



PHASE I: Letter of Intent

Last updated: 06/22/2015

Basic Contact and Application Information

Page 1

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	318

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.

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	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

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

A large, light gray rectangular area containing a handwritten signature in black ink. The signature is written in a cursive style and appears to read "Michael D. Poshal".

Date

2015/06/22

Thank you for completing this form.

I. APPLICANT GROUP INFORMATION. Co-founders Evan Meyers and Adam Fachler have been designing and planning the The School in the Square Charter School (schoolinthesquare.org) full time since Summer 2014. To date, they 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 *pro bono* services: legal from Weil, Gotshal, & Manges; accounting from Imowitz, Koenig, & Co.; office space from Meritage Properties; and architectural from Gertler-Wente Architects LLP. Their proposed board has met monthly since October 2014.

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

d. Application History: This group applied in Round 1 of 2015 and withdrew its application.

II. PROPOSED CHARTER SCHOOL INFORMATION

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

b. Proposed school location: Community School District (CSD) 9 or 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 available space: a school in University Heights, an office building in the Marble Hill Community, and a vacant religious school near Fordham.

c. Planned grades and enrollment:

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
6	106	106	106	106	106
7	--	106	106	106	106
8	--	--	106	106	106
Total	106	212	318	318	318

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

e. Proposed School Mission: School in the Square (S2) will engage, educate, and empower adolescents in the Bronx so they can respond mindfully and creatively to life’s opportunities and challenges. The School in the Square draws its name from the concept of the public square, where communities come together to solve problems and celebrate successes. We see the square as an enduring symbol of our commitment to communal values that promote equity and diversity in our school.

We envision S2 as a place where students, families, and educators are seen, heard, and inspired; where students build the academic foundations, emotional intelligence, and leadership skills necessary to excel in college and professional life; and where students and adults hold each other accountable to S2’s core values of relationships, reflection, resilience, and reimagining.

In line with our commitment to equity and diversity, S2 will serve the students of the Bronx regardless of their academic achievement, English language proficiency, or disability status.

f. School Overview: The primary goal of School in the Square is fostering intellectual and personal growth in students and adults. To achieve this outcome, we subscribe to three organizational pillars:

1. LEARNING BY DESIGN. S2 will offer a Common Core aligned program of study in ELA, mathematics, science, social studies, and the arts that encourages critical thinking and cogent communication and that teaches students to take charge of their learning.

- **Common Instructional Practices.** S2 educators will develop a shared professional language through the use of common, research-based frameworks for lesson design and data-driven instruction, such as Wiggins and McTighe’s *Understanding by Design* and Marzano, Pickering, and Pollack’s *Classroom Instruction that Works*. Committing to a set of shared principles will enable our educators to collaboratively design effective learning environments and experiences, use digital courseware and real time diagnostic assessments to adjust curriculum, improve facilitation, and develop responsive interventions for students. S2 teachers will design sets of teaching resources that exemplify high-quality instruction for English language learners (ELLs) and students with disabilities (SWDs) across content area.
- **Foundational Skill-Building.** Based on state data and our experience, we expect many students will come to S2 lacking academic habits and critical skills in literacy and numeracy. In each course, S2 staff will teach foundational skills that help students access middle school content and achieve grade-level standards. To ensure that students read with comprehension and insight, all courses—including math—will foster authentic literacy through non-fiction articles, narratives, and digital media during targeted, extended periods. Mathematics courses will develop conceptual understanding, computational thinking, and the ability to apply these skills to solve complex problems in everyday life, society, and the workplace.
- **Performances of Mastery.** Students will engage in various learning activities, projects, and performance tasks aligned with Common Core standards in order to show growth and demonstrate mastery. Students will develop portfolios and share their progress during student-led conferences and end-of-year exhibitions. By the 8th grade, students will produce original and engaging work to present and defend to outside evaluators (teachers and students from other schools, business professionals, volunteers, local representatives, etc.)¹
- **More Time: Extended Periods, Day, and Year.** S2 will devote large blocks of time to core classes (75+ minutes daily) to allow for rigorous, constructivist instructional strategies such as Socratic seminars, workshops, personalized and blended learning, and projects. Our school day extends from 9am to 5pm, with an optional “early bird” homework/breakfast club at 8am. Our 190-day school calendar provides ten additional days of learning for students and also includes two additional weeks of professional development for educators.
- **Expanded Learning Opportunities:** S2 will extend learning beyond the conventional classroom through a partnership with City Pathways (cPaths). cPaths coordinates with cultural and community-based organizations to provide students with mentorship, connections to the community and broader city, and opportunities to explore interests and careers.

