



2018 PHASE I: Letter of Intent

Created: 07/06/2018 • Last updated: 07/09/2018

Basic Contact and Application Information

New 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 a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the naming).

Proposed School Name	Minisink Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	K-5
Max Number of Students During Initial 5 year Term	336

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	James B. Peterson, Jr.	██████████	████████████████████
Public/Media Contact Person			

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	small class size
2	looping
3	pervasive STEM
4	literacy across curricula
5	extended day and year
6	performance based assesment
7	school culture and enrichment

If available, please provide the URL to the website established for the proposed school or existing education corporation. (No response)

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.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	New York City Mission Society
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 handwritten signature in black ink, appearing to read "James Peterson". The signature is fluid and cursive, with the first name "James" on the left and the last name "Peterson" on the right.

Date

2018/07/06

Thank you for completing this form.

Letter of Intent to Apply to Found the Minisink Charter School

I. Applicant Group Information

Applicant Group: See Table 1

Public Contact: Elsie McCabe Thompson, [REDACTED]

Application History: This is a new founding group submitting its first charter application.

II. Proposed Charter School Information

Proposed school name: Minisink Charter School

Proposed school mission statement: The Minisink Charter School is dedicated to the academic success of each of its students through progressive standards-based, experiential learning. We will engage students in the acquisition of knowledge and develop their self-esteem, intellectual curiosity, eloquence, compassion and social responsibility.

Proposed school location: Minisink Charter School will be located in the Minisink Townhouse located at 646 Malcolm X Blvd in Community School District 5, in a private building with over 30,000 sq. ft. of space with a full gymnasium, dance studio, kitchen and newly created Aquaponics science lab facilities.

Target population/community served: The Mission Society, founding partner organization, was created over 200 years ago, to provide critically needed support for children, young adults, and families in New York City's most underserved communities. It is the continuing needs of low-income families in and around Harlem that inspire the creation of Minisink Charter School. We anticipate the majority of students we serve will be eligible for free and reduced price lunch and reflect the demographics of the Harlem neighborhood in which the school is located. We intend to provide children residing in local public housing with a weighted preference in our lottery to ensure the most in need have access to our school.

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2019-20	2020-21	2021-22	2022-23	2023-24
K	4-6	56	56	56	56	56
1 st	5-7	56	56	56	56	56
2 nd	6-8		56	56	56	56
3 rd	7-9			56	56	56
4 th	8-10				56	56
5 th	9-11					56
Totals		112	168	224	280	336

Proposed management and/or partner organization(s): Minisink Charter School will partner with the New York City Mission Society, a community service organization founded in 1812 to provide support for New York City's most underserved communities. Strong mission alignment makes it a natural choice for partnering with a new charter school in the community. Moreover, the Mission

Society has a long history of educational programming and will lend its organizational capacity and community connections to the creation and operation of Minisink Charter School. The Mission Society will provide assistance with student recruitment, space for the charter school at the Minisink Townhouse, and back office operational support.

Replication: Minisink Charter School will be an original school design and will not replicate an existing school.

School overview: The Minisink Charter School embodies progressive education, defined for as a community of learners (both students and adults) who apply their skills and knowledge to solving relevant, real-world problems. Experiential learning is a critical component of progressive education, giving students frequent opportunities to grapple with challenging tasks that promote social, emotional and intellectual development. The following key design elements spring from and reinforce our progressive approach:

- **Small Class Size:** Minisink Charter School will set itself apart from other public schools with a uniquely small class size of 12-14 students (target of 12 students). This size allows for incredibly strong relationships and truly individualized instruction. A small class size also fosters a unique school culture where values are not only taught, but also demonstrated in the daily interactions and behaviors of students and adults alike.
- **Looping:** Teachers will remain with their grade for two year cycles to build on their relationships with and knowledge of their students.
- **Literacy across the Curriculum:** Literacy development will be integrated across the curriculum. Students will develop strong reading, writing, listening and speaking skills. Students will engage with interesting, culturally relevant texts in every subject and teachers will cultivate a love of words by selecting rigorous stories, non-fiction, poetry and plays among other texts. The school will employ literacy specialists to support teachers and provide targeted support so our students reach grade level quickly and can use their literacy skills to learn in all subjects.
- **Pervasive STEM:** Beginning in Kindergarten all Minisink Charter School students will experience rich, hands-on learning in science, technology, engineering and math (STEM). Students will be immersed in the scientific method and conduct experiments. A dedicated aquaponics lab with gardens will provide a platform for students to actively participate in a sustainable food production system. Our cross disciplinary curricula will build connections between conceptual mathematics and real world applications, and students will become technologically literate citizens who understand both the power and the responsibility of living in the digital age.
- **Performance-Based Assessment:** We do not believe the current high-stakes standardized testing regime serves either students or schools well; therefore, Minisink Charter School will innovate a robust performance-based assessment system that more authentically evaluates student mastery of

standards. This structure aligns closely with our progressive education philosophy and focus on hands-on STEM learning. We will request a waiver from administering state tests to our students beginning in 3rd grade. If our waiver request is denied our students will take state exams.

- **Extended Day and Year:** Increased learning time is critical to raising the achievement levels of disadvantaged youth. Minisink Charter School students will learn for twenty more days per year and ninety minutes longer each day than their peers in traditional district schools. This intentional schedule provides more time for comprehensive literacy instruction, hands-on STEM opportunities, enrichment and remediation programs, performance-based assessment, and community engagement.
- **School Culture:** Our school culture will be defined by our MINISKINK school values: **M**entor, **I**nspire, **N**avigate, **I**mage, **S**ervice, **I**nnovation, **N**ourish, and **K**indness. The name “Minisink” is a proud and historic one that holds cherished meaning for Harlem residents: nearly 100 years ago the Mission Society started the first African-American sleep away camp as to offer a respite for poor urban children to experience the outdoors in the Minisink Valley area of New York. We named it “Minisink”. At the same time the Mission Society also started the first Latino sleep away camp. The camp has since closed, but we chose the name Minisink for our school and as an acronym for our values to be able to connect Harlem’s youngest residents with this noble past.

Minisink Charter School Culture and Values

At the Minisink Charter School, we believe in the ability of every child to learn and grow. Minisink stands for what we believe and hold dear. It is a safe harbor in which to live and learn.

MINISKINK:

- **Mentor** others by sharing your learning and the lessons of your mistakes to benefit us all
 - **Inspire** others to be honest, fair and to reach for high ideals
 - **Navigate** wisely, passionately and joyfully the epic journey of life
 - **Imagine** possibilities, gratefully embrace opportunities and resolutely overcome obstacles
 - **Service** to others is your empathetic means to know and help our community and ourselves
 - **Innovation** is your resourceful response to our ever evolving world
 - **Nourish** your bodies, your minds and your strength of spirit as you strive for excellence
 - **Kindness**, compassion and love are the abiding principles that guide us in everything we do
- **Teacher Professionalism:** A current challenge for public education is the lack of rigor and respect in the teaching profession. Other professions, such as law and medicine, have more clearly defined knowledge bases and

meaningful credentialing systems that foster the best and the brightest. The Head of School will be responsible for managing a strong team of professionals. At Minisink Charter School, teachers will be provided the training, resources and support they need to succeed and advance student achievement. In exchange, teachers with different levels of expertise will have different responsibilities. Lead teachers will foster the growth of grade level teams and support the teacher evaluation structure. Additionally, our extended schedule will provide ample time for collaboration and planning during the summer and school year.

- **Enrichment:** Although our school day will extend until 4:00pm, we believe it is important for students to have additional enrichment opportunities. The Mission Society has decades of experience supporting after-school programming and will work with local community organizations to provide our families with access to afterschool, weekend and summer programming. Potential partner organizations include Classical Theater of Harlem, the Museum of Storytelling, The New York Public Library County Cullen Branch, Harlem Grown, the Afro-Latin Jazz Alliance and the Fresh Air Fund.

III. Enrollment and Retention Strategies

Recruitment and Enrollment

- **Mission and Economically Disadvantaged:** It is our mission to serve disadvantaged students in Harlem and we expect all of our students to qualify for free and reduced price lunch. Moreover, applicants residing in public housing will also be weighted in our lottery, increasing their likelihood of admissions to the school. Our partnership with Mission Society will provide numerous access points to our target population. For example, Mission Society currently has connections to a variety of after-school programs, Head Start programs, day care centers, public housing, and social service agencies that can disseminate information about the Minisink Charter School and its application process. These include the Harlem Commonwealth Council (HCC), the Harlem Congregations for Community Improvement (HCCI), Frederick Samuels (NYCHA) Tenant Association, the Savoy Apartments and the Lenox Terrace Apartments.
- **Students with Disabilities:** We believe many of our key design elements will be particularly appealing to families with children who have disabilities. For example, our uniquely small class size, looping, expansive literacy program, and hands-on learning approach all benefit students with special needs. Our marketing materials will clearly describe our approach to progressive education and explain its benefits for students with disabilities as we proudly proclaim that, “We believe all students have amazing abilities.” In addition, we will describe our special education program including dedicated staff, assessment system and push-in and pull-out services to support individualized instruction goals. Mission Society currently works with a number of organizations that will help us get the word out to recruit student who may have special needs, such as Northside Center for Child Development (with outreach to Harlem students with developmental delays and IEPs).

- **English Language Learners:** We expect a number of our students will be English language learners (ELLs), and we will conduct explicit outreach to this community. Our marketing materials will explain how our small class sizes, literacy program, and progressive pedagogy will benefit ELL students and our school culture will welcome ELL families into our school community. Our materials and application will be provided in multiple languages to represent the diversity of Harlem. We will hire as many appropriately bilingual staff members as possible and employ literacy specialists with expertise in English as a new language (ENL) programs. In order to foster ELL students' self-esteem, while building a greater sense of community for all Minisink students, we will offer fun ways to experience a foreign language, such as art classes entirely in Spanish in which Spanish-speaking ELL students will mentor their peers. The Mission Society will support ELL student recruitment through its relationships with community organizations, such as Harlem Congregations for Community Improvement and Timbuktu Islamic Cultural Center.

Retention

- **Mission and Economically Disadvantaged:** Our school is designed to foster a close, supportive community. With a class size of 12-14 students, teachers will know their students well and be able to personalize instruction in ways that will distinguish the academic experience of the Minisink Charter School from the traditional school setting with twice as many students. We will have dedicated science teachers to deliver a hands-on STEM program and we will also employ a variety of specialists to provide access to other engaging subjects, including gym, music and art, and foreign language. We will also have a robust leadership team to support students, teachers and families. In addition, our partnership with the NYC Mission Society will provide families with access to programs and referrals.
- **Students with Disabilities:** We will employ a robust support staff who can push into classes and pull students out to meet their individual needs. In addition, our Dean of School Culture and a social worker will provide students with counseling. Our small class size will provide students with disabilities with individualized attention and our hands-on approach to learning will address the needs of students with learning disabilities.
- **English Language Learners:** The key to our English language immersion program is going to be our literacy program coupled with small class sizes and dedicated literacy specialists. All students will be viewed as emerging readers and writers and receive literacy support across the curriculum. In addition, continual performance assessments for all students will allow ELL students to demonstrate their learning in other subjects irrespective of their English proficiency. Having all art classes taught immersive in Spanish will enable Spanish speaking students to peer mentor their English-speaking classmates thereby enabling them to build self-esteem while helping to foster the Minisink value of mentoring so that Minisink truly becomes a community of joyful learners. For all students who are non-Spanish-speaking, introducing a foreign language in Kindergarten and beyond will support their multilinguistic skills set and acumen.

The NYC Mission Society staff and proposed Board speak many of the languages with which Minisink students will likely be most familiar.

IV. Public Outreach and Community Support

The NYC Mission Society has over 200 years of experience working in our community and has developed deep relationships with many community leaders and organizations as well as residents. Our staff and board members have discussed the concept of the proposed school for a sustained period of time and sought input from educators, parents, politicians, activists and organizers. We believe our application will be fully and continuously informed by the needs of our community. In Table 2 we detail extensive outreach to our community.

