Peru and Brazil. Met with world leading environmentalists on the state of the World's environmental balance, health and biodiversity of the Amazon. Dr Goodall on animals Mike Cousteau, on reef problems and representatives of the UN.
1992 Taiwan YPO University, Taipei. Taiwan - Traveled to Nepal to observe computer manufacturing and business opportunities in a third world country and visited Taiwan and was hosted by the leading YPO entrepreneurs in China
1992 Defense Logistics Agency Total Quality Management Course. Washington, D.C. - Use of TQM
1990 Joint/Combined Staff College & Korean Theatre War game, Seoul, Korea - Crisis Management
1988 New York University, New York. New York - Mergers and Acquisitions course
1985 Wharton, New York, New York - Real Estate Investment Analysis course
1980 Naval War College. Newport, Rhode Island - Two-week orientation on naval strategies
1976 Farleigh Dickinson University. Teaneck, New Jersey - 30 hours in graduate work marketing:
1971 F. B. I. Academy, Quantico, Va. - Criminal law and investigative procedures
1969 American University, Pentagon, Washington, D.C. - Financial management courses
1968 George Washington University, Annapolis, Maryland - Graduate work in Operations Research
1967 Navy Supply Corps School, Athens, Georgia - Logistics and Supply Management

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: **William F. Higgins**

Charter School Name: **South Bronx Classical Charter School II**

Charter School Address: **c/o: 977 Fox Street, Bronx, NY 10459**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **MEMBER**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I began the New York City Teaching Fellows program in January 2001 with Lester Long, Kevin Murphy, and Stephen Baldwin. In addition, I taught in the same elementary school as Lester Long (PS 63 in the South

Bronx). Through both our studies and through our experience teaching elementary school, we shared our collective desire to contribute to inner-city education on a greater scale. Lester Long approached me about my interest in serving on the Board of South Bronx Classical. I accepted, and want to devote what I can to making this school a success.

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

My purpose in serving on the Board is to help the children in the South Bronx receive a rigorous elementary school education that will be required of them during the 21st century and beyond.

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

   I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would share my concerns with the Executive Director and the Board Chair, and recommend an inquiry by the board into the matter.

Educational Philosophy

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

South Bronx Classical will develop students to be ready to excel in college-prep middle schools. Students will be disciplined, hard working, and motivated.

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

The educational program will focus on providing the foundations of learning. Thus South Bronx Classical will concentrate on the basic tools crucial to higher levels of use in later years: Reading, Writing, Mathematics, and behavior. In addition, South Bronx Classical will provide rigorous instruction in History, Science, Latin, Debate, and World Cultures.

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.

A successful charter school raises the student achievement beyond what traditional public schools do. I will be able to contribute by my experience in education and in real estate. I have many years of experience in the purchase, development, renovation, and management of commercial, industrial, and residential real estate. My hope is to use this expertise to help the school locate, purchase or lease, and manage its facility.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member is to contribute to the setting of goals, expectations and directions of the school. The board will define and refine the vision, mission and policies of the school, paying attention to all applicable laws and statutes, and govern the school. Each Board member will also assist in the hiring, developing, and evaluating of the Executive Director.

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.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Signature Feb 27, 2012 Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

JAMES R. MAHER JR.

[redacted]

PROFESSIONAL EXPERIENCE

BlackRock, Inc. — **New York, NY**

Vice President, Real Estate Acquisitions — **February 2007 – Present**

- Evaluate & underwrite potential real estate acquisitions in New York, New Jersey, Connecticut & Pennsylvania
- Present potential acquisitions to BlackRock's Real Estate Investment Committee
- Manage the due diligence and closing process for deals under contract
- Closed 10 acquisitions including office, apartment, and industrial deals totaling over $850 million in gross asset value

Analyst / Associate, Account Management Group — **July 2003 – February 2007**

- Assisted in the management of institutional client relationships representing over $14.2 billion in fixed income and equity mandates
- Worked on new business initiatives generating in excess of $2.1 billion of fixed income and equity mandates
- Actively involved in the recruitment of college candidates

Intern, Account Management Group — **June 2001 – August 2001 / June 2002 – August 2002**

- Generated monthly and quarterly client reports, market commentaries, performance summaries and attribution
- Responded to requests for proposals (RFPs) for prospective business across fixed income and equity mandates
- Developed and maintained marketing material used firm-wide for client presentations and client service

