

PHASE I: Letter of Intent

Created Monday, February 09, 2015

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Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

School Name	School in the Square Public Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	6-8
Number of Students During Initial Term	100

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Michael Pollack	[REDACTED]	[REDACTED]
Public/Media Contact Person	Evan Meyers	914-471-2484	info@schoolinthesquare.org

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.schoolinthesquare.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company
Partner Organization 1

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylus to sign your name below.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

A handwritten signature in black ink that reads "Evan Meyers". The signature is written in a cursive style with a large initial 'E' and a long, sweeping tail on the 'y'.

Date Signed (Lead or Co-Applicant)

2015/02/09

Thank you for completing this survey so that the Department may plan its review panel accordingly.

APPLICANT GROUP INFORMATION

Founders Evan Meyers and Adam Fachler met in summer 2013 at the Leaders in Education Apprenticeship Program (LEAP), a selective 12-month, school-based leadership development and supervisor certification program through the New York City Department of Education. They have been planning the school since that time and have been working full time on creating School in the Square since summer 2014. To date the founders have raised \$573,000 for the school launch, of which \$302,000 has been pledged upon receipt of the charter. Tapping their significant professional networks, they have secured many services *pro bono*: legal from Weil, Gotshal, & Manges; accounting from Imowitz, Koenig, & Co.; office space from Meritage Properties; and architectural from Gertler-Wente Architects LLP. Evan Meyers, the proposed Executive Director, would oversee day-to-day management, operations, and financial aspects of the school; coordinate all services, staffing, and instructional priorities in alignment with the school’s vision; and engage with parents, community, and external partnerships. Adam Fachler, the proposed Director of Learning, would support development of Common Core-aligned curriculum and facilitate cohesive instructional practice across content areas and grades. The applicant group has convened monthly since October 2014. 11 of its members will constitute the school’s board of trustees and two members will join the school’s advisory board.

c. Public contact: Evan Meyers: 914-471-2484, info@schoolinthesquare.org

d. Application History: Not Applicable

II. PROPOSED CHARTER SCHOOL INFORMATION

a. Proposed school name: School in the Square Public Charter School (S².)

b. Proposed school location: Community School District 10 (CSD 10) in the Bronx. We have requested district facilities; however, knowing local space constraints, we have been working with IGUA Group Inc.'s Division of Charter School Facilities to identify private space. We have identified three potential school sites with sufficient available space: a large school in University Heights, an office building in the Marble Hill Community, and a vacant religious school in the Fordham Community. Discussions with the respective landlords have begun.

c. Planned grades and enrollment:

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
6	100	100	100	100	100
7	--	100	100	100	100
8	--	--	100	100	100
Total	100	200	300	300	300

d. Proposed Management and/or Partner Organization(s): Not Applicable

e. Proposed School Mission and Vision: S² aims to educate, engage, and empower adolescents in the Bronx so they can respond flexibly and creatively to opportunities and challenges in their lives and their communities. To achieve this, S² educators and staff will model and cultivate in students habits of mindfulness, inquiry, and initiative. As they practice these habits, S² students will build

college, career, and civic readiness skills; meet and exceed Common Core expectations; and participate meaningfully in our school-based democratic community.

f. School Overview: When students feel heard and known, they feel more valued, which leads them to invest and participate in their education. The “square” in S² refers to our public square, an actual physical space in the school where our citizens-in-training will come to deliberate about school governance, discuss current events, and celebrate personal achievements. All S² adults and students will hold each other accountable to the “5 R’s”—our core principles—using classroom and community experiences as opportunities to practice them:

1. We nurture **relationships** built on trust and open communication. (“Relationships first.”)
2. We practice **reflection** for continual growth. (“Look within.”)
3. We demonstrate **resilience** in the face of challenges. (“Trust the process, dig deep.”)
4. We share **responsibility** for others and ourselves. (“Lead by example.”)
5. We **reimagine** things as they could be otherwise. (“What if...?”)