Parent Interest and Demand

Based on our deep involvement in the Harlem community through the work of the NYC Mission Society, including education and youth development programs, we are confident there is ample parent interest and demand for a new, different and free public school in Community School District 5 that is not co-located. All of our outreach has encouraged us to continue pursuing this proposal. Moreover, local charter schools continue to have far more applicants than available seats. The New York City Charter Center estimates that for the 2018-19 school year there were 13,184 applicants for only 3,366 seats in Harlem charter schools.



Table 1: Applicant Group Information

Last updated: 07/09/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Elsie McCabe Thompson	President, NYC Mission Society	Executive management, education, community organizing, government, arts, marketing, fundraising, nonprofit management, law. B.A from Barnard College and a J.D. from Harvard Law School. Central Harlem parent and resident; mother of a NYC Special Education teacher	Trustee	Trustee
		Senior Vice President,	Finance, accounting, human resources, non-profit management, program evaluation, social services, governance. MA in Business Administration degree from Ramapo College of New Jersey, a Bachelor of Arts		

2	Sharada Singh	Finance and Administration, NYC Mission Society	degree in Accounting/Information System and Economics from Queens College of the City University of New York, and a Certificate in Human Resources Studies from the School of Industrial and Labor Relations at Cornell University.	Partner	
3	Nanda Prabhakar	Senior Vice President, Program Operations, NYC Mission Society	Senior non-profit management and operations, social work, education, youth development experience. Licensed Social Worker, MSW from USC at Berkeley, MA in Public Administration from Baruch College, a BA from Bryn Mawr, many years of work with at-risk youth, and restorative justice programs. Speaks French and Kannada	Partner	
		Senior Vice	Non-profit management, human resources, operations, governance. Bachelor of Arts. in Political Science from		

4	Richard Lustig	President, Human Resources, NYC Mission Society	CUNY, an M.A. in Political Science from the University of Chicago, and an M.A. in Organizational Psychology from Teachers College, Columbia University	Partner	
5	Lauren Fraulo	Head of Education Department, NYC Mission Society	Education, literacy development, curricula development, English as new language, youth development. Master's in Education from Hunter and a BA from Queens University (Canada)	Partner	
6	Amelia Thompson	Senior Director, Contracts and Outcomes, NYC Mission Society	Education, math teacher, program management, evaluation and assessment, staff development. Master's in Education from St Johns and a BA from Vassar. Speaks Mandarin	Partner	
7	James B. Peterson, Jr.	Principal, Pioneer	Real estate, finance, project management, governance. MA of Business Administration at the New York University Stern School of Business and a Bachelor of	Trustee	Trustee

		Acquisitions, LLC	Science, Engineering from the University of Michigan. Serves on the New York Mission Society Board of Directors		
8	Yemi Benedict-Vatel	Board Secretary and Grants Manager, The Franklin Lakes Education Foundation	Community organizing, non-profit management, fundraising, finance, education. MA of Philosophy from Oxford University and a Bachelor of Arts in Development Studies from Brown University. Mother of three elementary and middle school students; Speaks Spanish	Trustee	Trustee
9	Michael Haggan	Chief Academic Officer, Scholastic Education	Education, management, research and evaluation, family and community engagement, school turnaround. Harlem, District 5 resident; speaks Wolof, Creole, some French, Pular, and Serreer	Trustee	Trustee
10	Timothy G. Little	Head of Real Estate, Katten Muchin Rosenmen LLP	Real estate and finance, governance. Graduate of Harvard Law School, Rutgers,	Trustee	Trustee

			BS		
11	Judge George Daniels	SDNY Federal Judge, United States Federal Court	Law, higher education, school governance; BA from Yale University; JD from the UC Berkeley School of Law; Harlem, District 5 resident and father of a Harlem school teacher	Trustee	Trustee
12	Kenita Lloyd	Assistant Secretary for Intergovernmental Affairs, NYS Governor Andrew Cuomo	Government relations, fundraising, community engagement. Master's in Public Administration and a BA from NYU. Mother of a District 5 Harlem elementary school student	Trustee	Trustee
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

NA

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
9/29/17	Richard Soghoian, former head of Columbia Grammar School for 30 years	Dinner Meeting	Eastside Restaurant	<ul style="list-style-type: none"> • Informed about school model • Asked about school budget and what staffing is necessary and appropriate 		2
10/30/17	Elected Officials	Initial Outreach to Senator Brian Benjamin; Assemblywoman Inez Dickens; Councilman Perkins; Congressman Espallat	Telephone	<ul style="list-style-type: none"> • Requested Meetings to discuss Charter School 	Follow-Up Needed	5
10/31/17	Mount Morningside Park Association-121 st Street Block Association	Block Association Meeting	121 st Street	<ul style="list-style-type: none"> • Asked attendees about school design • Recommended that we use small Classes and no/limited counseling out 		30
10/31/17	Halloween	Trick-or-Treat activities and brief talks with parents	W. 12st Street/Mt Morris Park	<ul style="list-style-type: none"> • Any school should have organic and healthy school food • Individual attention for students • Indoor and outdoor play spaces 	Healthy food menu; recreation options	100
11/1/17	Potential Parents	Local bus stop	142 nd St & Lenox Ave	<ul style="list-style-type: none"> • School should have healthy food/ no junk food 	Healthy school menu	7
11/1/17	Potential Parents	Local Subway Station	145 th St Station	<ul style="list-style-type: none"> • School should have healthy food/ no junk food 	Healthy school menu	5
11/8/2017	Assemblywoman Inez Dickens	Meeting	2386 Adam Clayton Powell Blvd	<ul style="list-style-type: none"> • Encouraged outreach to traditional Harlem residents 		2
11/17/2017	Collective Staff/Constituents of NYCMS	Staff Meeting LDI LTW	646 Malcolm X Blvd	<ul style="list-style-type: none"> • Questions re how charter school would affect current programs • Suggested to speak with Reverend Sharpton and Butts 	Telephoned Sharpton	40

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • Can the facility be sustained with <30 students 		
11/20/2017	Danielle Rux, District 5 Superintendent	Email x2		<ul style="list-style-type: none"> • Inquired about meeting to discuss Mission’s plans for a charter school and informed about Aquaponics lab creation • Invited for professional development by science teachers and for district class trips once built and for initial planting. 	Attending Coffee & Chat on 01/12/18	
11/28/2017	Bill Holmes of Global Community Charter School	Phone Call Meeting	2350 5th Ave, New York, NY 10037	<ul style="list-style-type: none"> • Discussed federal subsidy that provides high speed internet (100x faster) • There is a node in Bethune, where you apply • Service is cheap rate than Spectrum • Required that 90% of students be eligible for free lunch • Discussed Aquaponics Lab, sharing the space and/or supplying children to use the space 	Continued	4
December 2017 – March 2018	Leah Abraham, owner of Settapani restaurant	4 Lunch Meetings	196 Malcolm X Blvd, New York, NY 10026	<ul style="list-style-type: none"> • Discussed a partnership with Charter School and local restaurants • Baked good supplier for school • Great source for Charter School students to see locally where there food comes from. • Conversed about other restaurants and vendors, locally, in her Park to Park to Park Org, that would be willing to partner with the charter school. 	Follow up after 1/1/18	2

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
	T.J. of Red Rabbit	Phone Calls Email Meeting	Minisink Townhouse	<ul style="list-style-type: none"> • Inquired about if the food was hormone and antibiotic free. • Is the feed was also 100% organic • Do they process done locally? 		3
12/4/2017	Chef Adam Navidi of Ocean & Earth Restaurant and Future Foods Farms 714-448-4614	Phone call	Minisink Townhouse	<ul style="list-style-type: none"> • Called re aquaponics lab. • Does the food leave a fishy after taste in lettuce etc.? • Have they had any experience with fish disease or any sickness/allergic reactions • Plan to follow up in January 		2
12/12/2017	Yvonne Thevenot of StemKids NYC	Email; Meeting	Minisink Townhouse	<ul style="list-style-type: none"> • Kids need hands on STEM exposure • Discuss current STEM programs • What aspect of STEM is their main focus 		3
12/20/2017	Lloyd Williams & Voza Rivers	Breakfast Meeting	Sylvia's Restaurant	<ul style="list-style-type: none"> • • Set up meetings with Silicon Harlem School and Arva Rice of National Urban League • Propose a partnership to Arva Rice • Suggested to contact Gail Brewer, Hazel Dukes, & Ken Sunshine. • Suggested a meeting with Burt Brown, former District 5 Superintendent; • 	Meeting with Silicon Harlem for 1/03/18; Meeting with Arva Rice for 1/10/18	3
12/21/2017	Rabbi Stephanie Ruskay of JTC	Lunch Meeting	Ponty Bistro	<ul style="list-style-type: none"> • Research Manhattan Day School for charter school model • View Reggio Emilio's Italian elementary school is a great leadership model 	Follow Up before end of January	2

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • Suggested I speak with Reverend Waldron of First Corinthian on 116th & Adams • Clergy could help compose a set of policies 		
12/20/2017	Kelvin Collins, President Harlem Commonwealth Council	Lunch Meeting	Harlem restaurant	<ul style="list-style-type: none"> • Urged that we incorporate mentorship program • Suggested partnering 	Follow Up in March Contact Hector Batista	2
01/02/2018	Diana Blackwell, FSRA President, PSA6 Community Council President	Email; Meeting	Fred Samuel Community Center	<ul style="list-style-type: none"> • Loves the idea of a New School Community centric school • Intrigued with the idea of curricula including STEM programs • Has a personal gardening program we may incorporate • Intro to William Allen, an urban gardener & aquaponics' user on a large scale in Milwaukee • Include students with disabilities. 	Follow up with introduction to the Pre-K Program Director	2
11/4/2017	Board of National Recreation Foundation	NRF Annual Meeting	National Recreation Foundation	<ul style="list-style-type: none"> • Discussed Minisink charter school models • Advised about eventual school interest in NRF grant funding 	Follow Up call on 1/23/18	2
	Pina Templeton and Executives of the Templeton Foundation	Meeting Phone Call Email		<ul style="list-style-type: none"> • She suggested Minisink school values are important • Urged that school find ways to foster integrity and grit • 	Once school application submitted	5
	Former Harlem Assemblyman	Phone Call Email	Belle Harlem	<ul style="list-style-type: none"> • He promised to help us reach out to Riverton residents in Harlem 	Adopted Minisink name Minisink values	2

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
	Keith Wright	Dinner		<ul style="list-style-type: none"> Urged that we incorporate old Minisink camp values 		
April 2018	Reverend Waldron	Phone Calls x3 Emailed	Corinthian Baptist Church	<ul style="list-style-type: none"> 	He can't meet until end of summer	2
11/12/17	Merrill Tisch	Breakfast Meeting		<ul style="list-style-type: none"> Informed about creation of school Discussed authorizers 		2
12/19/17	Dick Ravitch and Kathy Doyle	Phone Calls Emails Dinner	Fresco	<ul style="list-style-type: none"> Discussed Model of Charter School Invited input 		3
12/4/17	Senator Brian A. Benjamin	Email Meeting	State Office Building	<ul style="list-style-type: none"> Discuss the charter school proposal and plans. Promised to reach out to Hazel Dukes 	Follow-Up meetings/calls	3
11/2017	Dr. Richard J. Soghoian/Columbia Grammar	Email Phone Call 2 Meetings	Minisink Townhouse	<ul style="list-style-type: none"> Discussed School Model Methods of Teacher Recruitment Younger vs. Tenured Teachers He urged that we need a full-time gym teacher in budget 		3
9/19/17	Reverend Rivera, LPAC-Family Life Academy	Emails Meeting	14 West 170 th St	<ul style="list-style-type: none"> Suggested that we have a Clergy Panel Insight on renting to schools Explained school budgeting 		4
3/15/18	Shael Polakow-Suransky, Pres. Bank Street College	Email Meeting	Bank Street College	<ul style="list-style-type: none"> Advice Discuss Synergies Experience with elementary charter schools 		3