EDUCATIONAL BACKGROUND

New York University — **September 2008 – May 2011** — **New York, NY**

- Master's Degree in Real Estate Finance & Investment

Brown University — **September 1999 – May 2003** — **Providence, RI**

- Bachelor of Arts, May 2003 – GPA 3.49/4.00
  Major: American History – GPA 3.78/4.00

University College of London – Semester Abroad Program (Fall, 2001) — **London, UK**

Collegiate High School — **September 1995 – June 1999** — **New York, NY**

- Member of Varsity Soccer Team ▪ Member of Varsity Tennis Team ▪ Peer Advisor

The Mountain School of Milton Academy – Spring Semester 1998 — **January 2008 – June 2008** — **Vershire, VT**

- Lived and worked on an organic farm with 55 students and faculty members

LEADERSHIP EXPERIENCE

- **Brown University Men's Ski Team** ▪ *4-Year Team Member* ▪ *Team Captain (2002-2003)*
- **Big Brotherhood Program of Providence, RI** ▪ *Mentor to South Providence boys, ages 8 - 12 (May 2000-May 2003)*
- **Family Dynamics: Youth Mentoring Program** ▪ *Board member, Mentor to boys ages of 8 - 12 (October 2003-Present)*

INTERESTS & ACTIVITIES

- **Interests:** Golf, Skiing, Snowboarding, Tennis, Soccer
- **Marathons/Triathlons**: Boston Marathon (2001), NYC Marathon (2004), Montauk Olympic Triathlon (2006, 2007, 2008), DC Nation's Triathlon (2009)

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: James R. Maher Jr.

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Stephen Baldwin, Chairman of the Board, made me aware of the opportunity. I have known the Baldwin family since I was five years old and I went to high school with one of his sons.

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

   I have lived in New York City for over thirty years, and I am always looking for ways to try to improve the City. Stephen, Lester, and everyone involved in South Bronx Classical have a similar goal, with a specific focus on the educational system. The passion that these key figures have displayed during my many meetings over the last few months has inspired me to help out in any way that I can. Education is one of the many keys to the ongoing development and prosperity of the City, and I believe that institutions such as South Bronx Classical will help propel the education system in New York forward. Since I was seventeen years old, I have been involved in various peer leadership and mentoring programs, as I love working with children and encouraging their development. I am excited to help improve the lives of the children in one of the most difficult areas of New York City, and I believe that the mission of South Bronx Classical will do exactly that: improve the lives of many young New Yorkers.

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

   I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
☒ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would report the incident to the other members of the Board.

Educational Philosophy

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

The school's mission is to graduate children of strong character, who have achieved academic success across the various disciplines.

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

The Program is highly structured and well organized, with a focus on language development. The expectations and requirements that the school sets for its children are high, but through its disciplined approach SBCCS has been able to consistently achieve its lofty goals.

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.

    I believe that a committed staff and a committed Board are critical to the School's success going forward. Retaining existing talent and maintaining the passion of these individuals will be extremely important. From a logistical standpoint, the School will need to ensure that all space needs are met, so that the children can continue to learn in a comfortable setting. It is also important that the School continue to follow through on its stated goals, yet it must also continue to explore ways to make the School more effective.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

    I believe that various members will bring different skill sets to the table. However, all members must strive for a similar goal, which is to make sure that the School continues to improve and that the students continue to benefit from its existence.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

    Confirmed.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Signature

2-27-12
Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

KRISTI E. JACQUES

[redacted]

EDUCATION

DUKE UNIVERSITY SCHOOL OF LAW, Durham, North Carolina
J.D., May 2004
Activities: Articles Editor, *Duke Environmental Law and Policy Forum*
AIDS Legal Assistance Project
Duke-Geneva Institute in Transnational Law, Geneva, Switzerland

UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan
B.S., Environmental Policy and Behavior, May 2001
Activities: Alpha Phi Omega (national co-ed service fraternity)
Honors: University of Michigan Honors Program
Dean's List

WORK EXPERIENCE

KING & SPALDING LLP, *Associate*
New York, New York *April 2009-present*
Atlanta, Georgia *September 2007-April 2009*

- Specialize in business litigation and international arbitration.
- Involved in several pro bono matters, including a child abduction case under The Hague Convention.
- Supervise associates in a variety of matters.

