



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Wildflower New York Charter School		
Education Corp. Name:	Wildflower New York Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 9	Opening Date:	8/28/2019

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K, 1	18
Year 2	K-2	25
Year 3	K-3	42
Year 4	K-4	60
Year 5	K-5	77

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	Wildflower Schools Foundation
CMO Public Contact Info (Name, Phone):	Maryanne Kiley Partner Wildflower Schools Foundation 917 733-2038
Partner Organization:	N/A
Partner Public Contact Info (Name, Phone):	N/A

Lead Applicant Contact Information					
First Lead Applicant Name:		Mario Benabe			
Applicant is a: <input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input checked="" type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School					
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
Second Lead Applicant Name:					
Applicant is a: <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School					
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section. <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"					

Media/Public Contact Information (required)					
Name:	Maryanne Kiley	Phone #:	917 733-2038	Email:	maryanne.kiley@wildflowerschools.org

Lead Applicant Signature

Signature:



Date:

6/24/18

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT**

Wildflower New York Charter School will offer tiny, shopfront, Montessori educational environments in which children have the tools and freedom to do the great work of constructing themselves, led by teachers operating as social entrepreneurs. Our students will develop strong academic foundations and skills in the areas of critical thinking, collaboration, creativity and communication, and grow into curious, capable contributors to their communities and the world.

KEY DESIGN ELEMENTS

I. Authentic Montessori Method

Wildflower New York will offer an authentic Montessori experience - providing a peaceful, mixed-age, child-directed environment. The Montessori method emerges from the belief that children are naturally good, peaceful and curious and that in the context of a supportive environment, all children engage instinctively in the work of self-construction. Implementing with fidelity the Montessori method, the School will deliver a century-old educational model that has proven successful in creating deeply personalized, self-directed and effective learning environments. High-quality Montessori classrooms have several common characteristics: a carefully prepared classroom environment of beautiful and organized materials; children in multi-age environments with a three-year age span; and, children in the classroom working at different levels with materials.

The nine evidence-based key components of the Montessori child-centered educational model are:

- Movement and cognition are closely entwined and movement can enhance thinking and learning.
- Learning and wellbeing are improved when people have a sense of control over their lives.
- The development of executive functions is a key component of successful learning.
- People learn better when they are interested in what they are learning.
- Tying extrinsic rewards to an activity like money or reading or high grades for tests, negatively impacts motivation to engage in that activity when that reward is withdrawn.
- Collaborative arrangements can be conducive to learning

II. Montessori in an Enriched Environment

A child's environment has a profound impact on her learning. Dr. Montessori used the term "prepared environment" to mean that adults must carefully and intentionally set up a classroom with the right lay-out, furniture, and design in order to foster learning. With Montessori materials serving as the backbone, the scope and sequence of the Montessori curriculum supported by scaffolded activities to be explored in an environment designed to foster learning, create structure to a child's day and learning trajectory over time. At Wildflower New York, we have made several design choices based on the importance of a prepared environment. These design choices include: Montessori Classroom Materials, Beautiful Classroom Design and Integration with the Natural World

III. Schools Interconnected with the Community Beyond the Classroom

Authentic Connections Energize Communities: Wildflower New York will be visually connected to the life of the community and reliant on the community for services that would be on-site in a traditional school setting. Wildflower New York sites will sit in street-facing and accessible, light-filled spaces on walkable streets where community members will be able to see the daily work of children. This will increase the presence of children and families in the community, as they walk to and from school and rely on public playgrounds, gardens and other civic spaces that would otherwise be on-site in larger institutions. We expand our definition of "stakeholders" beyond the families we serve directly, and we work to make our surrounding communities stronger and healthier for children.

Parent Involvement and Education: Wildflower New York encourages alignment between the home and school environments. We see our work as a partnership with parents and families: we value their wisdom, invite their engagement, and enthusiastically share with them our Montessori methods. Similarly, Wildflower New York parents see their roles as active supporters of the School and Teacher Leaders, rather than its customers.

An Equity-Centered World View: We celebrate diversity and foster inclusivity; and, we consider the unique

opportunities and challenges facing every child. At Wildflower New York, we commit to giving each student what they need to construct themselves as they find their purpose and fulfill their potential.

- **Intentional Diversity Among Students And Teachers:** As Montessorians, we believe children's unique capacity to adapt to their environment makes childhood the key to the long-term improvement of society and our greatest hope for a more peaceful world. Wildflower New York will include people of different racial, ethnic and economic backgrounds in its school and seek out ways to make Wildflower New York accessible to all families.
- **Supported By A Culturally Responsive Pedagogy:** Wildflower New York will embed social and racial justice teachings into the curriculum and offer culturally responsive materials. Student motivation, interest and ability to engage in culturally responsive content coupled with students' belief in themselves as capable learners not only builds academic skills and concepts, but develops lifelong learners.

IV. A New School Model Committed To Innovation and Teacher Leadership

Wildflower New York, an Innovative Lab School: In our work to continuously improve, we try new things, rigorously evaluate our efforts, learn from colleagues within and outside of Wildflower, and make adjustments as necessary. WSF attracts professionals who are interested in working in a dynamic, innovative and entrepreneurial environment. Interested in improvement through careful observation and analysis, Wildflower New York Teacher Leaders embrace the scientific method. School improvement is not a new endeavor.