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
8/2017	Kristen Kerns Jordan	Phone Call	Urban Assembly Charter	<ul style="list-style-type: none"> • Shared their ideas about their charter school model • Discussed the Minisink model 		1
	Diane Ravitch	Email x5		<ul style="list-style-type: none"> • Informed about school model and our approach and goals in starting a charter • Asked her advice about the design of the best school – district or charter 		3
Various	Jennifer Tiffany and Phillson Warner of Cornell University Cooperative Extension	Emails Phone Calls Meeting	High School of Food and Finance	<ul style="list-style-type: none"> • Aquaponics programs • Elementary science lab 		4
11/29/17 and 6/5/17	Tony Hillery, Founder of Harlem Grown	Phone Calls Emails Tour of Facilities	Harlem Grown	<ul style="list-style-type: none"> • Toured the facility and discussed the process • Discuss partnerships with schools • Future opportunities for future students 		5
12/2017	Judy Dubrinski of the Tanenbaum Center	Phone Call Emails Meeting	Tanenbaum Center	<ul style="list-style-type: none"> • Discuss Clergy Panel • Potential Member and Consultant 		2
11/2017 12/2017	Eli Tatum	Phone Calls Dinner Meeting		<ul style="list-style-type: none"> • Discussed district vs. charter school and Minisink model 		
12/2017	Deacon Rodney Beckford, the Kennedy Center in Harlem	Meeting		<ul style="list-style-type: none"> • Discuss Minisink Model • He offered to reach out to Drew Hamilton tenant association 		3

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
12/2017	Lisa Belzburg of Founder of Pencil & Adopt-a-School	Phone Calls Emails Meeting Dinner		<ul style="list-style-type: none"> • Advised about school model • Discussed District vs Charter Schools 		2
1/10/18	Thelma Dye of Northside Center	Phone Call Email		<ul style="list-style-type: none"> • Discussed special education needs in area • Discussed possibility of designating a special education preference such as language delay 		
1/10/18	Arva Rice of New York Urban League	Phone Call Emails Lunch Meeting	Settepani	<ul style="list-style-type: none"> • Suggested we speak with the Food and Finance HS, who grows and consumes their own food. *Cornell Affiliate • Suggested possible resurrection of their Read & Rise program, in which parents are engaged in increasing involvement in their child literacy. • Looking to Adopt-A-School: Our Charter school is a possibility • Research Education Trust, who works with the Bd of Regents and ESA • Would like to partner their young professional with future charter school students as mentors • Suggested I contact Khalil Mohammed at the Schomburg Museum for advice with creating an all-inclusive culture history/humanities program 		2
11/20/17 11/21/17 12/07/17	Will Blodgett & Team, Fairstead Capital	Phone Call Email Meeting	Fairstead Offices and Savoy Towers	<ul style="list-style-type: none"> • Discuss Savoy tenants being school priority 		10

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • Discuss savvy parking lot being a location for school expansion to middle school etc. 		
12/19/2017	Dale Hemmerdinger – Harlem Academy School Board Member	Phone Call Email Meeting		<ul style="list-style-type: none"> • Discussed Minisink model and possible future collaboration with Harlem Academy. 		2
12/21/17	Revolution Foods	Email Conference Call		<ul style="list-style-type: none"> • Discuss process of production • Involvement with schools • Potential partnership • Inquired about what they considered “healthy” school food 		3
11/30/17 1/18/18	Jon Allman, Head of School, The Trinity School	Email Meeting	The Trinity School	<ul style="list-style-type: none"> • Agreed to join Education Advisory Group • Introduced Rosemary Hillman, Head of Elementary • Introduced Tim Morehouse, Chaplain, who will serve on the Faith Leader Council • Mr. Morehouse introduced Ms. Chloe Byer, Head of Interfaith Center and Laurie Garcia-Sanchez, Vice Principal of KIPP Charter (158th) 	Meeting with Rosemary Hillman 1/30/18	3
1/11/18	Jennifer Raab, President of Hunter College	Phone Call		<ul style="list-style-type: none"> • Discussed Minisink model and our interest in creating/supporting a teacher cohort • Program partnership such as the one with East Harlem Tutorial & Hunter College • 3way Partnership: Hunter College, East Harlem Tutorial 		2
1/03/18	Clayton Banks, Silicon Harlem	Email Meeting	Silicon Harlem	<ul style="list-style-type: none"> • Discussed Minisink model • Discussed STEM curricula 		3

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> Discussed their willingness to help with outreach 		
1/16/18	Pamela J. Newman	Margarette Lee Dinner Party	Margarette Lee Residence	<ul style="list-style-type: none"> Discussed school model with guests and potential funders 		30+
1/22/18	Reverend Al Sharpton	Emails Meeting	National Action Network 106 W. 145th Street Harlem, New York 10039	<ul style="list-style-type: none"> Discussed Minisink model Need to build a sense of community in school Our desire to create a non-punitive disciplinary model that doesn't deny education to children with out of school suspensions Agreed to do radio show when ready to begin enrollment 		
1/24/18	Matthew Greenburg, Growing Up Green Charter School	Meeting	Long Island City	<ul style="list-style-type: none"> Discussed Minisink school model Their schools schedule Their assessment process 		
1/18/18	Ann Tisch, Chairwomen of Young Women's Leaderships Schools	Dinner Meeting		<ul style="list-style-type: none"> Discussed Minisink model District vs charter school pros and cons 		
1/25/18	Councilman Mark Levine	Email		<ul style="list-style-type: none"> Minisink model 		
2/1/18	Jeff Ginsburg of East Harlem Tutorial	Emails Meeting		<ul style="list-style-type: none"> Offered advice about lessons learned 		

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
1/13/18	Former Mayor David Dinkins	Meeting	Columbia University – School of International & Public Affairs	<ul style="list-style-type: none"> • Discussed Minisink model • School disciplinary policy 		
1/28/18	Malcolm Punter, CEO, Harlem Congregations for Community Improvement	Meeting	256 W 153 rd St	<ul style="list-style-type: none"> • He agreed to help outreach to Polo Grounds & Rangel Houses families • He recommended that the school needs to offer some type of Foreign language instruction to students • Need to reduce “counseling out” and out of school suspensions 		3
2/18	Eli Tatum	Phone Call		<ul style="list-style-type: none"> • Discussed district vs. charter school and Minisink model 		
2/1/18	Lloyd Brown, Citi Community Development, Minisink Alum	Lunch	restaurant	<ul style="list-style-type: none"> • Discussed Minisink School Model • Liked the school name • 		3
2/1/18	Jennifer Jones Austin, FPWA	Email Phone Call		<ul style="list-style-type: none"> • Discussed Minisink School Model • 		
2/2/18	Mr. Maynoir, Harlem Parent	Meeting	PS 175 World Read Aloud Day	<ul style="list-style-type: none"> • • Loves Math, Volunteers at Mission’s Power Academy Program • Suggested GO MATH curricula model 		3
2/2/18 2/5/18	Lariely Garcia-Sanchez, KIPP Charter	Email		<ul style="list-style-type: none"> • KIPP Model • Relay Graduate Education – More diverse and better training for teachers rather 		

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<p>than Teach for America. Months of training prior to classroom</p> <ul style="list-style-type: none"> • • Discussed teacher recruitment, partnership, options with different organizations; social emotional development, and teacher’s compensation. • Shortcoming, don’t foster enough independence and self-advocacy, how are kids dealing with failing and struggling. Ways children can experience failure in a safe environment • Grappling with ways to instill empathy in students. School value should be a part of its disciplinary policy. 		
Jan 18	John Allman	Meeting	Meeting at Trinity School	<ul style="list-style-type: none"> • Discussed Minisink model • Potential head of school candidates. • Agreed to share curricula and professional development 		4
2/7/18	Thelma Dye of Northside Center	Meeting	Minisink Townhouse	<ul style="list-style-type: none"> • Recommended that we might want to give an enrollment preference for students with speech and language delays • Likes the notion of creating a system that can assess student skills growth based on needs and achievements, strengths and weaknesses, that can be combined with an assessment system charting with levels of improvements. 		3

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • Agreed to help with outreach • 		
2/8/18	Harlem School of the Arts (HSA)	Emailed with Alicia Newark and met with her and Artistic Director, Alfred Preisser	<p>- [REDACTED] [REDACTED] -HSA: 645 Saint Nicholas Avenue New York, NY 10030</p>	<ul style="list-style-type: none"> • Spoke about the Minisink school model. HSA is interested in us hiring their teaching artists. 		3
2/13/18	Phillson Warner, Cornell Aquaponics	Tour Meeting		<ul style="list-style-type: none"> • Discussed the Minisink model and experiential learning • Agreed that they will help design the Aquaponics design and curricula 		4
2/13/18	LangLang Foundation – “Keys of Inspiration”	Emailed and spoke with Ariela Rossberg from the Langlang foundation	e-mail exchange	<ul style="list-style-type: none"> • -advice on which systems/instruments to use • -spoke about potential partnership: Langlang usually supports larger schools, so we may not qualify. However, if we are interested we may be able to work out a way that they can partially support us. 		2
2/15/18	Tony Marx, New York Public Library	Dinner	Cheri Harlem	<ul style="list-style-type: none"> • Discussed innovative ideas for literacy for early childhood education • Will put us in contact with Kevin Young, new director of the Schomburg Museum and former director Dr. Khalil Muhammed. 		4

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • Will put us in touch with Scholastic books and Countee Cullum Library about leveled reading books • Will look into how we can access books online without a library card. • Will work with us on literacy curricula 		
2/16/18	Mary Butts	Dinner		<ul style="list-style-type: none"> • Will set up Tour of St. Joseph’s College with their president Dr. Boomgaarden and Susan Straut Collard at the teaching college. • Connect us with Eastside Community High School, a school who doesn’t use testing. • Use of Seminars and projects instead of standardized testing. 		1
2/26/18	Jeff Ginsburg, East Harlem Tutorial	Meeting School Tour	East Harlem Tutorial	<ul style="list-style-type: none"> • Will send Social Studies Curricula • Will send Results of Staff Lead Diversity Training • Butter Bean supplies organic school food and is better than Red Rabbit 		5
2/21/18	Rosemary Milliman, Trinity Lower School	Email Meetings	Trinity Lower School	<ul style="list-style-type: none"> • Will Share Lower School Science Curriculum • Offered to allow us to sit in on 2 different Math classes • Will introduce to the Principal of Bronx Charter School for Excellence, Charlene Reid • 12 class size may be too small; suggested 15 students, a teacher and t.a • Stressed the value of a weekly assembly 		1

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • School Wide Annual Themes • 30/45 min Morning Meeting with Students • Suggested researching – Teaching Tolerance curricula for Social Studies • 		
2/27/18	Gala Kick Off Reception	meeting	Meeting with Mission Donors at Trustee home	<ul style="list-style-type: none"> • Presented the Minisink Charter School model to Mission Society individual supporters and donors 		40
2/27/18	Maggie Jacobs, New York Public Library	Email Meeting	New York PUBLIC Library	<ul style="list-style-type: none"> • Discussed Minisink Charter School and how they might help with literacy curricula 		
2/28/18	Vernetta Mickens, Shiloh Baptist Church	Meeting	Shiloh Baptist Church Adam Clayton at West 132 nd St.	<ul style="list-style-type: none"> • Discussed Minisink Charter School 		10
2/28/18	Diana Blackwell, head of Frederick Samuels/NYCHA Community Council	Phone Call Email and meeting	Fred Samuels Center on Lenox Ave.	<ul style="list-style-type: none"> • She agreed to help with outreach to their nursery school parents • Discussed the Minisink School Model 		3
2/28/18	Fatima Shama, President, Fresh Air Fund	Meeting	Fresh Air Fund Office - 633 Third Avenue, 14th Floor, New	<ul style="list-style-type: none"> • Discussed Minisink Charter School • Agreed to refer interested parents to Fresh Air summer camps and visa versa 		3

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
			York, NY 10017			
2/28/18	Jennifer Rabb, Hunter College President	Phone Call		<ul style="list-style-type: none"> Follow Up about Professional Development for teachers 		1
2/27/18	Elizabeth (Betsy) Myatt of Insurance Industry Charitable Foundation	Meeting	132 East 43rd Street, Suite 713 New York, NY 10017	<ul style="list-style-type: none"> Discussed Minisink Charter Model and their potential funding interest 		4
2/15/18	Kathy Doyle	Lunch Meeting		<ul style="list-style-type: none"> Follow-up to Diane Ravitch emails 		1
2/22/18	Mayor de Blasio Black History Month Reception	Reception	Gracie Mansion	<ul style="list-style-type: none"> Plan to open Minisink Charter School 		1
2/28/18	Columbia Black Alumni Association Heritage Award Ceremony	Ceremony	Columbia School of Journalism	<ul style="list-style-type: none"> Advised alums about Minisink Charter School Asked alums about to consider mentoring Minisink charter school students Asked alums to get involved with the creation and design of the school 		100
2/28/18	Janice S. Robinson, Columbia's Teaching College	Barnard Columbia Heritage Award Ceremony		<ul style="list-style-type: none"> Discussed Minisink Charter Model 		