UNITED STATES DISTRICT COURT, *Law Clerk, the Honorable Timothy C. Batten, Sr.*
Atlanta, Georgia *May 2006-August 2007*

- Prepared bench memos, researched and drafted orders, edited and proofread Judge Batten's orders, and conducted legal research.

SCHREEDER, WHEELER & FLINT, LLP, *Associate*
Atlanta, Georgia *February 2006-May 2006*

- Specialized in commercial litigation.

JENNER & BLOCK, LLC, *Summer Associate*
Chicago, Illinois *May 2003-August 2003*

- Worked on a pro bono political asylum case involving an immigrant from Guatemala.

VOLUNTEER EXPERIENCE

- Volunteer regularly with New York Cares, including reading to children at a domestic violence shelter in East New York.
- Currently awaiting a student match as a mentor with iMentor.
- Volunteered with the Atlanta Humane Society.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Kristi Jacques

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Through a meeting with Lester Long, the founder and executive director.**

5. Please explain why you wish to serve on the board. **I believe education is an extremely important issue to our communities and that serving on a**

board of a great charter school is an excellent way to devote my skills to that issue.

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

   I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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 would raise the issue with the chair of the board to get his thoughts, and would go from there. If I believed the conflict was serious enough, I would suggest raising it with the Department of Education.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The school prepares K-8th graders to excel in college preparatory high schools.**

19. Please explain your understanding of the educational program of the charter school. **The educational program of the school is focused on the fundamental goals of early education, including reading, writing, arithmetic, and behavior, with reading being the most important focus. The disciplined environment aids in promoting the school's goals. Regular assessment helps to inform further instruction.**

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 school, as shown in the results of the most recent New York State Performance Standards, is doing extraordinarily well. The board must take steps to insure that the school continues to perform well and grow.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **It is the trustee's job to provide oversight and act**

in a governance role to insure that the school continues to perform well and grow.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **Yes, I affirm.**

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Kristi Jacques — Signature

2/27/12 — Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

J. Kevin Murphy

[redacted]

EXPERIENCE

New York City Teaching Fellow 1/31/ 2001- present
Math Specialist K-3
Joined the NYCTF Program and for the past 3 1/2 years have taught Math as a cluster teacher to grade K-3 at P.S. 96 in East Harlem.

- Completed Master's in Elementary Education at Hunter College with a 3.8 average.
- Completed all requirements for NYS Common Branch License Certification
- Worked with Everyday Math, Math Trailblazers and Harcourt Math programs.
- Taught literacy using Success for All program

Northwestern Mutual Life Insurance Company 1/3/99- 1/31/2001

Agent
Earned Life and Disability licenses for Connecticut, New Jersey, and New York, including a variable license for New York. Passed Series 6 and 63 exams. Sold $6,000,000 policy for estate planning purposes and replaced a $2,000,000 whole life policy in an insurance trust for former supervisor, reducing annual premium and improving credit quality of the insurer.

Republic National Bank of New York *7/10/1996-3/6/1998*

Private Banking & Investments
Advised prospects referred by banking colleagues on appropriate portfolios.

- Assessed the prospect's return objectives and risk tolerance, as well as title, tax status, investment time horizon, income and liquidity needs, then prepared and implemented investment proposal designed to those specifications using appropriate asset classes managed internally and externally.
- Provided extensive marketing support such as organizing roundtable investment discussions for clients and in-house training for bankers, preparing client presentations and written materials.

Morgan Guaranty Trust Company of New York *9/10/73-9/30/95*

Vice President, International Private Banking-Canada 1993-95
Concentrated on marketing Morgan's investment, brokerage, banking services, and funds to Canadians with foreign tax domiciles, in addition to which I acted as a catalyst in arranging an exhibition at the Pierpont Morgan Library of the leading collection of 20th century musical manuscripts.

Vice President, International Private Banking-Mexico 1990-93
Managed 200+ account base composed principally of Mexican clients, repositioned their investment assets in New York, and cross sold a newly established brokerage function.

Vice President, International Private Banking-Staff 1989-90
Assisted the head of international Private Banking in New York with the internal functions necessary to support 20-25 bankers, including Marketing support, liaison with Operations, Personnel, and Financial departments.

Vice President, International Private Banking-Core Group 1985-89

Led a team of five bankers and three administrative assistants who consolidated and re-organized 70% of the account base of International Private Banking in New York.

Assistant Vice President, International Private Banking-Hong Kong 1981-85
Defined, planned, and executed a solicitation strategy in Hong Kong and the Philippines.