2. COLLABORATIVE LEARNING CULTURE. We know that student culture reflects adult culture, so we will design an environment that gives educators the time, space, and resources to nurture powerful learning for themselves and students.

- **Learning by Doing:** S2 educators will help students become better learners by becoming better learners themselves, modeling a commitment to continual development as pedagogues. S2 will feature a clinical and case-based learning environment with dedicated time for collegial inquiry,

¹ This approach has been used with great success by schools in the New York Performance Standards Consortium, including the Expeditionary Learning School for Community Leaders in Bensonhurst, Brooklyn that serves an underserved district similar to S2’s.

“game tape” analysis of teaching, collaborative lesson planning, and exploration of professional resources, allowing educators to grow their instructional practice and enrich one another.

- **Teacher Feedback from Varied Audiences:** Educators will self-reflect and receive ongoing, targeted feedback from their peers, supervisors, students, and their families through observations, inter-visitations, study groups, written correspondence, and surveys. Feedback will align to The Danielson Framework for professional practice and will inform teacher goal setting, evaluations, and documentation of growth.

3. COMPASSIONATE COMMUNITY. Students must have their physical, social, and emotional needs met to be ready to learn. The S2 model provides a robust network of personnel and programmatic supports to ensure the well-being of each child. The ethos of the “square” lives in this pillar, as we ensure that every student feels his or her perspective is valued and appreciated.

- **Understanding and Support.** Our East Side House Settlement (ESH) partner will foster collaboration between families and our school team so we can know each child fully. ESH will closely monitor attendance to identify chronically late or absent students, proactively identify at-risk students, perform comprehensive family outreach, and connect students and families to social services and community resources in the Bronx. Once a week, small groups of students will meet with one of our full-time ESH advisors for Teen Issues, a course that helps students understand and discuss issues around their transition into adolescence.
- **PrimeTime, a Mindful Morning Meeting.** At the start of each day, all staff and students ready themselves for learning in an advisory-style 30-minute period called PrimeTime, which will include meditation and personal goal-setting. We will use the MindUP curriculum, whose lessons teach students about their evolving brains and train them to respond (rather than react) to obstacles and challenges in their lives.
- **Forum:** Bi-monthly forums conducted in the school’s “square” (a physical space) will give students opportunities to work as a community and practice democracy through analyzing critical issues at school and in society at large, with a focus on inquiry and problem solving. Facing History and Ourselves will provide ongoing support in creating the curriculum, building multicultural awareness, and considering multiple perspectives.

g. Target Population/Community Served: We will locate S2 in CSD 9 or 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, Highbridge and West Concourse. CSD 9/10 faces challenges:

- *Poverty.* Approximately 92% of its population qualifies as “economically disadvantaged.”
- *Low performance and limited educational attainment.* According to the NY State Report Card, CSD 9/10 have a blended percentage of 13.9% student proficiency in 8th grade ELA and 15.2% in Math. Approximately 59% of Bronx students graduate from high school and 11% complete a four-year college degree, according to Bronx Achievement Pact. In grades six through eight, Bronx students perform well below city and state averages.
- *High needs.* 22% of students are ELLs, 17% are SWDs, and 76% qualify for free and reduced priced lunch (FRPL)
- *Overcrowding.* CSD 9/10 have the two largest middle school populations in the Bronx and the highest number of students per middle school in New York City totaling 22,500 students.
- *Lack of alternatives.* Among Bronx districts, CSD 10 has the fewest charter schools per capita.