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
2/28/18	Will Blodgett, Aaron Hoffman, Fairstead	Tour of Savoy Properties Meeting		<ul style="list-style-type: none"> Assisting in Outreach to their Savoy tenants Organizing an outreach meeting Discussed the middle/high school expansion 		7
-2/28/18 -2/29/18- 3/15/18 -3/14/18	City School of the Arts	-spoke over email and phone with music teacher Geoffrey Kiorpes for several weeks. Visited school to observe.	-Phone call: 212-645-1921 -email: geoffrey@cityschoolofthearts.org -City School of the Arts: 440 W 53rd St, New York, NY 10019	<ul style="list-style-type: none"> -Geoffrey explained how a music program could potentially work in a school. Their school offers a robust music program occurring at least 3-4 days per week. -Geoffrey shared about the challenges of having piano as an after school activity -Learned what resources are needed in terms of staff, instruments, space and equipment 		2
February 18	Educators/Partner Organizations: Lit World	Spoke about literacy curricula	Email	<ul style="list-style-type: none"> LitWorld spoke about events like World Read Aloud Day and ways to engage parents in literacy programs. 	Insight was incorporated in planning parent events and special events for students	3
March 18	Educators – Katharine Hallock, Admission Associate and Head of Kindergarten at The Hewitt School	Spoke about curriculum for Kindergarten and 1 st grade, spoke about teacher professional development	Phone call	<ul style="list-style-type: none"> Katharine advocates using a balanced literacy approach and the selection of highly engaging texts. Katharine spoke about the importance of creating a strong classroom library that reflects student interest and has a variety of genres. Katharine advocates using a writer’s workshop approach. Katharine spoke about the mentoring programs she 	Insight was incorporated on the curriculum & teacher professional development	1

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				experienced as both an assistant teacher and head teacher.		
3/2/18	All Mission Staff	Minisink Townhouse		<ul style="list-style-type: none"> Discussed the Charter school and its planned structure Distributed questionnaires to staff regarding charter school 		60+
3/2/18	Sandra Abrams	Phone Call		<ul style="list-style-type: none"> Discussed Minisink Charter Model Discussed bilingual education Discussed possibility of being a charter school board member and helping with bilingual education 	ongoing	3
3/2/18	Dr. Darryl Rock	Email x4		<ul style="list-style-type: none"> Referred to by Lester Young Outreach about Minisink Charter Model 		
3/5/18	Jennifer Raab, Hunter College	Email		<ul style="list-style-type: none"> Follow up about teacher professional and training Introduced to potential head of school candidate, Eva Ostrum 		
3/5/18	Taina, Leonard Goldberg, Aaron Hawn, Jason Maymon, Opportunity Charter School	Email Meeting	Opportunity Charter School	<ul style="list-style-type: none"> Outreach to and supporting children with IEP at Opportunity Charter and Minisink Charter Discussed need to have comprehensive support for IEP students 		5
	Dominic Lewis, Pres., Essentials of Life Community (Minisink Alum)	Emails and meeting		<ul style="list-style-type: none"> Discussed Minisink charter school model Agreed to assist in community outreach 		3

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
	Reverend Waldron	Emails Calls		<ul style="list-style-type: none"> Scheduling Meeting in August 	ongoing	
	Hector Batista, Pres., Big Brother Big Sister	Call Emails		<ul style="list-style-type: none"> Suggested incorporating mentorship program into school model Group mentoring as opposed to individual 		2
	Tynesia Wright-Capers, Tender Tots Child Care	Calls		<ul style="list-style-type: none"> Outreach to potential Minisink school parents 		2
	Lynda Hamilton, Columbia SIPA	Meeting		<ul style="list-style-type: none"> Discussed charter school model 		1
	Jason Maymon, Leonard Goldberg, Opportunity Charter School	Email Meeting		<ul style="list-style-type: none"> Outreach to potential parents Follow Up 		2
	Eva Ostrum	Email Call Dinner		<ul style="list-style-type: none"> Will introduce to Alexa Sorden, principal of Concourse Village Elementary School Introduce to Angela Diaz at Mt. Sinai Introduce to Vanessa Gibson, councilwoman for Concourse Village district 		
	Rei Fernandez	Email		<ul style="list-style-type: none"> Discussed Minisink school model and Head of school 		
03/13/18	Ann & Andy Tisch	Breakfast		<ul style="list-style-type: none"> District vs Charter school model Pros and Cons of Single Sex education in elementary school 		4

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
3/14/18	David Frank, NY Board of Regents	Email Call Meeting Tour		•		
3/21/18	Ammadi Azikiwe, Harlem Symphony Orchestra	Meeting Phone Emails		<ul style="list-style-type: none"> • Discussed helping with music program for Minisink charter school, giving lessons • They offered to hold a Concerts and give demonstrations. 		
03/23/18	Ty Jones, Classic Theatre of Harlem			<ul style="list-style-type: none"> • Potentially Showcasing live drama • Potential partnership • Will have a follow Up Meeting 		2
03/23/18	Belinda Lerner	Phone Email Dinner		<ul style="list-style-type: none"> • Discussed charter school model • Discussed outreach in east Harlem • 		
03/28/18	Danika Rux, Superintendent of District 5	Email Meeting		<ul style="list-style-type: none"> • Several attempt to schedule meeting about Aquaponics and Minisink charter school model • When met, discussed Minisink model and our willingness to share our Aquaponics resources with District for Professional Development and school tours 		
3/26/18	Roland Piano	Spoke with education specialist Laura Zaruta regarding piano and lab controller choices and prices	Phone call: ██████████	<ul style="list-style-type: none"> • -prices for varying models of pianos and lab controllers • -recommendations on which pianos/lab controllers to use 		2
03/26/18	Hazel Dukes	Email Phone Call		<ul style="list-style-type: none"> • Discussing Minisink Charter School Model • Discussed the benefits of small class sizes 		1

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> Discussed how a 12-1 class size, if adopted in the district and with all charters could eliminate the need for Carter cases that drain District resources more than the Minisink Charter ever could The Minisink model could allow us and other schools to mainstream kids with IEPs rather than place them in segregated populations 		
3/29/18	Merryl Tisch	Breakfast	Regency Hotel	<ul style="list-style-type: none"> Will Reach Out to Chancellor Rosa Discussed SUNY vs. SED as authorizers Likes small classes but 12 might be too small 		1
3/29/18	Richard Habersam, Classical Theatre of Harlem	Meeting		<ul style="list-style-type: none"> Outreach Riverbend and Riverton tenants 		1
3/9/18	Administrators	Spoke to a Department of Education Instructional Lead about assessments, Jesse Startup	Via phone call	<ul style="list-style-type: none"> Discussed a range of assessment options including the Early Childhood Assessment in Mathematics, Dibbles, and Running Records. Also discussed NYC Department of Education (DOE) Showcase School visits. 	Scheduled visits to participate in DOE Showcase Schools	2
3/13/18	Charter School Administrator (Head of Elementary School)	Spoke to the Head of the Khan Lab School in California, Orly Friedman	Via phone call	<ul style="list-style-type: none"> Discussed how relationships with students are developed and student ownership of work is encouraged through school systems and structures. 	Discussed findings with colleagues and ways of integrating cross-grade and cross-age groupings of students	2

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> Also discussed assessment structure and math curriculum including Running Records and Singapore Math 		
3/14/18	Charter School Administrator	Spoke to former Superintendent and high school Principal, Dr. Daryl Rock	Via phone call	<ul style="list-style-type: none"> Discussed process of applying for a charter and existing school networks. 		2
3/12/18	Subcontractors	Presentation with data management software company	Conference call	<ul style="list-style-type: none"> The organization demonstrated their data management software that facilitates data collection, achievement analysis and reporting 	Identified other possible data management companies including MasteryConnect	5
3/12/18	Teachers and Administrators	Spoke to a representative from the National Association of Multicultural Education Dr. Stephanie Storms	Via phone call	<ul style="list-style-type: none"> Discussed ways of interweaving a focus on multiculturalism throughout the school community. 	Scheduled a call with the New York Director	2
3/20/18	Administrators	Spoke to Steve Lysenko, Assistant principal	Via phone call	<ul style="list-style-type: none"> Discussed ways of interweaving a focus on multiculturalism throughout the school community. 	Developed recommendations of how to encourage a focus on multicultural education at the school	2
3/27/18	Community Providers/Parent Engagement	Spoke to a representative from the National Center on Families Learning, Lynn McGregor, Family Specialist	Via phone call	<ul style="list-style-type: none"> Discussed parent engagement strategies and ways of adapting the National Center on Families Learning model to the needs of the parents of the Minisink Charter School 	Scheduled meeting to further discuss strategies when contact is in New York during the summer.	2

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
3/28/18	Teachers and Administrators	Met with Dr. Donna Jones, former Bank Street College Professor	In person meeting at NYC Mission Society	<ul style="list-style-type: none"> Discussed a range of strategies to encourage collective buy-in among key stakeholders into the idea of progressive education 	Scheduled follow-up meeting with Dr. Jones	3
April 18	Educators/Partner Organizations: Shola Lynch, Curator at Schomburg Library	Spoke about using archives for curricula, possible field trips	Email, Phone call	<ul style="list-style-type: none"> Shola spoke about how to access resources from the archives. Shola spoke about ways a school could use images, primary documents, video, and music recordings to enrich curricula. Shola spoke about bringing small groups of students to visit the archives. 	Insight was incorporated into curriculum development – particularly Social Studies	1
4/10/18	Administrators and Teachers	Trinity School visit	School site visit, class observations and tour at the Trinity School	<ul style="list-style-type: none"> Met with principal and observed instruction and discussed ideas for how to recruit progressive and/or independent teachers 		6
4/20/18	Administrators and Teachers	Department of Education Showcase visit	School site visit, class observations and tour principal presentation at New Bridges Elementary	<ul style="list-style-type: none"> Discussed and demonstrated ways of developing a focus on student empowerment 	Identified SEL resources including RULER, a Yale University-developed SEL curriculum	20
April 10, 18	Educators: Trinity School	Observed math lessons, small group math lessons, received a tour of the school, met with the principal	Visit to the school	<ul style="list-style-type: none"> Amelia and Lauren received a tour of the school. We spoke to two math specialists and four classroom teachers. We 	Insight was incorporated into the selection of a math curriculum	6

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				observed whole group math instruction and small group math instruction. We met with the principal of Trinity and were able to ask advice about curriculum development, staffing pattern and teacher professional development.		
4/3/18	Betsy Gotbaum	Site Visit	Minisink Townhouse	<ul style="list-style-type: none"> • Discussed Minisink school model • Discussed outreach to government officials 		
4/6/18	Ty Jones	Site Visit	Minisink Townhouse	<ul style="list-style-type: none"> • Discussed Minisink model • Shared interest in community outreach • Shared interest in instilling interest in the nuances of language and an appreciation for empathy that is inherent in learning how to understand characters and their motivations and in turn themselves • Agreed to work together on outreach and showing/instructing children about acting and presentation skills 		3
4/10/18	Mary Butts, educator and Dean of Education of St. Joseph's College	Visit Tour Meeting	St. Joseph's College	<ul style="list-style-type: none"> • Discuss Minisink Charter Model • Teacher recruitment , professional; development and head of school search • Discussed the benefits of experiential education • Discussed Progressive educational models 		4
4/11/18	Tender Tots Daycare	Emails Phone Calls Information Session		<ul style="list-style-type: none"> • Outreach to parents and potential students • Explained the Minisink model and school values 		40