Assistant Treasurer, International Private Banking-Middle East and Asia 1979-81
Introductory assignment to International Private Banking. Gained valuable exposure to the backgrounds and concerns of offshore investors, as well as familiarity with appropriate legal and tax structures for holding their investments. Supervised the administration of Iranian accounts during the hostage crisis.

Officer's Assistant, Domestic Private Banking-Rockefeller Center Branch 1975-79
Served as one of three bankers responsible for 1,150 accounts, $25 million in deposits, and $17 million in loans, including 250 Morgan Stanley partners and personnel.

EDUCATION

Hunter College, *Master's Degree in Elementary Education, 2003*

- Thesis proposal explored the role of students' feelings of self-efficacy in relation to their willingness to attempt math problems.

New York University, *Master's Degree in Business Administration, 1978*

- Thesis contrasted the financial ratios of Eurobond issuers with those of other Fortune 500 companies, and concluded that international operations and company size were the borrowers' distinguishing characteristics.
- First participant in exchange program with France's École des Hautes Études Commérciales.

University of Southern California, *Bachelor of Arts in French, 1971*

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: J. Kevin Murphy

Charter School Name: South Bronx Classical Charter School II

Charter School Address: c/o: 977 Fox Street, Bronx, NY 10459

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Secretary, Executive Committee, Finance Committee, Education Committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume. ☒ 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. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

   Mr. Long asked me to join him as a board member on the current South Bronx Classical Charter School in 2005.

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

My purpose in serving of the board is to put my experience and resources at the disposal of Mr. Long and my colleagues to further the development of SBCCS and the students it serves. My aim in doing so is to help those students achieve better educational outcomes than they otherwise may have, thereby opening for them more opportunity for a productive, meaningful life.

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

I am a Trustee of South Bronx Classical Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
☒ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offence(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation relating to your good conduct or your good character, and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
☒ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

I currently serve as Trustee of South Bronx Classical Charter School, and therefore know the other prospective board members.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ I / we do not know any such persons. ☒ Yes.
If yes, please indicate the precise nature of your relationship here:

I have worked closely with the proposed Executive Director and School Director.

11. Please indicate if you, your spouse, or other family member of 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.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

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.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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.
☒ None ☐ Yes

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.

This represents a conflict of interest and a violation of the rules under which we serve. The conflict must be terminated immediately and investigated as to whether there was any criminal activity, and referred to the appropriate authorities. The very conflict means that we should demand the Board member's resignation.

Educational Philosophy

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

The choice of a classical theme for SBCCS was deliberate, referring to the Trivium and Quadrivium of old. The school believes that mastery of certain core knowledge is required as a basis for the development of high order thinking. Hence, and understanding of Grammar is fundamental to Logic, and understanding Logic underlies the mastery of Rhetoric. While achieving mastery is a messy business with many detours, the tasks for mastery should be presented boldly and in a coherent manner.

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

The program uses researched-based curricula, among them Open Court Reading and Saxon Math, to enable the students to reach and exceed NYS and Core Curriculum Learning Standards. It has employed a energetic, dedicated, skilled faculty to teach these subjects, and they have developed thousands of lesson plans. We have supplemented the academic agenda with character education in order to achieve its aim of creating liberated scholars of impeccable character. We pay special attention to scholars with disabilities or who are learning English, alternatively "pushing in" and "pulling out" to provide them the targeted extra help they may need.

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.

We strive to implement 5 characteristics: a culture where academic achievement is prized, a clear and consistent code of conduct, an intense focus on the development of literacy, an extended school day and school year as a means of avoiding the "summer slide", data driven instruction wherein each scholar's learning goals and her or his progress toward them are regularly tracked.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

I serve at the discretion of the authorities and my colleagues on the board in marshalling, organizing, implementing, and accounting for the results and resources afforded to South Bronx Classical Charter 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 so affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

STATEMENT OF ASSURANCE

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

J. Kevin Murphy — Signature

2/27/2012 — Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Bylaws

of

SOUTH BRONX CLASSICAL CHARTER SCHOOL II

A New York Public Charter School

as revised and adopted on _____

ARTICLE I: NAME

The name of the Corporation is the South Bronx Classical Charter School (hereinafter "the Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;

6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed thirteen (13). There will normally be an odd number of voting Trustees on the Board. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. Trustees, officers, employees, agents or any other persons having a personal or business relationship with any single organization should hold no more than 40 percent of total seats comprising the Board.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these terms, the term of each Trustee shall continue for two (2) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