III. ENROLLMENT AND RETENTION STRATEGIES

Recruitment Strategies: Through extensive community outreach, our planning team has already built relationships with local elementary schools as well as community and faith-based organizations. Agencies from the highest needs parts of the Bronx have offered to help with recruitment including the Tenant Association of a 250-unit public housing project, New Tabernacle Baptist Church, Ogden Presbyterian Church, Highbridge Voices and New Heights (after-school programs), and the Supportive Children’s Advocacy Network (SCAN). Subsequent to submitting its first full proposal on March 20, 2015, S2 reconnected with the organizations listed above to further develop plans for recruitment of ELLs, SWDs, and students eligible for FRPL. To bolster our efforts on the ground, we have proposed a founding board that includes five members who are living and/or working in the Bronx, each of whom will work within their spheres of influence to aid recruitment.

Recruitment of special populations. S2 will continue to send a clear message that our school design serves everyone in the community, with an explicit focus on serving students with disabilities (SWD), English language learners (ELLs), and students who are at risk of academic failure. To ensure that we meet our enrollment targets, S2 will host more public meetings, connect with CSD 9/10’s Committee on Special Education as well as with all of CSD 9/10’s K-5 Special Education and ELL coordinators, recruit families on charter waitlists, and reach out to health clinics and multi-service agencies (such as Phipps House) that also work with these high needs groups. Our website, outreach materials, and presentations articulate how S2 welcomes all students, and to this end, we have translated our materials into Spanish and Twi (a Ghanaian dialect), the languages spoken locally in the communities we intend to serve.

Crucially, our memorandum of understanding with ESH outlines specific actions that both their two S2 based staffers and the larger 100-year-old Bronx organization will support on S2’s behalf, including tapping their comprehensive support network, canvassing neighborhoods alongside S2 staff, and launching a public awareness campaign for the school.

Retention Strategies: S2 will focus on retaining students at *all levels* of academic achievement, linguistic proficiency, and ability and on ensuring that each group sustains progress and completes all school requirements. Organizationally, we understand knowing students well will improve retention, thus we commit to the principle of “relationships first”, meaning S2 educators will be charged with making every student feel safe, known, and supported academically and personally. To find staff who can meet this challenge, S2 will prioritize hiring educators with expertise in special education, ESL instruction, and working with diverse learners. To enhance their expertise, we will provide professional development in research-based frameworks such as QTEL for ELLs, Schools Attuned and Branching Minds for SWDs and struggling learners, and Collaborative Problem Solving and restorative justice practices for students who present chronic behavioral challenges.

S2 believes in the efficacy of inclusive, push-in models for supporting SWD’s social and academic development, so—to the extent allowed by students’ IEPs—S2 educators will deliver accommodations and interventions in an integrated co-teaching environment. S2 will also support ELLs through a push-in model, providing an immersion approach with targeted language goals provided for all learning activities, in addition to other research-based linguistic supports (such as sentence frames and graphic organizers) designed to help ELLs access academic content.

While data indicates that the majority of our students will qualify as “at risk” by one or more criteria, we also know that many of our students will display exceptional gifts and talents. To meet students at all points along the academic spectrum, we will provide additional personalization—enrichment for high-performing students and supplementation for low-performing students—through computer-based programs and targeted small group instruction. To assess the efficacy of all these

strategies, our educators' schedules allow for regular data meetings to analyze student work and discuss how to better tailor our program to meet the needs of all students.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

Outreach Efforts. Through extensive grassroots community outreach, we have made contact with many community-based organizations, faith-based leaders, and politicians in CSD 9/10 as well as throughout the borough. We have received support from the Bronx Borough President's office and are meeting with other local assembly members. We have used a three-phase approach that began last September and continues today.

Phase I entailed our going door-to-door in Fordham, Burnside, and Mount Hope, spending many hours learning from and building relationships with families, local businesses, politicians, and other community-based leaders to decide on a best-fit community for S2.