Teacher Leadership: Teachers traditionally have no path for advancement other than to leave the classroom for "administration." The WSF model gives teachers the opportunity to grow as full-fledged leaders of their classrooms in a cohort environment. As partners and social entrepreneurs, Teacher Leaders work together in a non-hierarchical, co-leadership mode and are responsible for fulfilling instructional and administrative roles at the site. WSF schools attract educators who are interested in greater autonomy, accountability, and professional growth. By preserving a small scale, Teacher Leaders are able to make day-to-day decisions that express their own vision and respond to the needs of children, families, themselves and the community they are serving.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

Wildflower New York is committed to delivering Authentic Montessori education and its academic program will be characterized by:

Multi-Age Classrooms: WNYCS will establish multi-age classrooms following the Montessori method. The primary program is for ages three to Kindergarten, Elementary 1 is for first through third grades and Elementary 2 is for fourth and fifth grades. Developmental research supports Montessori's observation that children experience periods of rapid cognitive and social growth on timelines that are specific to each child. Multi-age classrooms, paired with the Montessori practice of observation and inquiry, give teachers the flexibility to introduce concepts of increasing complexity when each child is ready to receive them, allowing children to advance past their same-age peers in some areas and get additional support and practice in others. Additionally, the multi-age classroom creates a more realistic preparation for life beyond school, where older children deepen their understanding of concepts by modeling for younger children, and younger children can observe older children practicing skills that they themselves are on the cusp of learning.

Student-Directed Work Cycles: Montessori classrooms are often quiet places, but they are almost never silent. Students are free to interact with one another, and ongoing lessons produce a steady hum of purposeful activity. When activity is appropriately matched to interest and readiness, students display intense focus, persistence, and, most often, joy. In addition to being meticulously set up to meet the developmental needs of students at various stages, Montessori supports concentration through extended periods of individually-paced and uninterrupted work, an orientation that discourages interruption, and a focus on self-correction that allows students to explore, experiment and repeat work until they have mastered it.

Focus on Sensorial and Tactile Development: Beginning with the sensorial exercises first offered to children

between ages three and six and extending through the entire developmental continuum, Montessori education is grounded in exploration of concepts through hands-on learning.

Scaffolded Learning: Montessori materials are engineered to be self-correcting and to support increasing complexity of concepts. If a child makes a mistake, she will be able to discover that and self-correct using the tools. This helps students develop problem-solving skills, perseverance, and independence. Also, as a child begins to master concrete tasks, she can naturally build on her learning with more abstract tools and ideas. The ability to manipulate at the foundational level establishes brain functional understanding for theoretical mathematical processing later on in a child's educational path.

Enriched, Orderly Learning Environment that Promotes Independence: Independence is one of the most important outcomes of Montessori education. Independence does not mean working alone, though very young children often choose to do so. Rather, independence is evident in students who are able to navigate their space with confidence and self-regulation. Independence is a logical outcome of a highly enriched, orderly learning environment supported by adults who invite students into deep engagement with meaningful work. In a fully implemented Montessori classroom, students exercise independence and responsibility as they choose their work and progress in their learning.

Collaborative Learning Environment: Most meaningful work in the real world requires periods of both individual concentration and productive collaboration. With students moving through the work independently and grouping and regrouping freely, the Montessori learning environment looks more like an adult workplace than a conventional classroom. And this is intentional. Montessori encourages collaboration through mixed-age groupings, environments that accommodate free movement, and assessment that emphasizes mastery over competition.

Teacher Demonstrations and Guidance: Adults are integral to any Montessori environment – but their role differs quite substantially from what we normally think of as "teaching." A key premise of Montessori education is that knowledge is constructed from experience rather than delivered through direct instruction. The Montessori teacher prepares an environment that calls the child to engage, and then is responsible for assisting the child in making a constructive connection with the environment. To support education and development through the materials, Montessori teachers provide demonstrations to children on how to use the materials and care for them. Teachers create morning and afternoon "work cycles" that encourage sustained concentration. They model rather than dictate positive behavior, and support curiosity and "friendliness with error" as part of the journey of learning. Through their Montessori training and Wildflower's supporting technology, teachers observe how students engage in the materials and adjust the environment as necessary.

Community Classrooms: For Maria Montessori, the ultimate outcome of education was peace. The enactment of this grand concept begins with the smallest of details: the physical beauty of the environment, where everything has a place and everything is kept in its place and where even the youngest children are invited to participate in the routines of daily living. From the moment they enter their classroom, children come to understand that the classroom belongs to them.

School Management

MANAGEMENT STRUCTURE

Wildflower New York will feature a decentralized management structure in which Teacher Leaders manage all aspects of their classrooms, including academic, operational, and financial considerations. Additional staff will be brought on and managed by Teacher Leaders, as needed. The School's Board will provide support, advice and leadership. The Board is ultimately accountable for the metrics in the charter. The Wildflower Schools Foundation will make its broad range of resources available to the School, under contract with the School's Board. The Foundation will also provide a Site Coordinator who will support the Teacher Leaders and facilitate coordination among them, the Foundation and the Board.

ROLE OF CMO OR PARTNER(S)

Wildflower Schools Foundation is the keeper of the Wildflower school model referenced in Section 2(A) that Wildflower New York Charter School intends to use/follow.