6. Executive Director. The Executive Director will hold a seat on the Board; however, he or she will recuse himself or herself from deliberations concerning performance and salary.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: South Bronx Classical Charter School II, c/o: 977 Fox Street, Bronx, New York 10459; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall normally be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. A minimum of nine Regular Meetings shall be held each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Open Meeting Law. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board

1. Actions Taken at Board. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in person or participating by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair shall appoint members to and designate the chairs of such committees, after consultation to confirm the interest and appropriate qualifications of those Board Members tentatively selected. A Board Committee will normally consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair, in consultation with the Board as a whole, except that any executive committee of the Board shall comprise not fewer than four (4) trustees.

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chair, as above in C.1.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The fixing of Trustee compensation for serving on the Board or on any committee;

d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and

e. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

   a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

   b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

   c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1.and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided

that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary, the Vice Chair nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to

be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair of the Board, the Executive Director, or Treasurer. Such items for amounts of $5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the

Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated:_____

Attachment 5c – Code of Ethics

The trustees, officers and employees of South Bronx Classical Charter School II ("SBCCS II") shall at all times be in compliance with the following code of ethics:

1. The Board shall conduct and direct the affairs of SBCCS II and exercise all such powers as maybe exercised by SBCCS II, subject to all applicable laws, the SBCCS II Charter and these Bylaws. The Board may delegate the management of the activities of SBCCS II to others, so long as the affairs of SBCCS II are managed and its powers are exercised under the Board's ultimate jurisdiction.

2. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by SBCCS II for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-inlaw, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee uniquely; (D) in the case of the Director or Co-Directors of SBCCS II, such person's evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.

4. SBCCS II shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which SBCCS II is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following is not a self-dealing transaction and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of SBCCS II, if the transaction (A) is approved or authorized by the Board in good faith and without unjustified favoritism, and (B) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval or ratification, shall make a prompt, full and frank disclosure of such person's interest to the Board or committee prior to its acting on such contract or transaction.

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

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

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

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

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

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

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

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

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

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

Attachment 6a – If applicable: CMO information

South Bronx Classical Charter School II does not intend on contracting with a charter management organization in the near future.

Attachment 6b – If applicable: Proposed Management Contract with CMO

South Bronx Classical Charter School II does not intend on contracting with a charter management organization in the near future.

Attachment 7 – If applicable: Partnership Information

SOUTH BRONX CLASSICAL CHARTER SCHOOL

C. STEPHEN BALDWIN
BOARD CHAIR

977 FOX STREET
BRONX, NY 10459
(718) 860-4340
(718)860-4125 FAX
WWW.SOUTHBRONXCLASSICAL.ORG

BOARD OF TRUSTEES
C. STEPHEN BALDWIN (CHAIR)
LOUISA CHILDS
MELISSA BROWN
KATHRYN MOORE HELENIAK
WILLIAM F. HIGGINS
LAURENCE HIRSCH
KRISTI JACQUES
JAMES MAHER, JR.
J. KEVIN MURPHY

February 23, 2012

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

Dear Commissioner Dr. John B. King, Jr.,

I am Board Chair of South Bronx Classical Charter School ("SBCCS"), having been duly elected prior to the school's opening in 2006. It has been a pleasure to serve our scholars in that capacity. The Lead Applicant, Lester Long, is submitting a Charter Application for South Bronx Classical Charter School II ("SBCCS II"), which will be affiliated with SBCCS.

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

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

Sincerely,

C. Stephen Baldwin
Board Chair

Attachment 8a – Hiring and Personnel Policies and Procedures

HIRING POLICY

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

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

REQUIRED DOCUMENTATION

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

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

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

Full-time employees who have worked at SBCCS II for three (3) months are eligible to participate in the school's deferred compensation 401(k) program. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Executive Director. In accordance with federal guidelines, employees are subject to a maximum limit per year (currently 15% of annual salary or $16,500) on deferred compensation.

Benefits:

Full-time employees will be offered medical and dental plans selected by the Executive Director. The terms of coverage will vary based on type of coverage (dependents, co-pay, etc.). SBCCS II expects to cover 97%-100% of the individual's medical and dental premiums. Employee contributions for health care and dental coverage will be automatically withheld from employees' bi-weekly paychecks.