S² has secured several affiliations that bring vital capacity to our school community:

- **East Side House Settlement (ESH)** is a best-in-class service provider of on-site advisers who enrich, supplement, and support schools and their families through their broad network of social service providers and community resources. ESH has extensive experience serving low-income families, immigrant families with limited English proficiency, and families of children with physical and emotional disabilities. Two ESH staff will be sited at S² to work on student and family outreach and support; assist with student recruitment; teach Teen Issues courses; provide guidance services; and supplement staff capacity for student engagement.
- **City Pathways (CPaths)** selects and supports high-quality community-based organizations, cultural institutions, and service providers that complement S² values and capacity. CPaths coordinates partnerships in providing mentorship, connections to the community and city, and student opportunities to explore interests and careers. CPaths will provide programming before, during, and after the S² mandated 9 AM–4:30 PM school day, thus amplifying our curriculum, keeping school open from 8 AM–6 PM, and extending the school year. The CPaths partnership provides vital embedded time for S² teachers to plan and collaborate while also accommodating the needs of working families for extended learning time.
- **Facing History and Ourselves** supports educators worldwide in cultivating ethical reflection, intellectual rigor, and emotional engagement in order to create a more informed and thoughtful society. Facing History will assist with S² staff development, building multicultural awareness and practices, supporting humanities curriculum that emphasizes perspective-taking, and co-designing our weekly town hall-style “Forum in the Square.”

Building upon our core principles, our key affiliations, and extensive research on intrinsic motivation and deeper learning, our school culture has four cultural pillars:

1. **Culture of Compassion and Mindfulness.** To develop students’ potential, educators must know them well in order to respond to, and advocate for, their social, emotional, and physical needs.
- **Understanding and Support:** ESH will foster collaboration between families and our school team so we can know each child more fully. ESH advisers will facilitate the Teen Issues course where students surface and address concerns affecting wellbeing or academic performance. ESH will also closely monitor attendance to identify chronically late or absent students, proactively

screen and identify academically or behaviorally at-risk students, perform comprehensive family outreach (e.g., interviews, emails, home visits, calls), and connect students and families to social services and community resources in the Bronx.

- **Embedded Social-Emotional Learning:** Our program aligns with the core competencies of the Collaborative for Academic, Social, and Emotional Learning (CASEL) in developing student self-management skills and a culture of safety and respect, through reflective conversations, academic and behavioral contracts, logical consequences, and problem solving processes.
- **“Prime Time” (Morning Meeting):** To promote equanimity and an “attitude of gratitude” at the start of each day, S² students and staff will participate in a routine of research-based practices such as mindfulness meditation and reflective journaling. To ensure mind-body balance, we will also incorporate healthy breakfast and light exercise, like yoga or calisthenics, into Prime Time.

2. Culture of Inquiry and Achievement. Our approach apprentices students into the strategies of experts and engages them in solving real-world projects and problems. After each unit, students will present their learning to an audience of peers, parents, and community partners, assessing it against the standards of authentic practice and the Common Core. We will foster students’ “growth mindset” as they “learn how to learn” through pursuing personally relevant and challenging goals, obtaining and using feedback, and taking opportunities to revise and improve their work.

- **Cornerstone** develops argumentative, collaborative, and public speaking skills on which both civic participation and college and career readiness rest. This yearlong, interdisciplinary course aligns with Common Core standards for critical reading and writing.
- **Thinking Maps** use concrete graphical patterns to inculcate eight fundamental cognitive processes (defining, describing, classifying, comparing, sequencing, analyzing, analogizing, and seeing causality) across content areas. Consistent use of visual supports provides concrete entry points for students with limited English proficiency (LEP), students with special needs (SWD), and emergent readers.

3. Culture of Voice and Choice. To develop holistically, students must exercise personal initiative and participate authentically in their communities.

- **Responsive Programming:** Our 190-day year and optional 8AM–6PM school day will respond to students’ diverse needs, including intervention and enrichment. Besides core classes, we offer learning intensives: tiered, targeted literacy and numeracy intervention and enrichment opportunities in flexible small-group settings wherein students will progress at their own pace.
- **Forum in the Square:** Weekly town hall–style meetings (planned in collaboration with Facing History) will give students authentic opportunities to practice democracy in action through dialogue and deliberation about critical issues at school and in society at large.
- **Authentic PBL with CPaths:** At S², learning extends far beyond the conventional classroom. CPaths will manage a vibrant array of arts, athletics, environmental, service learning, and technology offerings, providing an additional repertoire of adults as mentors and role models, making learning relevant and differentiated to student interests, and connecting youth with quality-assured off-site experiences that expand their horizons and sense of possibility.