Wildflower will serve as the charter management organization for the School, partnering with the School, helping it achieve its mission and providing services in accordance with the program and principles described below. The Foundation will:

1. Secure and fund technical support from people with experience in the design and development of New York charter schools;
2. Secure and fund coaching for Montessori, equity, and operations for the first two years of the charter;
3. Share technical assistance from national experts in the design of charter school compliance and oversight systems in ways that are compatible with Wildflower's principle of teacher leadership, New York charter-related requirements; and tools to support ongoing governance;
4. Operate a national school startup journey to assist the board in accessing Teacher Leader candidates, and a national ongoing certification process to offer the board insight into the effectiveness of the School;
5. Provide a full suite of campus startup tools, including a startup roadmap, site selection and lease negotiation tools and supports, construction management and interior design/build tools and supports, purchasing guidelines for Montessori materials and marketing and brand development services;
6. Provide software tools to support the ongoing operation of the School that aligns with Wildflower principles and the School's obligations under its charter; and
7. Provide access to the accumulated experiences and expertise of all national Wildflower Schools through the Wildflower knowledge management system and Wildflower community-wide professional development events.
8. Provide startup support during the School's initial year. During this time, Wildflower will, as needed, recruit and recommend teacher leaders for the board to select, train initial teachers, set up internal management processes aligned with Wildflower principles and support the board to create governance processes aligned with Wildflower principles and the expectations of the authorizer and applicable law. Wildflower will designate a Startup Coordinator who will be responsible for delivering this support.
9. Provide ongoing support once the founding team of teacher-leaders is in place. On an ongoing basis, Wildflower will provide access to all Wildflower tools and services and membership in the national community of Wildflower teacher leaders, ongoing quality management support and certification reviews. Wildflower will make its network resources available to the School including those relating to administration, communications, development, network growth, school support, talent development, and technology.
10. Designate a Wildflower Regional Charter School Site Coordinator who will offer support to the Teacher Leaders and Board and will be the School's primary point of contact with Wildflower.

School Facility Plans

Wildflower New York is committed to serving the CSD 9 /Morrisania community in the South Bronx and has explored the neighborhood to identify viable facility options that will work with the particular requirements of the Montessori micro-school model we seek to implement. As described above, that model calls for several small multi-grade shopfront classrooms situated proximate to each other but separate enough to establish a sense of autonomy. To complete our due diligence to explore all potential facility options, we will inquire with the New York City Department of Education of Portfolio Management to see if there is an appropriate public facility where Wildflower New York could co-locate in shopfront space with the support of the community.

Many stakeholders in the South Bronx community have encouraged Wildflower New York to look for private space. In considering private space that meets our design principles, we seek classrooms clustered within the same site, that ideally each have their own entrance onto the street. We have determined that there are numerous affordable, vacant storefront locations that fit our requirements in CSD 9, particularly in close proximity to Estella Diggs Park at the intersection of 167th Street and 3rd Avenue. Some of these buildings are existing structures with vacancies; others are low-income housing facilities currently under construction, with retail space on the ground floor. We are in contact with numerous commercial realtors regarding these buildings, obtaining availability projections and price quotes and are confident that we will have numerous options for siting the school upon approval.

Board Member Names and Biographical Summaries

Claudia Hamilton: Claudia is a former Montessori teacher with strong continuing ties to Metropolitan Montessori School in Manhattan. She received her training in Montessori Primary (ages 3 to 6) education at Princeton Center Teacher Education and has a bachelor of science from Vanderbilt University Peabody College in Child Development and Educational Studies.

Stephanie Lancet: Stephanie received her master's degree in Education from Teachers College, Columbia University and her bachelor's degree in Economics and Philosophy from Boston College. A nonprofit professional who is very passionate about equity and justice issues in education, she currently works with the National Center for Special Education In Charter Schools team to advocate for students with diverse learning needs and their ability to access and thrive in public charter schools.

Emily Stone Gelb: Emily graduated from Harvard with a BA in History and teaching certification from Harvard's Graduate School of Education and an MBA from Harvard Business School. She taught in New York City public schools. She has held progressively responsible roles at Teacher for America and is currently Vice President of Executive Director Onboarding, where she leads the program for new Executive Directors in their first year.

Javier Saldana: Javier is public administration professional with over twelve years of experience in developing and implementing initiatives that enhance employee and departmental performance. He is Workforce Development Manager at Hostos Community College in South Bronx, NY. Javier is Education advocate in the South Bronx and was born, lives and works in South Bronx, NY. Javier has degrees from Metropolitan College of New York and New York Institute of Technology.

William Haft is Managing Partner of Tandem Learning Partners. He is an education attorney and consultant with extensive experience in the charter school sector in roles such as Vice President of the National Association of Charter School Authorizers. William is a graduate of Carleton College, Harvard Law School, and Arizona State University's Graduate School of Education.

Vivian Louie is Assistant NYC Commissioner of Housing; she formerly served as Assistant NYC Commissioner of Homeless Services. She has extensive experience managing people and funds. Vivian also served in the grants management department of EdisonLearning, where she worked on charter school finance issues. She is a graduate of the University of Michigan School of Social Work.

Terrance Nance is a visual artist, filmmaker and professor; he is a Guggenheim Fellow. Terrance is an education advocate and former teacher who supported the design of the first Wildflower Schools in Massachusetts as an MIT Media Lab Fellow. He has degrees from New York University and Northeastern University.

Lucy Castillo serves as Chief Governance and Equity Officer for Charter Board Partners, an organization that specializes in facilitating good governance in charter schools. She was formerly a Senior Managing Director of Teach for America and attended Baruch College and Seton Hall University.