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

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

TERMINATION

All employees at South Bronx Classical Charter School II are hired on an "at will" basis, and thus can be terminated, or can resign, for any cause.

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

RESIGNATION

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

Attachment 8b – Resume for Proposed School Leader, if identified

Lester Samuel Long

[redacted]

ENTREPRENUERIALISM/LEADERSHIP

South Bronx Classical Charter School — Bronx, NY
Founder, Former Trustee, and Executive Director — 2004-Present
Founded, oversee, and lead high-performing elementary school in the South Bronx.

- Organized and recruited Board of Trustees which oversees the school and its operations.
- Successfully chartered by the State of New York and New York City Department of Education. One of seven chartered out of 24 applicants.
- Hired staff, raised over $800,000 in fund-raising (over $500,000 privately), interact with Board of Trustees, choose curricula, manage annual budget of $4.6 million and manage and develop staff of 41.
- Completed one-year intensive program designed to attract successful professionals from educational and other backgrounds to create high-performing charter schools in the country's most under-served locations.
- Studied proven best practices at the most successful charter schools nationally.
- Created and submitted 600-page charter proposal, formally approved by the New York State Board of Regents.
- Establish critical support from community leaders, prospective parents, and elected officials.

New York City Department of Education — New York, NY
Teacher — 2001 - 2004
Joined New York Teaching Fellows Program, a program designed to attract successful executives from a variety of professions to teach in New York's most needy and lowest-performing schools.

- Taught third grade and fourth grade in special education and general education environment
- Created Physical Education curriculum for utilizing established physiological and psychomotor principles.
- Developed Music curriculum focusing on music theory, sight reading, and appreciation.
- Experienced in Balanced Literacy, a program targeting students experiencing difficulty in reading or writing.
- Implemented Everyday Mathematics, a curriculum developed by the University of Chicago using statistics from over 10 years of data, in a Special Education setting.
- Taught Johns Hopkins-based Success-For-All program, a literacy program specifically designed for inner-city schools. Implemented program with students ranging from first grade to fifth grade.

FINANCIAL EXPERIENCE

SG Cowen Securities Corp. — New York, NY
Vice President — 1999 - 2000

Structured asset-backed securitizations in term market and commercial paper market through Barton Capital, then the 6th largest CP conduit in the world. Responsibilities include structuring, analysis, and project management.

- Successfully closed and manage $200 million warehouse facility and subsequent $225 million floating-rate term securitization in European capital markets for large Korean conglomerate.
- Executed and manage $400 million sale leaseback structure by a large Japanese auto manufacturer.
- Manage the two largest credit facilities in Barton, with a total of $1.3 billion in participations in two Master Trusts backed by credit card receivables and other consumer credit products.
- Lead manager in creating a $1 billion emerging market ABS CP conduit, developed in conjunction with the IFC, a subsidiary of the World Bank.

Lehman Brothers Inc. New York, NY
Associate 1997 - 1999
Originated and structured highly leveraged credit facilities and lines of credit collateralized by various asset classes. Performed equity/warrant analysis, created complete financial statements, and conducted due diligence. Composed internal committee memoranda and constructed term sheets for liability management structures.

- Executed and managed $50 million structured settlement warehouse line and subsequent securitization, including substantial warrant position and capital markets lock-up.
- Closed and managed ¥30 billion financing for a public Japanese consumer finance company.
- Analyzed and stressed static pool data for publicly-traded auto finance companies. Reviewed opportunities to provide Debtor-in-Possession financing for companies in this sector.
- Participated in the packaging and sale of financial assets from 56 bankrupt finance companies for the Financial Sector Restructuring Authority (FRA) in Thailand, totaling ฿186 billion (Thai Baht).
- Composed term sheets for over $1 billion of financing backed by student loans and equipment leases.

Financial Security Assurance, Inc. New York, NY
Associate 1995 - 1997
Analyzed and structured asset-backed securitizations and structured financings. Negotiated legal documentation, created cash flow analysis and rating agency models, and performed both file and corporate due diligence.

- Wrote executive summaries and analyzed static pool data for over $500 million in auto finance securitizations, and fully structured a $40 million warranty finance transaction, the first of its kind.
- Conducted economic analysis of emerging markets to evaluate Latin American and Asian securitization and project finance opportunities. Process includes analysis of correlation of country- and corporation-level defaults among a variety of emerging market regions.
- Wrote term sheet for a $30 million healthcare receivables securitization.
- Utilized Monte Carlo simulation modeling techniques in numerous collateralized securities obligations.