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
4/11/18	David Banks, Eagle Academy	Meeting	Eagle Academy	<ul style="list-style-type: none"> • Discussed Minisink Charter School Model • Support of Minisink model • Discussed that Eagle Academy could be a middle school option for Minisink students if we are not granted a subsequent charter to expand to middle school and beyond • He explained that if the Board of Ed had not been supportive of the Eagle concept at the time, then they too might have considered a charter-like option to address our community’s needs 		4
4/11/18	Danika Rux, District 5 Superintendent	Meeting		<ul style="list-style-type: none"> • Will put in contact with CSE of central Harlem • Discussed Minisink Charter School Model • Offered the use of Aquaponics lab for Professional development for District science teachers • Offered the use of our Aquaponics lab for District school tours • Offered that a District 5 class could help plant initial seedlings and help install first fish in the tanks 		4
4/12/18	Tony Marx, Maggie Jacobs, New York Public Library	Tour Meeting	Minisink Townhouse	<ul style="list-style-type: none"> • Discussed Minisink Charter School Model • Discussed Library’s approach to early literacy • Discussed Minisink school/library partnership 		4

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Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
4/13/18	Richard Habersam, longtime Harlem resident, Board of Classical Theater	Call		<ul style="list-style-type: none"> Follow Up about outreach to the residents of Riverbend and Riverton Houses 		1
4/13/18	Hector Batista, President, Big Brothers Big Sisters	Dinner		<ul style="list-style-type: none"> Follow-up about mentoring Minisink students 		2
4/13/48	Susan and Mark Lascher Big Brothers funder	Dinner	dinner	<ul style="list-style-type: none"> Minisink School model 		4
4/15/18	Michael Mulgrew	Dinner		<ul style="list-style-type: none"> Minisink School model 		
4/16/18	Lauren Kelley, Director	Emails Phone Call Meeting Follow-Up Email	Museum of Storytelling in Harlem	<ul style="list-style-type: none"> Discussed Minisink school model Interest in helping students with language delays learn to tell their own stories Agreed to help outreach to upper Harlem/Polo Grounds families Agreed to introduce us to their partner toddler programs 		4
4/16/18	Tonio Burgos and former Harlem Assemblyman Frank Diaz	meeting	His downtown office	<ul style="list-style-type: none"> Agreed to help with East Harlem outreach 		2
4/17/18	Louise Mirrer	Email Meeting Follow-Up	New York Historical Society	<ul style="list-style-type: none"> Discussed Charter School model The need for a multicultural social studies curricula that portrayed historical figures 		2

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				as 3Dimensional characters with human flaws and complex values <ul style="list-style-type: none"> • The need to help with primary source documents that can be age appropriate • 		
4/17/18	Joe Rogers, Center for Educational Equity	Dinner	Harlem	<ul style="list-style-type: none"> • Discussed the Minisink School model • Charter vs. District school options • How the Minisink 12:1 class size could eliminate Carter cases • How Tennessee study proved that small elementary school class sizes helped minority student, particularly at-risk students 		2
4/18/18	Timbuktu Islamic Mosque	Outreach to Harlem residents and parents	103 West 144 th Street	<ul style="list-style-type: none"> • Discussed Minisink Model with residents at mosque • Agreed with the need to teach tolerance • Explained that teaching tolerance is integrated into Minisink school values • Agreed to help with outreach 		4
4/18/18	NYC Schools Chancellor Carranza	Meeting	Scholastic	<ul style="list-style-type: none"> • Asked him about whether he would advocate for smaller class sizes in District schools • Offered a tour of Minisink 		22
4/18/18	Savoy Residents	Info Session	Minisink Townhouse	<ul style="list-style-type: none"> • Reached out to Savoy residents 		2
4/19/18	Brooke Laing, head of Mission Society Young Professionals	Email Meeting Phone Call	Upper Westside	<ul style="list-style-type: none"> • Discussed Minisink School model • Discussed possibility of Mission Young Professionals becoming involved in the Minisink Charter School 		1

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
4/20/18	Former Harlem Assemblyman Keith Wright	Follow-up Phone Call	phone	<ul style="list-style-type: none"> Discussed willingness/ability to join the Minisink Charter School Board He explained he was overcommitted but said he would help with outreach 		1
4/22/18	Former Deputy Bronx Borough President Richard Eaddy And Harlem resident	Phone Call	telephone	<ul style="list-style-type: none"> Explained Minisink School model Minisink School values Requested help with Harlem and South Bronx outreach 		1
4/23/18	Michael Mulgrew	Emails Call Meeting		<ul style="list-style-type: none"> Follow-up Discussed District vs. Charter models Discussed unionized charter schools Discussed pension and health benefits for teachers at charters 		1
4/23/18	“Backpack Full of Cash” Screening	Meeting on Charter Schools	Abyssinian Baptist Church	<ul style="list-style-type: none"> Mentioned Minisink Charter School model Belief that all charters take money away from District schools Belief that online and for-profit and private school vouchers are the inevitable results of allowing charters 		18
4/24/18	Cathy Hughes, CEO, Urban One	Emails Breakfast Gala Honoree	Mandarin Hotel	<ul style="list-style-type: none"> Discussed Minisink Charter School Model Agreed to assist with outreach on Urban One radio and broadcast outlets 		1
4/24/18	Mannie Jackson, Founder Harlem Globetrotters	Emails Lunch Gala Honoree	lunch	<ul style="list-style-type: none"> Discussed Minisink Charter School model He agreed to help with outreach and offered his in-kind support for the school 		1

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
4/25/18	Mary Butz, educator, wife of Diane Ravitch	Meeting	Julian Richman Complex	<ul style="list-style-type: none"> • Meeting with Ann Cooke • Expressed regret that Minisink Charter would not be allowed into the Consortium 		
4/25/18	Ann Cooke, founder of the Performance Standards Consortium	Meeting	Julian Richman Complex	<ul style="list-style-type: none"> • Discussed the founding vision of the schools network of 38 schools • Grew from high schools to include a few middle schools • When asked about the possibility of Minisink joining the Consortium she explained that there were no private, parochial or charter schools in the Consortium • Discussed performance-based assessments • 		6
4/25/18	Urban One local broadcast audience and Mission Society Gala audience	Gala event	Mandarin Hotel	<ul style="list-style-type: none"> • Shared the vision and values of the Minisink Charter School model • Asked in-person and broadcast audience to become involved and to support the Minisink Charter School and to tell potential school parents 		3,000
4/26/18	Leonie Haison Class Size Matters	Email Meeting	Class Size Matters	<ul style="list-style-type: none"> • Follow-up about research 		1
4/26/18	Harlem Congregations for Community Improvement (HCCI) Gala	dinner	Gala	<ul style="list-style-type: none"> • Discussed the Minisink School Model with some of the clergy and staff in attendance • Support for small class sizes • Support for community outreach 		25

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
4/27/18	Timbuktu Islamic Center Mosque	meeting	Meeting with community residents at Mosque	<ul style="list-style-type: none"> Follow-up meeting 		4
4/27/18	Shelby White	Telephone, email and meeting	Rockefeller Center offices	<ul style="list-style-type: none"> Minisink Charter School model Securing support for free cultural access for Minisink and Mission Society students this summer and once the charter school opens 		3
4/27/18	Rei Perez	Email then breakfast meeting	Carver Bank	<ul style="list-style-type: none"> Discussed Minisink Charter School model Potential support from Carver for the current Mission programs and the Minisink Charter School 		1
April 23, 18	Educators/Partner Organizations: Schomburg	Received a tour of the building	Meeting with Brian Jones, Associate Director of Education	<ul style="list-style-type: none"> Brian Jones began working as the Associate Director of Education in April 18. In his new role, he was looking for community organizations to build relationships with. Brian would like to increase the number of students visiting the Schomburg and create programming that is responsive to the needs of local schools. One of his goals is to make more resources available to educators. The Schomburg offers some professional development for teachers. 	Insight was incorporated into curriculum development and in thinking about field trips	2
5/3/18	Administrators and Teachers	Met with Mia Nagawiecki and Leslie Hayes	In person meeting at the New-York historical	<ul style="list-style-type: none"> Explored opportunities for Mission Society and N-YHS to partner on professional development and curriculum design in history. 	N-YHS provided letter of support	5

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
			Society (N-YHS)			
5/9/18	Administrators, Teachers, and Students	Bank Street School visit	School site visit, class observations and tour principal discussion at Bank Street School	<ul style="list-style-type: none"> Discussed assessment, screening tools with educators from California and lower school principal of the Bank Street School 	Researched additional assessment options	4
5/10/18	Administrators and Teachers	Virtual meeting with Mastery Connect	Demonstration of software at NYC Mission Society	<ul style="list-style-type: none"> The organization demonstrated their data management software that facilitates data collection, achievement analysis, and reporting, and parent access to student progress. 	Scheduled follow-up date to show software to another colleague	4
5/11/18	Teachers	Discussed ideas for developing a social studies curriculum for elementary grades with Elementary School Teacher, Stella Heyliger of the Towns School	Phone call	<ul style="list-style-type: none"> Discussed use of the New York State Scope and Sequence in developing a social studies curriculum 	Identified New York Scope and Sequence for Social Studies	2
5/30/18	Administrators	Meeting with Scholastic to discuss opportunities to partner	Meeting at NYC Mission Society	<ul style="list-style-type: none"> Scholastic shared its approach to developing and supporting a culture of literacy and achievement within a school and offered additional recommendations for school design 		10
5/31/18	Parents	Calls to the New York Public Library to identify opportunities to reach out to parents and families	Phone calls	<ul style="list-style-type: none"> Arranged opportunities to share information with parents who attend events at two nearby public library branches (the Macomb's Bridge Branch and the Countee Cullen Branch). 	Scheduled date to meet parents at upcoming Story Time event	4

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
5/1/18	Lester Young, Board of Regents			<ul style="list-style-type: none"> • Discussion of the Minisink Charter School model • Discussion of the 40% rule for charter school boards • Discussion of the Minisink performance assessment approach 		1
5/1/18	Eva Ostrum	Meeting		<ul style="list-style-type: none"> • Follow-up discussions about charter school assessment rubrics 		1
5/2/18	Tonio Burgos	Meeting		<ul style="list-style-type: none"> • Follow-up about the possibility of helping the Minisink Charter School 		1
5/3/18	Luis Miranda	Email Meeting	895 Broadway	<ul style="list-style-type: none"> • Discussion about the Minisink Charter School model, mission, vision and values • Discussed the founding of the Amber Charter School • Amber’s initial performance based assessments before No Child Left Behind and standardized testing • Discussed Amber’s experiences with the UFT • Agreed to put me in touch with the head of Amber 		2
5/3/18	Mia Nagawiecki, VP of Education	Meeting	NY Historical Society	<ul style="list-style-type: none"> • Discussed the goals of multi-cultural social studies in elementary education • Discussed helping us create elementary social studies curricula with local NY primary source material that might engage small children and could be followed up with Museum visits 		5

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • They agreed to partner with us in developing such curricula 		
5/9/18	Bank Street school for Children	In class observation		<ul style="list-style-type: none"> • 		
5/15/18	Community Board 10 Education Committee meeting		West 12 th Street	<ul style="list-style-type: none"> • Asked to be placed on the June meeting agenda to present the Minisink School Model and request a formal support letter 		5
5/19/18	Community Board 10 Education Resource Fair	meeting	W. 122 nd Street	<ul style="list-style-type: none"> • Participated in CB 10 Education Resource Fair • Explained Minisink School Model to families who attended the fair 		10
5/29/18	LaRue Allen, NYU School of Education	Email Meeting	NYU, School of Education	<ul style="list-style-type: none"> • Discussed Minisink Charter School model, school mission, vision and values • Discussed Performance based assessment strategy • She agreed to review our assessment strategy, process and rubrics before she leaves for vacation 		1
5/31/18	Ellen Baxter, President	Meeting	Broadway Houses Communities	<ul style="list-style-type: none"> • Discussed the Minisink Charter School model, school mission, vision and values • Discussed Harlem outreach to her toddler program parents in the Polo Grounds and by Riverbank State Park • She liked our hands-on approach to learning and our small class sizes • They use a Montessori approach 		2