Other

R-01AC - COMMUNITY NEED AND PROPOSED SCHOOL IMPACT

CONTENTS

A. COMMUNITY DESCRIPTION AND NEED

B. PROGRAMMATIC IMPACT

C. FISCAL IMPACT

A. COMMUNITY DESCRIPTION AND NEED

Provide an analysis of the community and target population for the school including:

- *A description of the community from which the proposed school intends to draw students;*
- *Community demographics;*
- *A description of the specific population of students the proposed school intends to serve;*
- *The applicant's rationale for selecting the community;*
- *Performance of local schools in meeting the community's need; and,*
- *How the proposed school would provide a needed alternative for the community.*

A. Community Description And Need

Summary

Wildflower New York Charter School (Wildflower New York or the School) is a proposed K-5 charter school that seeks to serve the Morrisania community of the South Bronx, located in NYC's Community School District (CSD) 9. CSD 9 serves a high need student population. The Morrisania community is located in the Concourse neighborhood of the Bronx, which ranks 54th out of 55 NYC neighborhoods for median household income, or the second lowest citywide.¹ CSD 9 serves a higher percentage of low income students than the Bronx overall and CSD 9 public schools are performing below Bronx public schools and dramatically below New York City and New York State public schools on the NYS assessments.

Wildflower New York believes all children, regardless of demographics, should have multiple high-performing public school options that aligned to child and parent needs. Our community outreach efforts demonstrate that the community and families of the South Bronx are enthusiastic to have a public neighborhood Wildflower Montessori school.

Description Of The Community And Community Demographics

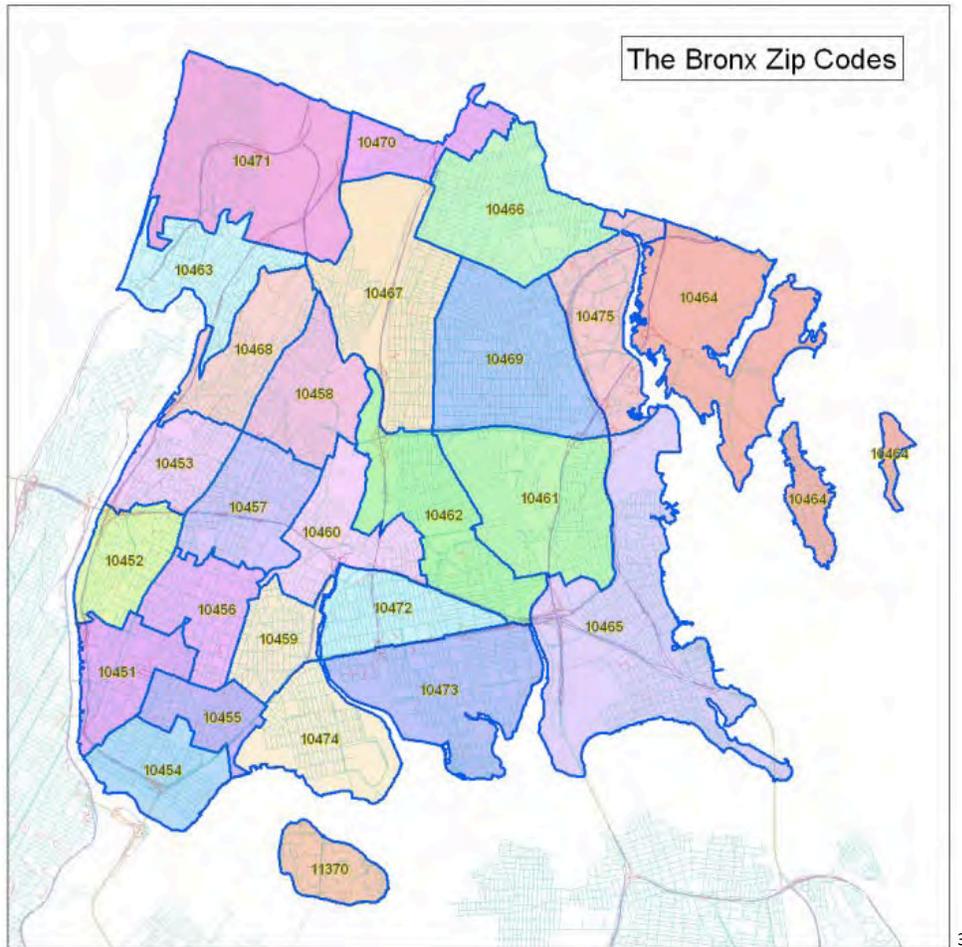
Bronx County, NY: The Bronx is home to a population of 1.46M people composed of 815,422 Hispanic residents (56%), 428,954 Black residents (29.5%), 131,556 White residents (9%), 50,926 Asian residents (3.5%), and 18,080 residents that identify as more two or more ethnicities

¹ https://comptroller.nyc.gov/wp-content/uploads/documents/NYC_Neighborhood_Economic_Profiles_2017.pdf

(1.24%). The most common foreign languages in Bronx County, NY are Spanish (622,687 speakers), African Languages (46,138 speakers), and Other Indic (14,997 speakers). The median household income in the Bronx is \$37,525 and the poverty rate is 28.7%.

The Morrisania community is part of the Bronx's Concourse neighborhood. Part of New York's 15th congressional district, the target community to be served by Wildflower New York encompasses zip codes 10451, 10452, 10456, 10457 and Community Boards 3 (Crotona Park, Claremont Village, Concourse, Concourse Village, Highbridge, Woodstock, and Morrisania Communities) and 4 (Highbridge, Concourse, Mount Eden, and Concourse Village) located in the Bronx.