4. Culture of Professional Learning. Student culture often parallels the culture adult educators create and model, and educators at S² will embody what it means to be model learners.

- **Reflective Practice:** S² educators will continually develop and grow their instructional practice facilitated by instructional leaders and enriched by one another. We will foster a robust clinical and case-based learning environment, with dedicated time weekly for collegial inquiry, “game

tape” analysis of teaching with colleagues, collaborative lesson/unit planning, role-playing teaching scenarios, journaling, and exploration of professional resources.

- **Formative and Summative Teacher Feedback:** We will facilitate peer and supervisor observations and feedback cycles aligned to Danielson’s teacher evaluation framework. This feedback will be used for teacher goal setting and documentation of professional growth.

g. Target Population/Community Served: We will locate S² in CSD 10 in the Bronx. We are committed to serving students with the *highest needs* from the ethnically diverse neighborhoods of Fordham, University Heights, Mount Hope, Morris Heights, and Belmont. CSD 10 faces challenges:

- *Overcrowding.* In 2010, the Comptroller reported that CSD 10 schools have a 2,000-seat shortage.
- *Poverty.* Approximately 92% of its population qualifies as “economically disadvantaged.”
- *Low performance.* Approximately 83% of its students score below proficient on state measures of literacy and mathematical numeracy.
- *Limited educational attainment.* Approximately 59% of Bronx students graduate from high school, and roughly 11% complete a four-year college degree, according to Bronx Achievement Pact.
- *High needs.* 22% of students qualify as LEP/English language learners (ELLs), and 17% as SWD.
- *Lack of school alternatives.* Among Bronx districts, it has the fewest charter schools per capita.

Based on the data and our experience in CSD 10, we expect a large proportion of our students to enter one or more years below grade level. We designed the school to address these needs.

I. ENROLLMENT AND RETENTION STRATEGIES

Recruitment Strategies: S² intends to recruit and matriculate an equal or higher proportion of students who have LEP, disabilities, or who qualify for free or reduced-price lunch (FRPL) than neighboring CSD 10 schools. To ensure this with these cohorts (that comprise 22%, 17%, and 76% of the district, respectively), S² has and will continue to forge strategic relationships with local faith- and community-based organizations in the highest need parts of the district, including the Tenant Association of a 250-unit public housing project, New Tabernacle Baptist Church, Ogden Presbyterian Church (which serves a large Ghanian community), Highbridge Voices, New Heights, and the Supportive Children’s Advocacy Network. To ensure that these students are attracted to the school going forward, S² will: host more public meetings; continue our public awareness campaign; conduct outreach to CSD 10’s Committee on Special Education and to SpEd and ELL coordinators at all K-5 CSD 10 schools; recruit families on charter waitlists; assign extra staff time to collaborate with ESH, who work extensively with these populations; and reach out to health clinics and multi-service agencies, such as Phipps Houses, that also work with these population. Our website, outreach materials, and presentations articulate how S² welcomes and serves all students, and they are being translated into multiple languages for the communities we will serve.

Retention Strategies: S² will have a laser-like focus on ensuring students at all levels of academic achievement and linguistic proficiency, as well as those with disabilities of various kinds, make progress and successfully complete all school requirements. Key to retention is our commitment to “relationships first” to ensure every student feels known, supported, and encouraged. We will prioritize hiring dual-certified teachers with expertise in special education and/or ESL instruction who are equipped to differentiate instruction for our diverse learners, and provide robust professional development in QTEL for supporting students with LEP; Schools Attuned and Branching Minds for supporting SWDs and struggling learners; and RTI, Collaborative Problem Solving, and restorative justice for resolving conflicts with students who present chronic behavioral challenges. Services will be delivered in an integrated, co-teaching setting to the extent possible, adhering to students’ IEP specifications. Additional support through technology-based programs

will be employed to differentiate and supplement instruction. When students are working with staff and teaching artists from our affiliate organizations, teachers will meet regularly with our Director of Learning to discuss the progress of each student, using data-centric programs to identify students in need of additional support and continually assessing the efficacy of interventions and enrichments targeted for students with disabilities or LEP and those at-risk for academic failure. S² emphasizes push-in, small-group instruction, personalized learning three times weekly, and research-based strategies for academic intervention that equip all learners for academic and socio-emotional success.