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
				<ul style="list-style-type: none"> • She agreed to help outreach to parents 		
6/6/18	Community Partners and Parents	Meeting with National Center for Families Learning (NCFL) to discuss professional development and curricula support	Meeting at NYC Mission Society	<ul style="list-style-type: none"> • Discussed NCFL' comprehensive family engagement strategy that incorporates community service, adult literacy and student academic support. 	NCFL will provide a letter of support	3
6/7/18	Community Partners and Administration	Call with the Center for Collaborative Education	Phone call	<ul style="list-style-type: none"> • Discussed CCE's performance-based assessment resources and ways to provide support to the Minisink Charter School 	CCE will provide a letter of support	2
6/12/18	Community Partners and Administration	Call with the Student Success Network	Phone call	<ul style="list-style-type: none"> • Discussed opportunities to use SSN resources to support social and emotional learning development at school 	SSN will provide a letter of support	2
6/1/18	Judge George Daniel	meeting	Harlem	<ul style="list-style-type: none"> • Discussed the Minisink model, school vision, mission and values 		1
6/1/18	Keith Wright	Meeting	Harlem	<ul style="list-style-type: none"> • Will connect us with Lenox Terrance and Riverton residents • Discussed joining the Charter School Board 		1
6/1/18	Johann Garcia /CSE 6 President and head of Opt OutNY			<ul style="list-style-type: none"> • Discussed the Minisink School model, school Mission and values 		1
6/30/18	Classical Theater of Harlem	Outdoor Performance	Riverton Houses West 135 th and 5 th Avenue	<ul style="list-style-type: none"> • Talked with parents in Riverton Houses after and before the Performance about the Minisink Charter School Model 		3

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
6/11/18	Lester Young Regents Meeting	Meeting	Albany, NY	<ul style="list-style-type: none"> • He suggested that we speak with Katherine Corbett, of ImagineMe Charter School, Brooklyn, NY • They use performance-based assessments 		1
6/12/18	Brooklyn New School - Principal Anna Allanbrook	Meeting	Brooklyn New School	<ul style="list-style-type: none"> • Discussed the Minisink Charter School model • Discussed Progressive education • She explained that they are able to focus on teaching because they don't take State tests not because they have secured a waiver of state testing but because most opt out • This year 95% of their families opted out of state testing • She attributes their success in large part to opting out 		3
6/13/18	Brian Evans, PACE University	Email Meeting	PACE University	<ul style="list-style-type: none"> • Discussed Minisink Charter School model and the school's mission, vision and values • Explained our interest in the Pace partnership with the Actor's Studio • Explained that one school focus will be on language including performance tied to a social-emotional curricula that emphasizes empathy • He agreed to help us introduce us to the Actor's Studio so that professional actors could demonstrate acting and oratorical concepts as well as performance 		2

Table 2. Charter School Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
6/21/18	NYPL Storytime at Countee Cullen Library	Storytime	Countee Cullen Library - 104 W 136th St, New York, NY 10030	<ul style="list-style-type: none"> • Met with parents at library story-time • Explained the Minisink Charter School model and values 		25 Parents with children
6/26/18	Minisink Charter School Open House	Minisink Townhouse	646 Malcolm X Blvd	<ul style="list-style-type: none"> • Met with parents inquiring about the Minisink Charter School model • Discussed our mission and vision • Completed family questionnaires 		22

Congress of the United States
House of Representatives
Washington, DC 20515-3213

July 2, 2018

To Whom It May Concern,

I am writing to express my support for the application of the New York City (NYC) NYC Mission Society to open a charter school in Community School District 5 in Upper Manhattan. This proposal has my full support, and I encourage its approval.

The NYC Mission Society Charter School will focus on serving families who live in New York City Housing Authority (NYCHA) housing facilities, specifically in the Polo Grounds Towers and Ralph J. Rangel Houses in Washington Heights. Families residing in these developments are largely underserved, and as such, they need two things from a school – excellent education for their children, and a support system which will aid the whole family. The NYC Mission Society Charter School will go above and beyond in providing critical education resources to both its students and their families.

To ensure both accountability and a high quality of instruction, the school will use a database to track student progress and achievement, including progress towards common core standards. Each student's progress will be individually assessed every 4-6 weeks to ensure all students are on track to succeed academically, and the school will work to ensure parents are actively involved throughout this process.

The quality of the school and its instruction will be further enhanced by small class sizes. With 48 students per grade, and four classes of 12 children per grade, each and every student will receive high levels of individualized attention from teachers. This will ensure healthy academic as well as social development, meaning that the NYC Mission Society Charter School will produce both success on report cards as well as success outside of the classroom.

As the Representative of New York's 13th Congressional District, I recognize that much of Washington Heights is developing and thriving, yet high-quality educational opportunities are still not nearly as accessible as they should be to the families who live there. To ensure that all of Upper Manhattan thrives, we must make available better educational opportunities, particularly for underserved and marginalized families and communities. Investing in our children is investing in our future, and I am confident that the NYC Mission Charter School will create an excellent option for these families to educate their children, which is why I am proud to support its application. I will be pleased to see the NYC Mission Charter School open in August of 2019, and I eagerly anticipate the progress it will create for the families of Upper Manhattan.

Thank you for your consideration of the NYC Mission Charter School's application. If you have any questions or require any additional information, please contact Mark Howell in my office at



Sincerely,

A handwritten signature in dark ink, consisting of several overlapping strokes that form a stylized 'A' and 'E'.

Adriano Espaillat
Member of Congress
New York 13th Congressional District



New York
Public
Library

July 9, 2018

Elsie McCabe Thompson
President
NYC Mission Society

Dear Ms. McCabe Thompson,

I am writing to express my support for the establishment and operation of Minisink Charter School. I believe that the Minisink Charter School will greatly benefit families in the Harlem community by providing a high quality, intentional learning environment that fosters a lifelong curiosity and love of learning for students. The educational goals and approaches of the New York Public Library's youth education programming and those of the NYC Mission Society are quite similar: providing educational enrichment opportunities and access to quality learning materials and technologies for under-resourced youth that build critical thinking and problem solving skills through the application of progressive learning techniques such as project-based, experiential learning. As the school develops, I anticipate a number of ways in which NYPL can partner with the Minisink Charter School to benefit its students and further the goals of both learning institutions.

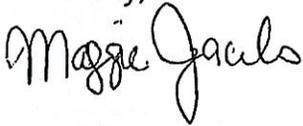
First, Minisink Charter School will strive to be responsive to community needs by working with NYPL to provide needed supplemental services to families. Recently, NYC Mission Society staff members noticed changes in neighborhood demographics, including higher percentages of English Language Learners and parents who require English language classes. The New York Public Library plans to work with Minisink Charter School to provide access to free English language and technology training classes at local libraries for adult family members.

Minisink Charter School educators and students will also greatly benefit from Library resources. The school intends to work with librarians from the local Countee Cullen branch to provide school outreach within the school as well as bring classes to the local branch to share with teachers and students the many ways in which the library can provide independent reading, research and homework help materials, as well as after-school and summer programming, that reinforces reading comprehension, critical thinking and other 21 Century learning skills.

Last, NYPL looks forward to serving as an ongoing consultant to the Minsink Charter School in creating a thriving school library. The school will benefit from the expertise of NYPL's central Children's Collections Department in order to create a school library that reflects the cultural diversity of the school's community.

I enthusiastically endorse the plans for Minisink Charter School and strongly support the charter authorization request. Minisink Charter School will be an asset to our community and the region.

Sincerely,

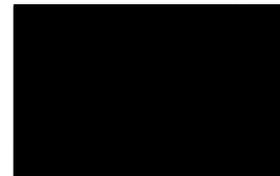
A handwritten signature in black ink that reads "Maggie Jacobs". The signature is written in a cursive style with a large, looped "M" and "J".

Maggie Jacobs
Director of Educational Programs
The New York Public Library
445 Fifth Avenue, 6th Floor
New York, NY 10016

CC: Lauren Fraulo



Cornell University
Cooperative Extension
New York City



Date: July 3, 2018

Elsie McCabe Thompson, President
NYC Mission Society

Re: Letter of Support

Dear Mrs. McCabe Thompson

On behalf of Cornell University Cooperative Extension-New York City, I am pleased to confirm and commit to continued support to a partnership with the NYC Mission Society in their effort to establish a new Charter School.

Cornell University Cooperative Extension - New York City (CUCE-NYC) is a key outreach system of Cornell University with a strong public mission and an extensive local presence that is responsive to the needs of the NYCDOE and New York City communities.

The NYC Mission Society has worked with children and families in New York's most underserved communities to help them break the cycle of poverty and achieve success.

Currently, Cornell University Cooperative Extension (CUCE- NYC) Programs is committed to providing services to NYC Mission Society in support of the development of the BHS/NDFT Aquaponics STEM lab and education program at the new charter school.

Philson A.A. Warner, CUCE Extension Associate, Hydroponics Scientist and Expert, is providing all the necessary consultation, training, and technical assistance for the designing process, construction and implementation for the establishment of the BHS/NDFT Aquaponics STEM Technology lab and the BHS/NDFT Aquaponics Science and Technology STEM education programs at the NYC Mission Society Charter School.

We are looking forward to continue our support to NYC Mission Society in this area with the aim of helping to enhance, improve and increase students' Science and Technology (STEM) skills, critical thinking, and knowledge that is inquiry-based, science-based, project-based and experiential (hands-on) in a multidisciplinary learning environment.

Cornell University Cooperative Extension-New York City supports the NYC Mission Society in this endeavor.

Sincerely,

A handwritten signature in black ink that reads "Jennifer S. Tiffany".

Jennifer S. Tiffany, Ph.D
Executive Director
Cornell University Cooperative Extension
New York City

Advancing New York City Through Research



April 24, 2018

I am writing to express my enthusiastic support for the proposed Minisink Charter School. I am the founder of Harlem Grown, a nonprofit that operates nearly a dozen urban farms in Harlem in order to increase access to and knowledge of healthy food for Harlem residents, and provide garden-based development programs to Harlem youth. I began Harlem Grown seven years ago because I was acutely aware that few if any neighborhood children had a basic understanding of where their food comes from much less the science behind how it grows or the nutritional value of different foods.

I am delighted by the possibility that the Minisink Charter School will incorporate hands-on learning in the delivery of their STEM curricula, their full Aquaponics laboratory, and that they will stress the importance of our relationship with the natural world and environmental stewardship. They are committed to serving organic foods, teaching about healthy living as well as planting, recycling and composting as a way of reinforcing all of these vital messages with their students. I look forward to giving their students free tours of our hydroponics farm, our chicken farm, and to gardening with them. I also commit to taking their excess compost and to support them in any way I can.

The Mission Society has been serving this community for over a century and I am confident that their Minisink Charter School will ably serve Harlem's children for centuries to come.

Sincerely,

Tony Hillery
Executive Director



NEW-YORK HISTORICAL SOCIETY MUSEUM & LIBRARY

May 24, 2018

To Whom It May Concern,

I am writing to express the New-York Historical Society's support for the approval of the Minisink Charter School. At New-York Historical we are committed to facilitating a broad grasp of history's enduring importance. Additionally, we work with schools and instructional leaders throughout New York City to advance teacher and student exposure to rich and high quality educational resources that bring history to life in contemporary, compelling and meaningful ways.

We currently partner with 79 schools across all five boroughs, including helping launch the newest public elementary school in the Bronx, PS 583X, and providing direct student services and professional learning programs to several charter schools, such as Renaissance Charter School in Queens and the entire Success Academy network.

The Minisink Charter School will join our partner network and benefit from a range of experiences including professional development, curriculum design, and curriculum implementation support. Additionally, we will work with the staff of the Minisink Charter School to provide a historically accurate articulation of history—one that advances beyond facts and dates toward understanding the characters, motivations, and implications of decisions made by historical figures that inform our current lived experiences. In this way, the experience of history curriculum at the Minisink Charter School will be connected to its vision of equipping students with social and emotional skills of empathy and critical-thinking that support their development into life-long learners and engaged community actors.

This partnership is a natural extension of our approach to designing academic experiences that invite students to ask thoughtful questions and develop insightful inferences about historical events and artifacts. Our approach to this work is consistent with the Mission Society's progressive approach to its current afterschool programming and its developing charter school programming. We expect this partnership to mutually benefit our shared goals to continue to serve as institutions of educational influence and impact in New York City.