Zip Code Map of the Bronx²- Wildflower New York's Target Community Includes Zip Codes 10451, 10452, 10456, 10457



Approximately 10% of the Bronx population lives in Concourse. Anchored by the Bronx Courthouse, the Bronx Museum of the Arts, and Yankee Stadium, Concourse serves as the civic center of the Bronx. The

² http://www.zipmap.net/New_York.htm

³ <http://map-world.us/bronx-zip-code-map.html>

total population of Concourse increased by 18% from 2000 to 2015. The majority of new residents are Hispanic and earn less than \$25,000 per year.⁴

While the Concourse poverty rate is somewhat higher than the Bronx average (37.5% compared to 28.7%), the average median household income is significantly lower (\$27,102 compared to the Bronx average of \$37,525).⁵ Out of 55 neighborhoods in New York City, Concourse is ranked 54th out of 55 for median household income.⁶ Concourse also has the second lowest median household income in the Bronx.

The population of Concourse has higher unemployment rates than the Bronx and NYC.⁷ They also have lower educational attainment. 12.3% of Community Board 3 residents and 14.2% of Community Board 4 residents ages 25 years and up have earned a bachelor's degree or higher compared to 18.9% of Bronx residents and 35.7% of NYC residents.⁸

The Morrisania community is located in Community School District 9. The borough of the Bronx is divided into six Community School Districts (CSDs). The below map shows all New York City CSDs; Wildflower New York seeks to be located in CSD 9.

Map of NYC Community School Districts⁹

⁴ https://comptroller.nyc.gov/wp-content/uploads/documents/NYC_Neighborhood_Economic_Profiles_2017.pdf

⁵ <https://datausa.io/profile/geo/bronx-county-ny/?compare=concourse-highbridge-%26-mount-eden-puma-ny#education>

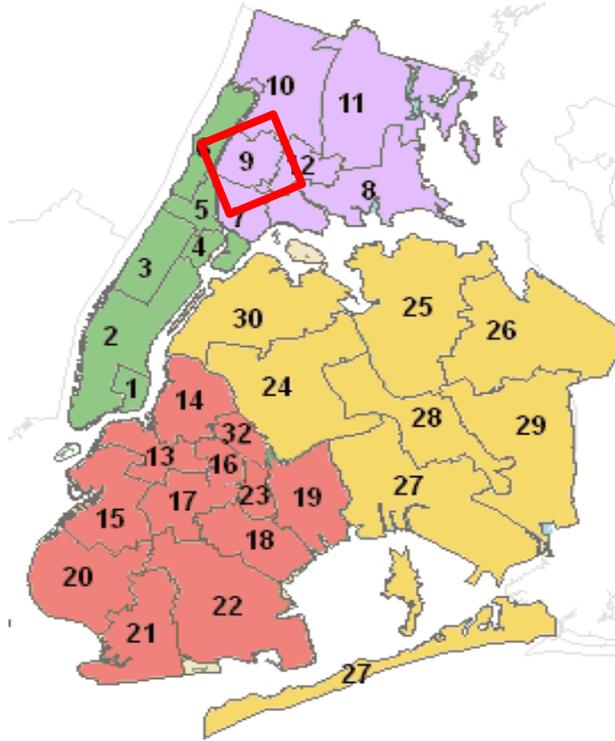
⁶ https://comptroller.nyc.gov/wp-content/uploads/documents/NYC_Neighborhood_Economic_Profiles_2017.pdf

⁷ 18.2% of Community Board 3 residents and 14.5% of Community Board 4 residents are unemployed compared to 14% of Bronx residents 9.5% of NYC residents.

⁸ <https://communityprofiles.planning.nyc.gov/bronx/3>

<https://communityprofiles.planning.nyc.gov/bronx/4>

⁹ <http://schools.nyc.gov/NR/rdonlyres/DA412AEB-A511-4EFA-A3E4-38F98FBD5E45/0/citywideschooldistrictmap0828.pdf>.



The below table details the public school enrollment data for each Community School District located in the Bronx and for the Bronx overall, including student demographic data on race/ ethnicity and socioeconomic status, and special student populations served, such as the percentage of students identified as special education and as English Language Learners.

Demographic Snapshots of CSD 9 and Bronx Overall (2017-18 School Year)¹⁰

District	Total Enrollment	% Asian	% Black	% Hispanic	% Other	% White	% Students with Disabilities	% English Language Learners	% Poverty
7	19,875	1.1%	26.8%	69.5%	1.1%	1.5%	23.2%	16.5%	91.6%
8	28,728	5.9%	22%	64.4%	1.6%	6.1%	23.2%	13.6%	82.9%
9	35,271	1.5%	27.8%	68.6%	.8%	1.3%	21.6%	22.9%	91.7%
10	56,752	7.7%	15.5%	69.3%	1.5%	6.1%	19.1%	20.7%	83.1%
11	40,504	8.1%	38.8%	42.1%	2.1%	8.8%	19.3%	11.5%	77.9%
12	23,401	2.7%	24.6%	69.7%	4.1%	1.5%	21.8%	19.8%	91.4%
Bronx Total	204,530						Average 22.5%	Average 17.1%	Average 85.4%

CSD 9 serves 17% of students enrolled in public schools in the Bronx. CSD 9 serves a higher percentage of students in poverty (91.7% compared to 85.4%) and a higher percentage English Language Learners

¹⁰ <http://schools.nyc.gov/Accountability/data/default.htm>.

(22.9% compared to 17.1%) than the Bronx averages. CSD 9 serves a comparable percentage of students with disabilities (21.6% compared to 22.5%) than the Bronx average.

The percentage of students in poverty in CSD 9 is higher than any other CSD in the Bronx. CSD 9 serves the second highest percentage of English Language Learners of CSDs in the Bronx.