Our community-based partnerships will keep students engaged in the learning community and on track to high school, college, and career readiness, providing customized support for SWDs and LEP students. ESH counselors will support students and families through teaching, coaching, counseling, and outreach. Our partnership with CPaths personalizes programmatic offerings by tapping into students’ interests, passions, and talents through real-world exposure and experience while creating more time for teachers. Forums in the Square and morning meetings provide regular opportunities to be heard and valued and to connect to one another and the school community.

II. PUBLIC OUTREACH AND COMMUNITY SUPPORT

- a. **Outreach Efforts.** Through extensive grassroots community outreach we have made contact with nearly every community-based organization, faith-based leader, and politician in CSD 10 as well as many throughout the borough. We received feedback and support from the Bronx Borough President’s office and are meeting with other local council and assembly members. Going door to door in Fordham, Burnside, and Mount Hope, we distributed brochures to local businesses and families. We have contacted all elementary schools in CSD 10 and co-organized informational events for parents at PS 114 and NYC Montessori Charter with more planned. We hosted two public meetings at different locations and times of day, including an interactive forum at the Twin Peaks apartment complex, with support from its Tenant Association President, Evonne Capers. We also spoke at Ogden Presbyterian Church, Emmanuel Presbyterian Church, and New Tabernacle Baptist Church and presented our plans at Community Boards 5, 6, 7, 8, 9, and 10 and CECs 7 and 10. We launched our website (schoolinthesquare.org) and media campaign, including a video featuring our former students, and the Bronx Free Press wrote [an article](#) about our plans. Outreach continues as we learn from and with our diverse constituencies.
- b. **Parent Interest.** S²’s two lead applicants both taught for many years in NYC (Adam Fachler in CSD 10), developing relationships with students and their families through which to understand and address their needs and desires. To date we have secured 307 petition signatures and 51 “letters of intent to apply” from families of current 4th graders (eligible for our 6th grade in 2016) with many more in progress. Local public school performance results and charter school waitlist data demonstrate high demand: In 2013–14 in CSD 10, charter schools received more than 3,000 applications for about 500 seats. Through our interactions with local parents and school-age children at focus groups and our public meetings, our close analysis of 135 handwritten surveys, and our meetings with prominent leaders in the community, we have confirmed firsthand that there is an indisputable desire for School in the Square in CSD 10.