We value the Minisink Charter School's mission and are excited to support its launch and development.

Sincerely,



Mia Nagawiecki
Vice President for Education





May 29, 2018

To Whom It May Concern:

As the President of the New York Urban League, I am absolutely thrilled by the enormous possibilities offered by the Minisink Charter School. With its rich history in Harlem and Community School District 5, the idea that the Mission Society would create the Minisink Charter School to serve our neighborhood children is exciting indeed! In fact, I would like the New York Urban League to be a part of Harlem's educational future through the Minisink Charter School. The mission of the New York Urban League (NYUL) is to enable African Americans and other underserved communities to secure a first class education, economic self-reliance and equal respect of their civil rights through programs, services and advocacy. Each year, NYUL serves nearly 8,000 residents through education and employment programs, access to technology classes and financial empowerment workshops, while providing over \$250,000 to support HBCUs and college scholarships to NYC students. Like the Mission Society's work in Harlem, the New York Urban League has been serving this community for nearly a hundred years and has ably provided our community with civil rights advocacy, educational programming and workforce development. Over that time, we have developed quite a large network of diverse Young Professionals. Our Young Professionals have considered adopting a school that we could mentor and support for some time. The New York Urban League, looks forward to partnering with the Minisink Charter School to launch a mentorship program with our young professionals and their future students.

I also look forward to working with the Minisink Charter School to resurrect our established child literacy program, *Read & Rise*. I eagerly anticipate the possibility of the opening of the Minisink Charter school.

Sincerely,

A handwritten signature in black ink, appearing to read "Arva Rice".

Arva Rice
CEO & President
New York Urban League



To Whom It May Concern,

I have been involved with the Minisink programs for over 49 years as a teenager through managing their federally funded program, Amachi NY which mentored children of incarcerated parents. Needless to say I have a long history with the NYC Mission Society and Minisink Camp and Townhouse.

I am writing to express my support for the approval of the Minisink Charter School to be located in Central Harlem. Minisink has been a bastion of the Harlem Community for nearly 100 years serving generations of local residents with high quality preventative programs.

I believe that the Minisink Charter School will be an incredible asset and be of great benefit to the children, families, and local community for the following reasons:

- The Minisink Charter School will fill a long-standing need in our community for an innovative alternative to traditional public education with unprecedented class sizes with a maximum of 14 students, a full gymnasium, dedicated science lab, and performing arts spaces.
- Many local families have children that can benefit highly from their unique blend of educational pedagogy, access to private resources, and curricula tailored to their children's educational needs.
- Through their commitment to integrate families into the school community, Minisink will not only support the progression of the students, but also their parent by continuing its legacy of providing culturally informed and high quality programming to low income families.
- Minisink Charter School has expressed interest and is actively seeking opportunities to collaborate with existing public schools and independent community programs in Harlem to unite and enrich local students in District 5. Potential areas for partnership include: STEM programs, Aquaponics Laboratory, music and fine arts programs, and community celebrations.

Increasingly, there is a strong commitment among Harlem parents to be proactively involved in their children's education and to seek opportunities that will ensure their success in school and in life.

In sum, I support the approval of the Minisink Charter School to serve students in our community. I value the Minisink Charter School's mission and would be happy to see a school of choice in our community.

Sincerely,

Rev. Deacon Rodney A. Beckford

June 6, 2018

NAME

SIGNATURE

DATE

ADDRESS

PHONE/EMAIL



THE CLASSICAL THEATRE OF HARLEM



Ty Jones, Producing Artistic Director

Board of Directors
Peggy King Jorde, Chair
Cultural Resource Consulting

Greg Mays, Treasurer
A Better Jamaica, Inc.

Dr. Julie Butler, Secretary
145th Street Animal Hospital

Brad Bender
Google

Kwaku Driskell
Robinhood Foundation

Richard Habersham
Urban Land Institute

Ty Jones
Actor/ Classical Theatre of Harlem

Jason Delane Lee
Actor/Lagralane Group

Sue Suh
The Rockefeller Foundation

Advisory Council
James Houghton
Signature Theatre

Erika Mallin
Executive Director Signature Theatre

Tamara Tunie
Actor

Patrick Willingham
The Public Theater

David Zale
Zale Capital Management

Staff & Consultants
Ty Jones
Producing Artistic Director

Jenny Bennett
Interim General Manager

Zora Howard
Development Manager

Patrick A. Bradford
General Counsel

Maechi Aharanwa
Project Classics Program Director

Shawn René Graham
Literary Program Director

Lamar Perry
Producing Associate

Anthony Lalor
Producing Associate

Alessandro Chillé
Graphic Design & Web Manager

Patricia Taylor
Bookkeeper

Contact
566 West 159th Street, Suite 44
New York, NY 10032

317 ARR A204

May 31, 2018

Ladies and Gentlemen:

As Artistic Director of the Classical Theatre of Harlem (CTH), I am ecstatic about the opportunity to partner with the Mission Society and its planned Minisink Charter School. The Mission Society has been a stable component in Harlem and District 5 for generations. To not only witness, but be a part of its evolution into a charter school, is not only great for the organization but also the community.

We at the Classical Theatre of Harlem, are excited to work with the Minisink Charter School and their English curriculum. CTH merges original adaptations, music, and dance to present great classics of world literature as well as contemporary works that will stand the test of time. The Minisink Charter School shares CTH's vision that creating value for the community is inherent and essential.

We will work closely with the staff to immerse the English language through the power of the dramatic arts. This partnership will not only integrate our English curriculum but also enhance the students socially and emotionally. Words are powerful things to treasure and to wield. For children to see those words delivered in a way that only the Classical Theatre of Harlem can, will give them a profound appreciation for the English language. As the school's children perform classical stories they will gain social and emotional appreciation of empathy (the underpinning of all acting and human understanding), empowering presentation experiences and invaluable understanding of the subtleties of language. The marriage of the dramatic arts, literacy and language will also teach students self-expression and the impact of words.

On behalf of the Classical Theatre of Harlem, we fully support, the Minisink Charter School and look forward to working with them to better the lives of our students and our community.

Sincerely,

Ty Jones
Board Member
Producing Artistic Director
The Classical Theatre of Harlem



**EMPOWERING HARLEMITES
REBUILDING COMMUNITIES**

*established
1986*

HARLEM CONGREGATIONS FOR COMMUNITY IMPROVEMENT, INC.

256 West 153rd Street, New York, NY 10039 • (212) 281-4887 Tel • (212) 281-8102 Fax • www.hcci.org

"Celebrating 32 Years of Community Service"

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Corporate Secretary

Mr. Malcolm A. Punter
President & CEO

June 28, 2018

To Whom It May Concern:

As the President of Harlem Congregations for Community Improvement, Inc., we are beyond elated at the immeasurable opportunities that will be offered by the Minisink Charter School. With its deep history in Harlem and Community School District 5, the Mission Society's new addition, the Minisink Charter School, will be highly embraced, and expand the great service to our neighborhood youth.

BOARD OF DIRECTORS

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HCCI, serves nearly countless residents seeking to make Harlem, home. The Minisink Charter School will not only provide those with children with a safe place for them to learn but also an innovative, creative, engaging experience. Their new state of the art science Aquaponics lab will expand the children of Harlem's mind on not only nature but nutrition. We look forward to engaging with staff, to acquire students and parents. Also we look forward to a school that will immerse a foreign language into their everyday curriculum, a suggestion myself and our members made with and are elated it will be included.

We enthusiastically look forward to the probability of the opening of the Minisink Charter School.

**FOUNDING EXECUTIVE MEMBERS
(In Memoriam)**

Rev. Dr. Edward E. Johnson
Bishop Norman Quick
Bishop Roger Rhoss
Rev. Dr. Adolph Roberts
Bishop Preston R. Washington, Sr.
Rev. Canon Frederick B. Williams

Sincerely,

Malcolm A. Punter
President & CEO



Office of Health & Wellness
Strategies

Office of Real Estate
Development

Office of Equitable
& Human Capital

HCCI Computer
Clubhouse

June 26, 2018

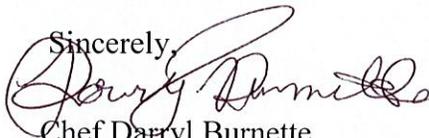
To Whom It May Concern:

As the owners of Belle Harlem, we are excited by the immense possibilities offered by the Minisink Charter School. The notion that the Mission Society, with its deep history in Harlem and Community School District 5, will be creating the Minisink Charter School, to serve our neighborhood children is sensational. Moreover, I would like Belle Harlem to be a part of the future of Harlem's education through the Minisink Charter School.

To know that the Minisink Charter School will be growing their own food through aquaponics is very cool. We look forward to working with staff, students and parents on expanding their culinary skills. We intend to offer a cooking session on how to utilize and the different meals they can make with the vegetables grown and the tilapia in their aquaponics lab.

We enthusiastically look forward to the probability of the opening of the Minisink Charter School.

Sincerely,



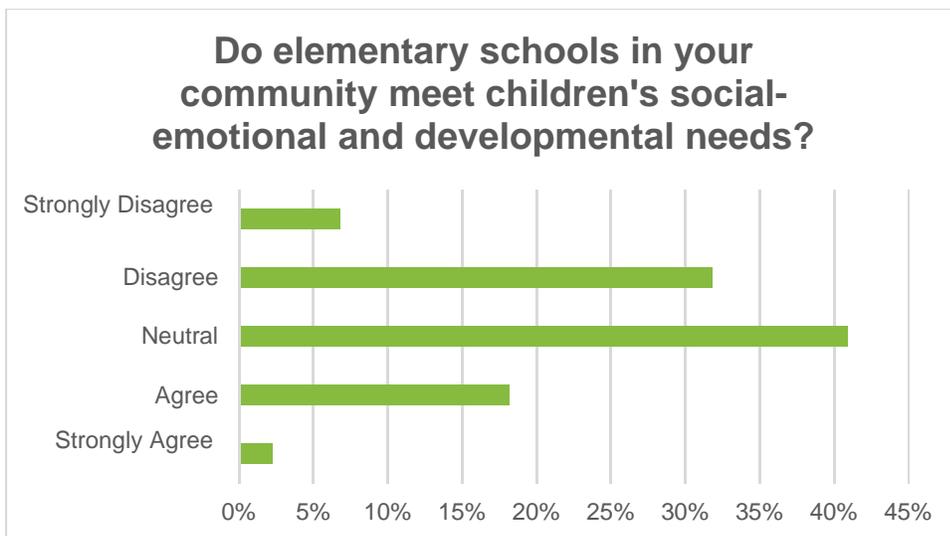
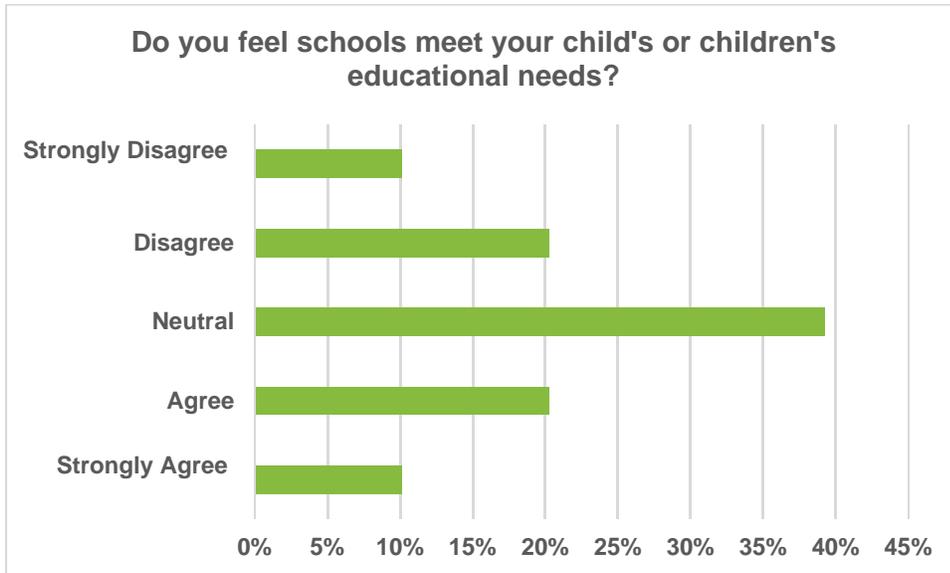
Chef Darryl Burnette
Melissa Burnette
Belle Harlem