Phase II entailed informing the community about our school design, seeking feedback, and securing support from various community stakeholders, including building partnerships with local organizations. We contacted all elementary schools in CSD 9/10 and co-organized informational events for parents at PS 114 and NYC Montessori Charter with more planned in coming months. Between the dates of December 11th and January 29th, we hosted three public meetings at different locations and times of day. We also spoke at and interacted with various churches and presented our plans at Community Boards 5, 6, 7, 8, 9, and 10 and CECs 7 and 10. From April-June 2015, we have held 12 meetings throughout CSD 9/10 that included presentations at local community board meetings, a parent meeting with the Ghanaian community in Woodlawn, visits to multiple charter schools to learn best practices, continued planning with our partners such as SCAN and ESH, and meetings with various DOE officials about our intent to re-apply. We also launched a public media campaign consisting of a website schoolinthesquare.org (that continues to generate parent interest and features a panel of our former students), newspaper coverage in the [The Bronx Free Press](#), and an in-depth interview on BronxNet's *Perspectives* (a half-hour television program) on March 24, 2015 during which we discussed the key design elements of the school and our outreach efforts.

Phase III (ongoing) involves periodic meetings where we garner feedback from the community about aspects of our school (e.g., uniform policy) and integrating feedback we have received into our plan, including designing our 8am "early bird" program to help working parents and planning for robust extracurricular activities.

b. Parent Interest. We have secured 387 petition signatures and 113 "letters of intent to apply" from families of current 4th graders (eligible for our 6th grade in 2016) with many more in progress. Further, charter school waitlist data (1 seat for every 5.8 applicants in CSD9/10) demonstrates high demand and persistently low district achievement data demonstrates need. Through our interactions with local parents and school-age children at focus groups and our public meetings, our close analysis of 139 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 9/10.

V. PROPOSED BOARD CHAIR SIGNATURE AND DATE



June 22, 2015

Signature

Date

Applicant Group Member Name/Email	Current Employment	Relevant Experience/skills and role on applicant group	Proposed role(s)	Proposed Position on the board	Length of initial term	Voting member
Evan Meyers e [REDACTED]	Friends of School in the Square	<p>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. 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 Apprenticeship Program (LEAP) and received his School Building Leader (SBL) certification in June of 2014. Finally, Evan is the parent of three children.</p> <p>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>	Executive Director	None	N/A	N/A
Adam Fachler [REDACTED]	Friends of School in the Square	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	Consultant/educator	None	N/A	N/A

		<p>lesson planning, served as instructional coach. In 2014, Adam implemented a meditation program for over 100 adolescents leading to a significant decrease in behavioral referrals among 8th graders. In July of 2013 he joined the Leaders in Education Apprenticeship Program (LEAP) where he earned his administrative credential. Adam is currently co-authoring a book with Drs. Jeffrey Wilhelm (Boise State) and Michael Smith (Temple) on curriculum design and serves as a consultant for The Balance Between, an educational consulting company specializing in Thinking Maps, a visual language for leadership and learning.</p> <p>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>				
<p>Daniel Diaz </p>	<p>Assistant Executive Director of Programming, East Side Settlement House</p>	<p>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</p>	<p>Trustee</p>	<p>Member</p>	<p>5</p>	<p>Y</p>

		<p>Administrative Social Work from Fordham University Graduate School of Social Service and a Bachelor's degree in Psychology from Baruch College.</p> <p>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.</p>				
<p>Walter Rendon</p> <p>██████████</p>	<p>CEO, Educational Achievement, LLC; Educator, NYCDOE, CSD 10</p>	<p>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.</p> <p>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
<p>Jay Shuttleworth</p> <p>██████████</p>	<p>Affiliated Faculty & Coordinator, Pre-Service Teacher Program, Columbia University</p>	<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,</p>	Trustee	Programming and Real Estate Committees	5	Y

		<p>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.</p> <p>Role on Applicant Group: Jay advises the applicant group on the proposed school's educational model.</p>				
<p>Scott Levenson </p>	<p>Executive Director, Private Prep</p>	<p>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.</p> <p>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
<p>Hiram Ratlif </p>	<p>Head Pastor, New Tabernacle Baptist Church</p>	<p>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</p>	Trustee	Community Outreach Committee	5	Y