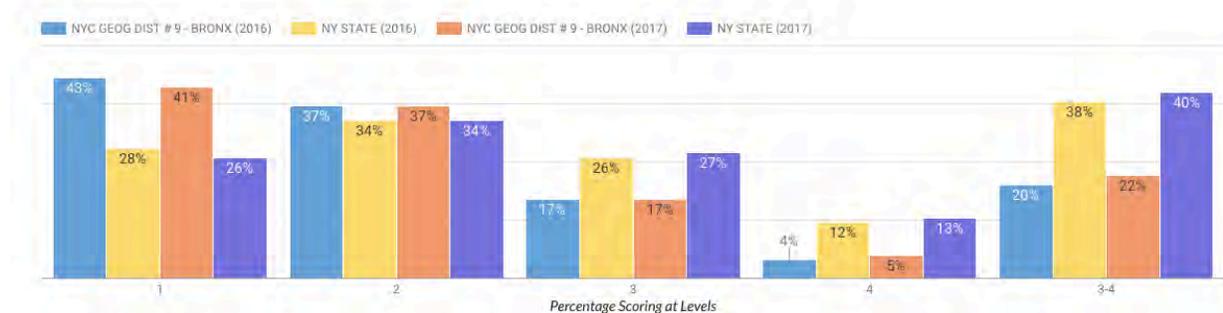
Description Of The Wildflower New York Target Population

Wildflower New York seeks to serve the students of the South Bronx’s Morrisania community. We will actively seek to recruit students whose demographics resemble those of the neighborhood elementary schools. We anticipate that our ethnic composition will be approximately 25-30% Black and 65-70% Hispanic. We also anticipate that 22% of our students will have disabilities, 23% will be English Language Learners and 92% will be living in poverty, consistent with CSD 9’s demographics and enrollment. We have intentionally designed our school model, staffing, and budget to serve the needs of this population.

Performance Of Local Schools: CSD 9’s Academic Performance

CSD 9 public schools have consistently performed below New York State for the past two years in a row. Both CSD 9 and New York State increased the percentage of students scoring proficient in ELA on the NYS assessments by 2% from 2016 to 2017. However, the achievement gap of students performing at proficiency between CSD 9 and New York State public schools on the ELA state assessments remains at 18%. See the data table below.

NYC GEOG DIST # 9 - BRONX GRADES 3-8 ELA ASSESSMENT DATA 2017



Similarly, both CSD 9 and New York State increased the percentage of students scoring proficient in Math on the NYS assessments by 1% from 2016 to 2017. However, the achievement gap of students performing at proficiency between CSD 9 and New York State public schools on the Math state assessments remains at 21%. See the data table below.¹¹

¹¹ <https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2017&instid=800000046428>

NYC GEOG DIST # 9 - BRONX GRADES 3-8 MATHEMATICS ASSESSMENT DATA



CSD 9 public schools are also lower academically performing than the Bronx and New York City public schools, on average. CSD 9 performed below the Bronx and NYC for students scoring proficient on the NYS assessments for grades 3-8 in 2017 in both ELA and Math (22% proficient in ELA compared to Bronx's 29% proficient and NYC's 41% proficient; 19% proficient in Math compared to Bronx's 25% proficient and NYC's 38% proficient).

Rationale For Selecting The Community

Wildflower New York seeks to serve the South Bronx's Morrrisania community for the following reasons:

- The community needs more high quality public school options
- The community has expressed demand for Wildflower New York
- The community lacks public Montessori schools
- Wildflower New York founders are committed to serving the community

Community need for more high quality public school options: CSD 9 in the South Bronx is in need of more high quality public school options as evidenced by the public school academic performance data and census data on community educational attainment. Wildflower New York is committed to serving each and every student, including students who are identified as having special needs or as English Language Learners. See **Performance Of Local Schools: CSD 9'S Academic Performance** above.

Community demand for the school: Demand for Wildflower New York is based on:

- *Parent demand.* Parents have indicated their interest in sending their children to Wildflower New York through completing parent surveys, attending information sessions, meeting with school founders and providing input and feedback on the proposed school. Over 60 parents have indicated their interest in one of 34 seats proposed in Wildflower New York's first year, should the school be an opportunity. Please see **R-15abd – Student Demand**.
- *Community support and feedback.* We have used a range of methods to engage with residents, local leaders and organizations. These have included surveys of local residents and meetings with elected and appointed governmental officials, non-profit organizations, schools, community boards and other stakeholders. Through traditional and social media outlets, Wildflower New York has communicated information and received feedback from the community. Community members and other stakeholders who support Wildflower New York founding have done so through writing letters of support, completing surveys, attending information sessions, meeting with school founders and providing input and feedback on the proposed school.

Please see **R-15abd - Student Demand**, **R-15c - Evidence of Demand** and **R-15e - Evidence of Support**.

Community lacks public Montessori schools: Part of our analysis of potential demand for Wildflower New York includes research on public Montessori options (or lack thereof) in the Concourse community. Private Montessori preschools in other New York City boroughs are inaccessible and/or not meeting the needs of a diverse student population, especially low-income students of color. There are no other public or private Montessori schools in CSD 9 serving the grade ranges to be offered by Wildflower New York. There has previously been a single public Montessori in the South Bronx but the school has been neither authentic in its implementation of Montessori nor sufficiently rigorous in its outcomes for students. Confident that South Bronx public school students will achieve academic success following the authentic Montessori method delivered in the Wildflower educational environment, Wildflower New York ensures Teacher Leaders have three core sets of experiences: AMI or AMS Montessori training, experience working in high-accountability public schools in low-income communities, and experience working with English Language Learners.

Wildflower New York's Founders are committed to serving the community: Wildflower New York's founding team includes proposed Teacher Leaders and board members. Wildflower New York founders bring the passion, skills and experience to operate or govern a Wildflower charter school as well as the community commitment and connections that will support the success of the School.