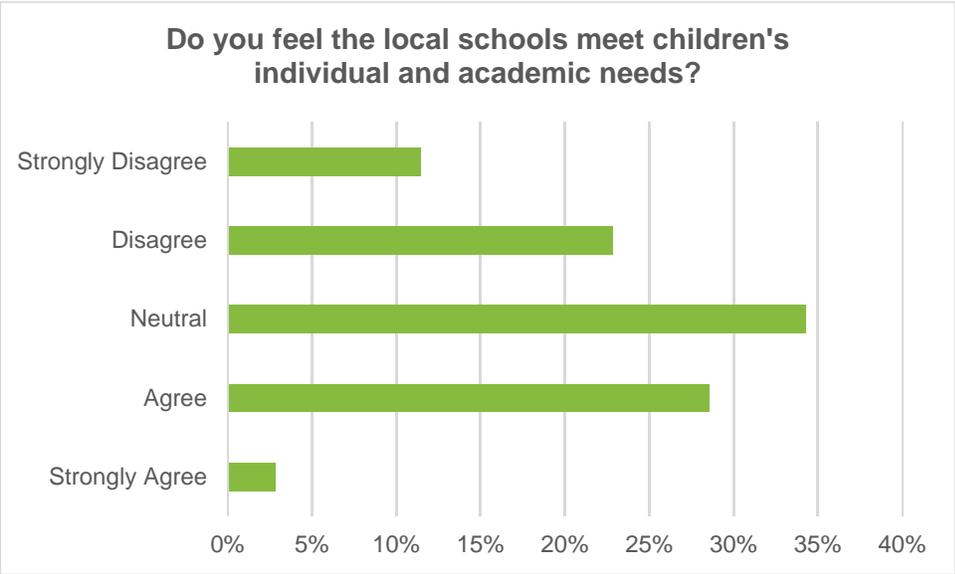


NYC MISSION SOCIETY RESPONSES TO CHARTER SCHOOL SURVEY July 5, 2018

This summary of 79 surveys collected from groups of respondents in the spring of 2018 is meant to inform the development and planning of the Minisink Charter School.

1. Meeting Children's Needs



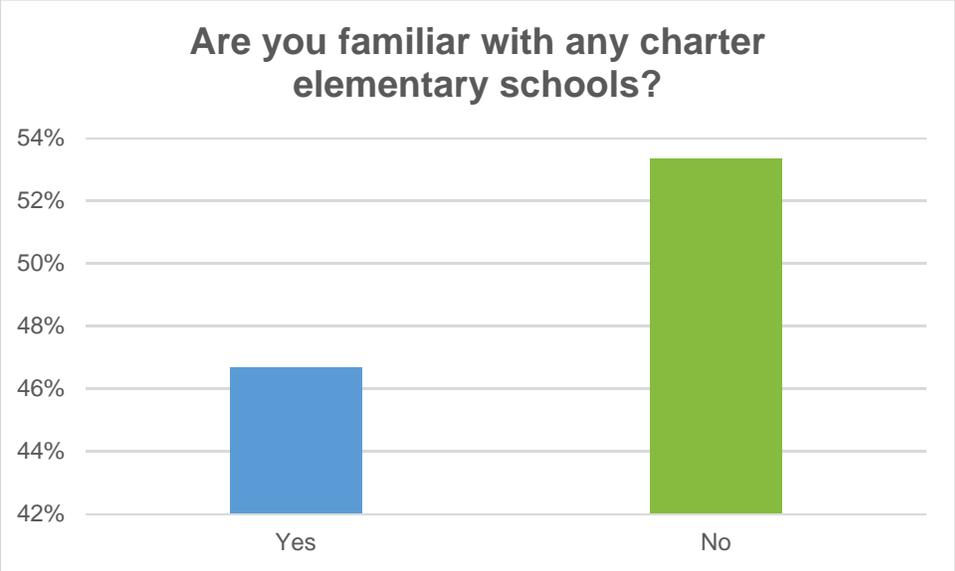


Reasons Shared:

Positive response to schools meeting educational needs of children: Respondents believe schools that meet children’s educational needs have a strong sense of community and offer opportunities for students to flourish through the arts.

Negative response to schools meeting educational needs of children: Respondents disagree and/or are neutral that local schools meet children’s educational, individual and/or academic needs for reasons that include teacher training, the connection between students and faculty, and the degree to which lessons are strategically designed to achieve this goal. Other respondents shared that schools not meeting children’s educational needs are characterized by a limited emphasis on the arts, a lack of commitment among teachers, a mismatch between student grade-level (based on ability) and actual grade placement, low student test scores and students who are underprepared for middle school.

2. Familiarity with Charter Elementary Schools



- The majority of respondents who are familiar with elementary charter schools (13/18 or 72%) are familiar with Success Academy and/or KIPP.

3. Positive Qualities of Known Charter Elementary Schools

- **School culture and structure**
 - Learning culture
 - Respect, rigor, responsibility
 - Uniform consistency
 - Attendance
 - Longer school day and longer school year
 - Emphasis and focus on student learning
- **Staff**
 - Hard working teaching and administration staff
 - Social workers and committed staff
- **Programming**
 - Afterschool activities for kids
 - High parent involvement
 - International Baccalaureate Program
- **Instruction and curriculum**
 - Students expected to solve math mentally

4. Negative Qualities of Known Charter Elementary Schools

- **Charter School Model/Design**
 - Limits resources from general public schools
- **School culture**
 - Too rigorous for children - strong emphasis on testing
 - Days and calendar year are too long
 - Discipline too harsh
 - Verbally aggressive teacher talk toward students – yelling and belittling comments
 - Systematic exclusion of students with "behavior issues" or Individual Educational Programs (IEPs)
 - Low New York State test scores
- **Staff**
 - High turnover
- **Classroom structure**
 - Structure or lack of structure in classrooms
 - No penalties for incomplete exercises

5. Early Dismissal Day and Afterschool Programming

Twelve out of eighteen (67%) respondents report the school(s) with which they are familiar has an early dismissal day – the majority report Wednesday or Friday is the early dismissal day. Most respondents report afterschool is not offered on early dismissal days; parents are required to pick students up. Afterschool programming is, however, offered on other school days.

6. Parent Engagement

Respondents report parents are invited to the school twice monthly, every two to three months or as frequently as possible.

7. Special Education

Three respondents commented on programming for students with special education needs and/or learning differences. They report students are tested prior to school start to facilitate class placement; the special education teacher is one of the teachers in the classroom; and one person reports students with special education needs and learning differences are “pushed out” of school.

8. Class Size

Out of 36 respondents who offered a class size recommendation, 24 (67%) suggest a class size of no more than 15 students.

9. What Parents Are Looking for in a New Public School in the Community

One hundred percent of parents who responded to this question (n=34) agreed it is best to send children to a school with small class sizes and more individual attention. Additionally, parents are looking for a well-rounded, high quality, and accepting academic environment that centers on the individual needs of students and features:

- Highly-qualified and well-trained teachers and staff;
- Multiple teachers per classroom;
- Hands-on learning experiences;
- A culture of academic excellence that balances discipline/safety and highly-engaged learning; and
- A range of programming experiences that include opportunities for parents to enhance their skills (i.e. computer access), and arts and afterschool programming for students.

10. What Parents Would Like to See in a New Public School in Their Community

Parents are interested in a safe academic environment that:

- Has established partnerships with parents and the community to offer a range of extracurricular activities including fitness programming, arts, dance, and drama for students, and family counselling;
- Fosters a sense of belonging among students and provides access to resources that benefit students and parents;
- Has a parent-friendly school culture instills confidence in students;
- Encourages open communication;
- Hires a more diverse and well-paid teaching staff and faculty who care about the community;
- Features small class sizes and a small overall student population;
- Provides opportunities for students to receive individualized attention;

- Has student advocates and offers more parent-teacher conferences;
- Provides better uniforms;
- Includes a functional gym; and
- Offers high quality lunch.

11. Interest in Having Child Attend Minisink Charter School

Ninety percent of parents who responded to this question (26/29) are interested in sending their child to the Minisink Charter School. One parent commented the school appears to have a passionate mission to offer great education.

We believe all children have amazing potential.

M

MINISINK
CHARTER
SCHOOL

TAKE THE SURVEY:
tinyurl.com/minisinkcharter

CONTACT:
info@
MinisinkCharterSchool.org

OUR MISSION

The Minisink Charter School is dedicated to the academic success of each of its students through standards-based, experiential learning. We will engage students in the acquisition of knowledge, develop their self-esteem, intellectual curiosity, eloquence, compassion and sense of social responsibility.

VISION STATEMENT

The Minisink model offers a safe and responsive school environment that fosters a collaborative, student-centered, supportive structure that equips children with a solid academic foundation, immersion in English Language Arts and a compelling STEM program. To achieve the mission of the Minisink Charter School, we will:

- **Begin with grades K and 1 and add a new grade each school year**
- **Offer small class sizes of up to**

14 students to facilitate personalized learning in an independent location in Central Harlem

- **Support caring and experienced faculty and teachers who will inspire student creativity, collaboration, and critical thinking**
- **Feature a dedicated science lab featuring aquaponics so that all students have an opportunity for hands-on application of STEM concepts and learn the value of environmental stewardship**
- **Provide healthy and organic school food and a full gymnasium to support and encourage healthy choices and active lifestyles**
- **Fully commit to partner with families on every student's academic journey**
- **Offer a music program with piano lessons**
- **Spanish lessons**
- **Extended day program**
- **Community partnerships**



**opening
August 2019**



Name

Email Address

How old are your children or the children in your care?

Do you feel the local schools meet your child's educational needs?

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's individual and academic needs?

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment:

What are you looking for in a public school?

What would you like to see in a new public school in your community?

Is it best to send children to a school with small class sizes and more individual attention?

Yes No

Would you be interested in having your children attend the Minisink Charter School?

Yes No

Comment:

Minisink Charter School

Open House

MINISINK
CHARTER
SCHOOL

June 26

6PM

Information Session
Learn about the future
of Minisink Townhouse.
Join us for refreshments
and free giveaways.

Minisink Townhouse
646 Malcolm X Blvd
at 142nd Street

Minisink Charter School

Open House



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refreshments



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*Join us for
refreshments
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MINISINK CHARTER SCHOOL

Connect with Minisink

Submit

We believe all children have amazing potential



Our Mission

The Minisink Charter School is dedicated to the academic success of each of its student through standards-based, experiential learning. We will engage students in the acquisition of knowledge and develop their self-esteem, intellectual curiosity, eloquence, compassion and social responsibility.

Vision Statement

The Minisink model offers a safe and responsive school environment that fosters a collaborative, student-centered, supportive structure that equips children with a solid academic foundation, immersion in English Language Arts and a compelling STEM program. To achieve our mission, the Minisink Charter School will:

- Offer small class sizes to facilitate personalized learning;
- Remain independently located in Central Harlem;
- Support teachers and faculty who will encourage and challenge each student;
- Maintain a dedicated science lab so all students have an opportunity for hands-on application of STEM concepts, including Aquaponics, and learn the value of environmental stewardship;
- Provide healthy and organic school food, a full gymnasium to support and encourage healthy choices and active lifestyles; and,
- Fully commit to partner with families on every student's academic journey by creating a community of learners in students, parents, family, teachers and staff.

School Values

At the Minisink Charter School, we believe in the ability of every child to learn and grow. *Minisink* stands for what we believe and hold dear. It is a safe harbor in which to live, learn and grow.

Minisink:

M: Mentor others by sharing your learning and the lessons of your mistakes to benefit us all

I: Inspire others to be honest, fair and to reach for high ideals

N: Navigate wisely, passionately and joyfully the epic journey of life

I: Imagine possibilities, gratefully embrace opportunities and resolutely overcome obstacles

S: Service to others is your empathetic means to know and help our community and ourselves

I: Innovation is your resourceful response to our ever evolving world

N: Nourish your bodies, your minds and your strength of spirit as you strive for excellence

K: Kindness, compassion and love are the abiding principles that guide us in everything we do

Take the Survey