Ironwood Capital Partners Ltd. Hartford, CT
Analyst 1993 - 1995
Structured and marketed privately placed asset backed securitizations. Conducted due diligence, reviewed legal documentation and constructed servicing reports.

- Analyzed $38.5 million hotel revenue-backed structured financing, the first of its kind. Developed model to evaluate and optimize structured real estate transactions.
- Created and stressed cash flows for three auto lease securitizations totaling $220 million, and a $90 million high-technology lease transaction for a publicly traded finance company.
- Composed analysis of an asset-backed commercial paper conduit for a large computer company.

- Performed statistical and regression analysis for the industry's first viatical settlement securitization, backed by the face value of insurance policies of terminally-ill AIDS patients).

EDUCATION

Hunter College — New York, NY
M.A. in Elementary Education — May, 2003

Dartmouth College — Hanover, NH
B.A. in Economics, Concentration in Finance and Labor, advanced study in Government and Math. — June, 1993
GPA: 3.2/4.0

Brookdale Community College — Middletown, NJ
A.A. in Liberal Arts — June, 1991
GPA: 4.0/4.0

OTHER

New York City Classical Guitar Society — New York, NY
Founder and President (2000-2004)
2000-2004
www.nyccgs.org
Founded New York's only guitar society, a reincarnation of the original New York Society for the Classic Guitar, founded by Vladimir Bobri and Andres Segovia. The society grew to become among the largest guitar societies in the nation.

Recipient, Brookdale College Distinguished Alumni Award
June 2008
Award "...based on graduates whose professional, personal, and civic accomplishments and service to the community have earned them unquestionable recognition."

Leena Reddy Konda

[redacted]

MANAGEMENT EXPERIENCE

South Bronx Classical Charter School — Bronx, NY
Director of Business and Operations — 2010-Present

- Responsible for all non-instructional aspects of the school (Business and Operations).
- Hired and lead a team of 5 operations and business staff in a high-performing elementary charter school with an annual budget of $5 million.
- Created and routinely evaluate all financial and operations policies and procedures.
- Created and submitted 200-page 5-year charter renewal application for South Bronx Classical, which was approved by the New York State Board of Regents.

South Bronx Classical Charter School — Bronx, NY
Operations Manager — 2006 - 2010

Joined South Bronx Classical Charter School as the founding Operations Manager two months prior to the school's opening.

- Responsible for all non-instructional aspects of the school (Business and Operations).
- Managed two operations staff.
- Responsible for the financial management of the school, including all bookkeeping functions, creation of monthly financial reports for board meetings, creating and maintaining the annual budget, performing monthly bank reconciliations, cash disbursement and tracking, bi-monthly payroll, tax filing, procurement, management of the annual financial audit, grant maintenance and reporting, and maintaining fiscal compliance with government bodies.
- Responsible for the Human Resources of the school, including the creation and implementation of the staff policies and procedures manual, receiving bids for and determining employee benefit options, and maintaining employee files per government regulations.
- Responsible for creating and implementing the school technology plan, which includes planning, purchasing, and maintenance of all technology and technology services, and maintaining interface with information technology support.

RELEVANT WORK EXPERIENCE

MATCH Charter Public High School — Boston, MA
MATCH Corps, Urban Education Fellow — 2004 - 2006

- Worked directly with the Director of Development and Executive Director to maintain donor databases and assist with various events MATCH organized to fundraise, such as the annual gala.
- Developed and implemented the career shadow day program for 180 MATCH students, consisting of visits to different workplaces so students would be exposed to different careers and opportunities.

- As a founding member of the Match Corps, prepared minority and disadvantaged students for success at the college level and beyond by offering intensive daily tutoring in core subjects as well as standardized tests, such as the MCAS and SAT.
- As an Americorps member, worked for the Gear Up program at Brighton High School to improve students' academic success and preparation for college through tutoring and mentoring services.
- Fostered professional relationships within the school and worked in a team environment.

EDUCATION

Mount Holyoke College (B.A. in Economics and Politics, May 2004) South Hadley, MA

Attachment 10 – If applicable: Replication Strategic/Business Growth Plan

South Bronx Classical Charter School II is not currently expected to be included in a CMO at this time. However, if the process were to occur, the school would request that the authorizer amend the charter to incorporate such a replication plan.