- **Wildflower New York's Proposed Teacher Leaders:** Wildflower schools are imagined, started and run by Teacher Leaders. Teacher Leaders develop the vision for the school, prepare the environment, guide the children in the classroom and assume administrative responsibilities. Wildflower provides tools and resources to prospective Teacher Leaders to gauge their own alignment with Wildflower's values, norms and principles, and self-assess their readiness to start and run a Wildflower school – all with the support and advice from current Teacher Leaders and partners. As such, Wildflower schools are started in communities where Teacher Leaders are passionate about creating a school. The founding team for Wildflower New York includes two Teacher Leaders who had a vision for opening a Montessori-focused school in the South Bronx. One of the Teacher Leaders, Mario Benabe, the lead applicant, is a community resident who was born, raised and currently resides and teaches in the Morrisania and Concourse communities of the South Bronx.
- **Wildflower New York's Proposed Board Members:** In addition to the two Teacher Leaders described above, the other founders are proposed board members. One proposed board member was born, lives and works in South Bronx as an education advocate. The members of the founding team have been meeting regularly for months to discuss the school design, siting, financial considerations and other key aspects of the proposed school. The founding team has extensive and varied expertise in as education, management, financial oversight and governance. They have visited Haverhill, Massachusetts to experience and spend time in the Wildflower micro-schools, which also serve a disadvantaged population.

Wildflower New York: A Needed Alternative In The South Bronx

Wildflower New York's founding Teacher Leaders conducted extensive community listening tours to assess the demand for Wildflower New York and its key design elements which include authentic Montessori education, sites led by teacher teams, a commitment to innovation and shopfront settings that will increase the visibility of children and families in the community, among others. During a presentation to Community Board 3, we learned that Chairwoman Gloria Alston started two small Montessori classrooms in the 1970's on Fulton Avenue, within walking distance of Estella Diggs Park. Community Board 3 voted unanimously in support of Wildflower Schools, noting that between universal

PreK, a charter authorizer that values innovation, and Wildflower’s commitment to teacher-led, shopfront schools, we are in a unique moment to revitalize a pedagogy that has laid dormant for 50 years in CSD 9. The Claremont Neighborhood Center, which housed one of the original Montessori classrooms in CSD 9, offered to partner with Wildflower to provide health services to children in the school sites, as a means of returning the legacy of community-rooted Montessori programs to the Concourse community.

B. PROGRAMMATIC IMPACT

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- *A table listing the existing educational options and grades served available to the target population including all district, charter and private schools in the geographic area;*
- *Information demonstrating a thorough analysis of existing educational options for the community and target population;*
- *Analysis of how the proposed school’s enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,*
- *Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.*

B. Programmatic Impact

Analysis of Existing Educational Options for the Community and Target Population

1. Traditional Public Schools

Of the 35,271 students in grades preK-12 enrolled in CSD 9 district public schools, 17,760 students attend district public schools offering grades preK, K and 1st grade. The majority of these schools are configured as K-5th grade schools. In CSD 9, 789 students attend preK (2.2% of CSD 9 enrolled), 2,638 students attend Kindergarten (7.5% of CSD 9 enrolled) and 2,673 students attend 1st grade (7.7% of CSD 9 enrolled).

District Schools in CSD 9 Serving Elementary Grades: 2017-18 Enrollment¹²

DBN	School Name	Total Enrollment	Grade PK (Half Day & Full Day)	Grade K	Grade 1
09X004	P.S./M.S. 004 Crotona Park West	571	26	60	67
09X011	P.S. 011 Highbridge	597	0	88	112
09X028	P.S. 028 Mount Hope	720	51	104	132
09X035	P.S. 035 Franz Siegel	661	0	108	116
09X042	P.S. 042 Claremont	439	33	69	73

¹² <http://schools.nyc.gov/Accountability/data/default.html>

09X053	P.S. 053 Basheer Quisim	1143	53	152	190
09X055	P.S. 055 Benjamin Franklin	642	66	100	83
09X058	P.S. 058	471	31	53	70
09X063	P.S. 063 Author's Academy	589	50	89	84
09X070	P.S. 070 Max Schoenfeld	1227	0	183	210
09X073	P.S. 073 Bronx	706	47	96	95
09X088	P.S. X088 - S. Silverstein Little Sparrow School	142	0	44	43
09X109	P.S. 109 Sedgwick	661	42	113	102
09X110	P.S. 110 Theodore Schoenfeld	458	31	78	55
09X114	P.S. X114 - Luis Llorens Torres Schools	753	0	118	102
09X126	P.S. 126 Dr Marjorie H Dunbar	571	55	94	86
09X132	P.S. 132 Garret A. Morgan	370	0	64	39
09X163	P.S. 163 Arthur A. Schomburg	481	18	64	71
09X170	P.S. 170	263	0	87	86
09X199	P.S. 199X - The Shakespeare School	749	54	110	100
09X204	P.S. 204 Morris Heights	630	36	74	69
09X218	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet	1009	0	117	118
09X236	P.S. 236 Langston Hughes	291	15	49	47
09X274	The New American Academy at Roberto Clemente State	797	66	112	137
09X294	The Walton Avenue School	515	0	80	81
09X311	Lucero Elementary School	402	0	52	53
09X443	The Family School	554	36	97	95
09X449	Grant Avenue Elementary School	439	25	72	77
09X457	Sheridan Academy for Young Leaders	477	0	61	77
09X555	Mount Eden Children's Academy	432	54	50	63
	Total	17,760	789	2,638	2,733

2. Charter Schools

There are 4,567 students attending public charter schools offering grades K and 1st grade. There were no public charter schools offering preK in 2016-17. 732 students attend Kindergarten and 714 students attend 1st grade in public charter schools in CSD 9.