		<p>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.</p> <p>Role on Applicant Group: Hiram has facilitated community outreach and advised the applicant group on the proposed school’s intervention and support plan.</p>				
<p>Evonne Capers </p>	<p>Community Board 6; Tenant Association President, Twin Parks Apartment Complex</p>	<p>Evonne Capers is a Bronx native who currently serves as the Tenant Association President for the Twin Parks Apartments complex in District 10 of the Bronx. Following a 13-year career with American Telephone and Telegraph and a ten-year career with the United States Postal Service, Evonne became a member of Tenants & Neighbors, a grassroots organization that helps tenants build, protect, and access affordable housing opportunities. In 2011, she joined the Community Action for Safe Apartments (CASA) project, an initiative of New Settlements, a Bronx-based not-for-profit with a 23-year track record of revitalizing neighborhoods, building community, and facilitating positive youth development, and now serves on that project’s leadership team. In continuing with her commitment to public service, Evonne joined Community Board 6 in June of 2014 and serves as a voting member. Evonne is the proud mother of three college graduates.</p>	<p>Trustee</p>	<p>Community Outreach Committee</p>	<p>5</p>	<p>Y</p>

		Role on Applicant Group: Evonne brings extensive knowledge of the community to the applicant group and has facilitated community outreach.				
Scott Gottlieb 	Vice Chairman, CB Richard Ellis Real Estate Group	Scott L. Gottlieb is one of New York City's outstanding brokerage professionals, with a nearly two-decade record of assisting corporate clients in meeting their real estate needs and helping landlords to market and lease office space. Mr. Gottlieb was named a Vice Chairman of CBRE in May 2003. He is the youngest member of the firm ever to hold this title. 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 played an integral role in developing and implementing an expansion and consolidation strategy for Viacom following its acquisition of Paramount Communications and Blockbuster Entertainment, resulting in the negotiation of more than 1.5 million sq. ft. of lease transactions for Viacom over an 18-month period. In addition to Viacom, Mr. Gottlieb has developed strategic real estate solutions for corporate clients, including Vivendi Universal, Inc., Sidley Austin LLP, Macy's, CBS Broadcasting Inc., Kasowitz, Benson, Torres & Friedman and Major League Baseball. In addition to New York City, he has negotiated real estate transactions in Los Angeles, Chicago, Atlanta, Houston and other major markets across the country. 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	Trustee	Chair, Real Estate Committee	5	Y

		<p>career at Ernst & Whinney, as a member of the New York Audit Group. He resides in Scarsdale, New York with his wife Robin, and three children, Ethan, Lewis and Melissa.</p> <p>Role on Applicant Group: Scott is assisting the applicant group with identification of facility, real estate negotiations, and fundraising.</p>				
<p>Michael Pollack</p> <p>████████████████████</p>	<p>Managing Director of Client Architecture and Business Transformation at JP Morgan</p>	<p>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.</p> <p>Role on Applicant Group: Michael has assisted the applicant group with board recruitment and development and strategic planning and meeting facilitation.</p>	Trustee	Board Chair, Chair of Governance Committee	5	Y
<p>Mindy Tucker</p> <p>████████████████████</p>	<p>Chief Financial Officer, Meritage Properties</p>	<p>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</p>	Trustee	Secretary, Finance committee	5	Y

		<p>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.</p> <p>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.</p> <p>Role on Applicant Group: Mindy brings expertise in human resources, finance, facilities, and school governance to the applicant group and has worked on the school's proposed budget</p>				
<p>Michelle DeLong</p> <p></p>		<p>Michelle graduated from Harvard and then Harvard Law school before serving as an Assistant United States Attorney, Eastern District of New York, Criminal Division. Since 2002 Michelle has done extensive volunteer work in education. She served 5 years on her local elementary school's PTA and is a board member of the <u>Children Aid's College Prep Charter School</u> and serves as its secretary.</p> <p>Role on Applicant Group: Drawing on her experience on a high performing charter board, Michelle has provided guidance on many issues including composition of the proposed board, governance procedures, and proposed school</p>	Trustee	Governance committee	5	Y

		policies.				
Joel Talish [REDACTED]	Certified Financial Planner and Certified Investment Management Analyst, Wells Fargo	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. Role on Applicant Group: Joel has assisted the applicant group with financial planning and development and budget creation.	Trustee	Treasurer, Chair Finance committee	5	Y
Alan Dichter [REDACTED]	NYCDOE Network Leader (CUNY Partnership Schools)	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 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. 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