III. PROPOSED BOARD CHAIR SIGNATURE AND DATE



February 8, 2015

Signature

Date

TABLE 1: APPLICANT GROUP INFORMATION

*Minimum of 5 members must be designated as Trustees

Name of APPLICANT GROUP MEMBER	Email Address	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Evan Meyers	[REDACTED]	School in the Square	<p>Relevant Experience: Evan Meyers got his Bachelor of Arts in Economics and Political Science from the University of Massachusetts Amherst and then spent 20 years on the floor of the Commodities Exchange in NY (COMEX). He founded York Commodities in 1992 and was a partner at the RTM Fund. In 2008 he returned to school to earn a Master of Arts in Teaching of Social Studies from Columbia University and was a founding faculty member of the High School for Language and Diplomacy. Evan founded the Service Club to foster student civic engagement; the club received Honorable Mention in the Northeast Region from Jefferson Awards for Public Service, a national organization known as the "Nobel Prize for public service." Outside of school he serves on the Advisory Board for the non-profit Facing History and Ourselves and is on the Board of Directors for Let's Get Ready. In the past year he completed the Leaders in Education Apprentice Program (LEAP) and received his School Building Leader (SBL) certification in June of 2014. Finally, Evan is the parent of three children.</p> <p>Relevant Skills: Business start-up and management, finance, teaching, education leadership, fundraising, non-profit governance. Role on Applicant Group: Evan is a co-founder of School in the Square and is collaborating with Adam Fachler to organize the applicant group and coordinate public outreach and development of the application.</p>	Head of School	None	N/A	N/A
Adam Fachler	[REDACTED]	Friends of School in the Square Consultant for The Balance Between	<p>Relevant Experience: Adam graduated <i>magna cum laude</i> from the University of Pennsylvania and joined Teach for America, serving at a district middle school in the Bronx during which time he earned his M.S. in English Education from Lehman College. At the Bronx School for Young Leaders, Adam designed and implemented peer observations for educators, facilitated workshops in unit and lesson planning, served as instructional coach, and built a professional learning community around Danielson's standards of practice. In July of 2013 he joined the Leaders in Education Apprenticeship Program (LEAP) where he earned his administrative credential. Adam is currently working on a district-wide implementation of Thinking Maps, a visual language for leadership and learning, in the Valhalla K-12 school district and serves as their lead consultant and advisor to the superintendent on this project. Relevant Skills: Education, professional development, instructional leadership. Role on Applicant Group: Adam is a co-founder of School in the Square and is collaborating with Evan Meyers to organize the applicant group and coordinate public outreach and development of the application.</p>	Director of Learning	None	N/A	N/A
Daniel Diaz	[REDACTED]	Assistant Executive Director of Programming, East Side Settlement House	<p>Relevant Experience: Daniel Diaz has served as East Side House Settlement's (ESH) Assistant Executive Director of Programs since 2008 following four years working in various leadership roles within ESH's school and community-based programs. He develops and monitors all government and private budgets and ensures that all contractual and agency goals are met. Mr. Diaz has also been instrumental in developing partnerships with local schools as well as creating specialized high schools designed to serve some of New York City's most vulnerable youth. Lastly, Mr. Diaz has sat on a number of advisory councils guiding program performance standards, including serving on the Advisory Team that produced the New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool Users Guide. Before ESH, his work focused on reaching at-risk and homeless youth at several community-based agencies in New York City. He holds a Master's degree in Administrative Social Work from Fordham University Graduate School of Social Service and a Bachelor's degree in Psychology from Baruch College. Relevant Skills: non-profit management, program evaluation, youth development, education, social work. Role on Applicant Group: Daniel has served as a liaison in developing the partnership between School in the Square and East Side Settlement House and advises the applicant group on support systems for at-risk youth and outreach in CSD10.</p>	Trustee	Member	5	Y

Walter Rendon		CEO, Educational Achievement, LLC; Educator, NYCDOE, CSD 10	<p>Relevant Experience: Walter is the founder and CEO of Educational Achievement, LLC, and works as an educator and consultant for the New York City Department of Education. Walter has nearly 20 years of business and educational experience. He has spent a decade working for business and financial institutions such as Merrill Corp. and Credit Suisse First Boston, managing in Equity Research. Walter has also worked in the field of education for nearly a decade as a teacher, mentor and consultant. Walter offers a practical knowledge of both pedagogy and business, the nature of learning and education, as well as insight into the 21st century student. Relevant Skills: education, mentoring, coaching, business. Role on Applicant Group: In addition to advising on the academic program, Walter has been active in community outreach.</p>	Trustee	Chair, Community Outreach	5	Y
Jay Shuttleworth		Affiliated Faculty & Coordinator, Pre-Service Teacher Program, Columbia University	<p>A faculty member at Columbia University's Center for the Core Curriculum, Jay brings to the board 17 years of teaching experience, ranging from secondary to post-graduate settings. In addition to higher education teaching experience, Jay taught for ten years at public schools in rural, suburban, and urban environments. Jay studied educational practices in Japan as a Fulbright Memorial Fellow and was named a finalist for the California Department of Education's <i>Teacher of the Year</i> distinction. Jay is active in the professional development of pre-service, beginning, and veteran teachers. He has coordinated the pre-service teacher program for Teachers College's Program in Social Studies, and he has been an instructional coach at eleven New York City public schools. He has given over 40 scholarly talks on education and history, and his ongoing research involves the social issues of sustainable living as well as the role of technology in pre-service education. Relevant Skills: education, instructional leadership, coaching, professional development, technology. Role on Applicant Group: Jay has advised the applicant group on the proposed school's educational model.</p>	Trustee	Programming and Real Estate Committees	5	Y
Scott Levenson		Executive Director, Private Prep	<p>Relevant Experience: Scott is a successful entrepreneur who oversees centralized business functions of Private Prep, one of the leading personalized education services in New York. Private Prep was recently named one of the best places to work in New York by Crain's Magazine. After graduating with a B.A in Political Science from Emory University, Scott worked as an analyst at MCG Capital. While honing his skills in finance over four years at MCG, Scott also mentored inner-city high school seniors as part of the Hoop Dreams Scholarship Fund program. Seeking an opportunity to explore his entrepreneurial spirit and further professional development, Scott returned to Emory for his MBA, where he graduated with honors. Scott is the parent of two children. Relevant Skills: education, business start-up and management, finance. Role on Applicant Group: Scott has advised the applicant group on the proposed school's academic program, financial model and start-up plan.</p>	Trustee	Chair, Programming Committee	5	Y
Hiram Ratliff		Head Pastor, New Tabernacle Baptist Church	<p>Relevant Experience: Hiram Ratliff currently serves as the senior pastor at the New Tabernacle Baptist Church in the Bronx, NY, and has extensive experience in designing and facilitating initiatives for at-risk youth. While pursuing his theological credentials, Hiram worked at the Harlem Children's Zone for six years and held a wide variety of roles there, beginning as a crisis intervention worker, transitioning to Supervisor of Family Empowerment Programming, and most recently acting as their Assistant Director of Community Pride and Afterschool. Before working with HCZ, Hiram served as a supervisor at Adolescent and Family Comprehensive Services and as a Supervisory Probation Officer in the intensive juvenile division at the Department of Probation. He is a certified advocate for the Agency for Children's Services (ACS). A Bronx native, Hiram also serves as a voting member of Community Board 10. Relevant Skills: social work, youth development, education, crisis management, community organizing. Role on Applicant Group: Hiram has facilitated community outreach and advised the applicant group on the proposed school's intervention and support plan.</p>	Trustee	Community Outreach Committee	5	Y

Scott Gottlieb		Vice-Chair CBRE	<p>Relevant Experience: Scott was named a Vice Chairman of CBRE in May 2003 and is the youngest member of the firm ever to hold this title. He has a nearly two-decade record of assisting corporate clients in meeting their real estate needs and helping landlords to market and lease office space. He is a recipient of the industry's most prestigious honor – the Real Estate Board of New York's "Deal of the Year" award – for his work on behalf of Viacom International. Mr. Gottlieb began his real estate career at Cushman & Wakefield in 1985. In 1992, he was the top-producing salesperson for C&W nationally. He joined Edward S. Gordon Company in 1993 (Edward S. Gordon Company became Insignia/ESG in 1997), as a Managing Director and has consistently been among the firm's top 10 producers. Mr. Gottlieb began his professional career at Ernst & Whinney, as a member of the New York Audit Group. He is a parent of three children. Relevant Skills: real estate, business, finance. Role on Applicant Group: Scott is assisting the applicant group with identification of facility, real estate negotiations, and fundraising.</p>	Trustee	Chair, Real Estate Committee	5	Y
Michael Pollack		Managing Director of Client Architecture and Business Transformation at JP Morgan	<p>Relevant Experience: Michael is responsible for leading a global team in the Corporate and Investment Bank. Before joining JP Morgan he was a Managing Director and Divisional CFO at Citigroup where he led the reengineering of the capital markets operations. Michael was also a Managing Director at Pollack Consulting Group, an independent management consultancy that assists clients with their most difficult strategy, operational, and technology issues. Prior to Pollack Consulting, he was a Principal at Booz, Allen & Hamilton. Michael earned his BA in Computer Science from Princeton University and then continued on to receive his MBA in General Management from the Stanford Graduate School of Business. He is the parent of two children. Relevant Skills: business, finance, management, strategic planning, program evaluation. Role on Applicant Group: Michael has assisted the applicant group with board recruitment and development and strategic planning.</p>	Trustee	Board Chair, Chair of Governance Committee	5	Y
Mindy Tucker		Chief Financial Officer, Meritage Properties	<p>Relevant Experience: Mindy Tucker is Chief Financial Officer of Meritage Properties LLC, a value-oriented owner and operator of office properties primarily focused on the Boston to Washington, D.C. corridor. Mindy brought over 27 years of experience in corporate finance and investor relations, including debt and equity financings, mergers and acquisitions, strategic planning and corporate development. For the previous nine years, she was responsible for investor relations at Crown Media Holdings. Prior to that, she served for ten years in corporate development involving entertainment and real estate properties at various Sony companies, including Sony Pictures Entertainment, Sony Retail Entertainment and Loews Cineplex Theatres. Mindy began her career in investment banking holding positions at Smith Barney and subsequently Prudential-Bache. Mindy has been active in her local school community, volunteering as Co-Chair of the Learning to Look fine arts program (2006-2008) and elected as parent-liaison on the Scarsdale High School Compact for Learning (2008-2011). In addition, she served on the School Board Nominating Committee (SBNC) (2011-2014) and is currently Co-Chair of the Administrative Committee responsible for the SBNC elections. Mindy holds a B.A. from University of Pennsylvania and an M.S. in Molecular Genetics for the Albert Einstein College of Medicine. She is also a parent. Relevant Skills: school governance, business, management, finance, real estate. Role on Applicant Group: Mindy brings expertise in human resources, finance, facilities, and school governance to the applicant group.</p>	Trustee	Secretary, Finance committee	5	Y
Michelle DeLong		Homemaker/Volunteer	<p>Relevant Experience: Michelle is the founding Secretary of the Board of Trustees of the Children's Aid College Prep Charter School. Michelle began her career as a lawyer litigating at the law firm of Cravath, Swaine and Moore. She then became a federal prosecutor in the Eastern District of New York for 5 years. Michelle ran the Greenacres Afterschool program and served on the PTA executive board of Greenacres Elementary School and as the treasurer of the Scarsdale Middle School PTA. She also served on the executive board of the Scarsdale Young Writers Workshop. Michelle holds an AB from Harvard College and a JD from Harvard Law School. She has two teenage children. Relevant Skills: Legal, non-profit governance, charter school governance, youth programs. Role on Applicant Group: Michelle advises the group on charter school governance and brings a legal lens to our work and policies.</p>	Trustee	Governance committee	5	Y

Joel Talish		Certified Financial Planner and Certified Investment Management Analyst, Wells Fargo	Relevant Experience: Joel is a Certified Financial Planner and Certified Investment Management Analyst with more than 25 years of investment and money management experience within the global capital markets. Joel received his undergraduate degree from Hobart College and earned his CIMA® Certification from the Wharton School of Business. He is the parent of two children and a coach. Relevant Skills: business, finance, and accounting. Role on Applicant Group: Joel has assisted the applicant group with financial planning and development.	Trustee	Treasurer, Chair Finance committee	5	Y
Estrella Lopez		Director for the Center for Teaching Learning and Leadership and Assistant Professor of Graduate Studies, College of New Rochelle	Relevant Experience: Estee has an extensive background in facilitating quality educational programs for diverse learners combined with key strengths in influencing teaching and learning processes and local/state educational policies, and in motivating executives to examine, change, and improve practices. Skilled public speaker and presenter. Recipient of multiple awards. Relevant skills: Vision, direction and leadership; literacy, ESL & bilingual programs, employee recruitment, and staff development Role on Applicant Group: Estee has assisted the applicant group with school design and professional development programming.	Advisory Board	None	N/A	N/A
Alan Dichter		NYCDOE Network Leader (CUNY Partnership Schools)	Relevant Experience: Alan has extensive building and district leadership experience (including High School Principal and Local Instructional Superintendent in NYC and director of Leadership Development for Portland Public Schools) as well as over 20 years of designing professional development programs focused on leadership and effective collaboration. Alan has more than 25 years of experience with national school reform efforts including the Coalition of Essential Schools, the Annenberg Institute and the School Reform Initiative. He is co-author of The Power of Protocols and Going Online with Protocols as well as numerous articles on leadership and school reform. Alan is currently the Network Leader for 20 NYC public middle/high schools. Relevant Skills: Education leadership and reform, professional development. Role on Applicant Group: Alan has worked with the applicant group on effective collaboration and advised on the proposed school's instructional leadership and professional development plans.	Advisory Board	None	N/A	N/A