Charter Schools in CSD 9 Serving Elementary Grades: 2016-17 Enrollment¹³

School Name (Grades currently served)	Total Enrollment	Grade PK (Half Day & Full Day)	Grade K	Grade 1
Bronx Academy of Promise Charter School (K-8 th Grade)	609	0	65	68
Metropolitan Lighthouse Charter School (K-8 th Grade)	474	0	51	52
Rosalyn Yalow Charter School (K-2 nd Grade)	247	0	50	110

¹³ <http://schools.nyc.gov/Accountability/data/default.html>

South Bronx Classical Charter School III (K-2 nd Grade)	162	0	28	62
Success Academy Charter School - Bronx 2 (K-7 th Grade)	725	0	90	95
Icahn Charter School 1 (K-8 th Grade)	321	0	40	42
Icahn Charter School 3 (K-8 th Grade)	318	0	39	39
Icahn Charter School 6 (K-6 th Grade)	292	0	42	42
Brilla Veritas Charter School (Kindergarten) ¹⁴	120	0	120	0
South Bronx Classical Charter School IV (K-1 st Grade) ¹⁵	140	0	70	70
Harriet Tubman Charter School (K-8 th Grade)	689	0	81	80
Family Life Academy Charter School (K-8 th Grade)	470	0	56	54
Total	4,567	0	732	714

3. Private Schools

There are eight private schools in CSD 9 with a total enrollment of 2,443 students serving grades preK-8th grades. All private schools in CSD 9 are parochial schools.

Private Schools in CSD 9: 2017-18 Enrollment¹⁶

School Name	Grades Served	Enrollment
St John Chrysostom School	PK-8	418
Immaculate Conception School	PK-8	530
St. Athanasius School	PK-8	291
St. Anselm School	PK-8	326
R T Hudson Elementary School	PK-8	63
St Angela Merici School	PK-8	297
Christ the King Elementary School	PK-8	296
St. Peter & Paul School	PK-8	222
Total		2,443

Wildflower New York's Enrollment Plan And Impact On Existing Schools

Wildflower New York seeks to open with two micro-schools, or shopfront classrooms in August 2019, serving a total of 34 students in grades 3K-1, (18 of whom will be in grades K and 1). At full scale, we will have five shopfront classrooms serving 101 students in grades Kindergarten through Fifth Grade. Our

¹⁴ opened in 2017, <https://brillaschools.org/college-veritas-elementary/>

¹⁵ opened in 2017, approximate based on 140 total enrollment for K-1, <https://classicalcharterschools.org/about/schools/south-bronx-classical-charter-school-iv/>

small school size will not make a noticeable impact on the enrollment of CSD 9, which enrolls 35,271 students. During our founding year, with 18 students, we will represent 0.05% of the enrollment in CSD 9, and at full scale with 101 students, we will represent 0.29% of CSD 9 enrollment. While we will give lottery preferences to students who reside in CSD 9, we anticipate that students at Wildflower New York will also live in nearby South Bronx school districts and by law all students residing in New York State will be eligible to attend Wildflower New York, further reducing our impact on the enrollment of any one school district.

Wildflower New York will also not have a noticeable impact on the Kindergarten or 1st grade enrollment of traditional public or charter schools in CSD 9. In year 1, with 8 kindergarten students, Wildflower New York's Kindergarten will represent .24% of CSD 9's Kindergarten students attending traditional public or charter schools. In year 1, with 10 first grade students, Wildflower New York 1st grade will represent .3% of CSD 9's 1st grade students attending traditional public or charter schools.

Wildflower New York will also have limited to no impact on the private schools in the area. All of the 8 private schools located in CSD 9 serve grades preK- 8, have low overall enrollment and are religiously affiliated. It is unlikely that Wildflower New York will draw students from these schools.

Wildflower New York Model Compared To Those Currently In Place In CSD 9

While the original enrollment will be small, the first five Wildflower micro-school classrooms will model an approach to school design that is both innovative and replicable. Given the preponderance of available shopfronts in the South Bronx, the relative simplicity of running a one-room school, and Wildflower's use of technology to minimize administrative time, there is potential for many more Wildflower Schools in the Bronx, and New York City. Our initial enrollment is intentionally small, with an aim toward creating exceptionally high quality examples and investing in local capacity for more Wildflower Schools in the future.

The School's key design elements described in **R-02ab- Addressing the Need** and curriculum and instructional methods described in **R-05ae- Curriculum and Instruction** will make Wildflower New York a totally unique offering in CSD 9.

As summarized above in **Rationale For Selecting The Community**, Morristania's community needs more high quality public school options, has expressed demand for Wildflower New York and lacks public Montessori school options. Wildflower New York has intentionally designed our school model, staffing, and budget to serve the needs of this community and its population.

C. FISCAL IMPACT

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- *Enrollment expectations;*
- *Per Pupil Allocation assumptions;*
- *Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;*
- *Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);*
- *Projected budget for the school district of location (please note the source and year for this figure); and,*

- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	18	14,527	261,486	132,197	393,683	24,300,000,000	0.002%
Year 2 (2020-21)	25	14,527	363,175	183,607	546,782	24,300,000,000	0.002%
Year 3 (2021-22)	42	14,527	610,134	308,460	918,594	24,300,000,000	0.004%
Year 4 (2022-23)	60	14,527	871,620	440,657	1,312,277	24,300,000,000	0.005%
Year 5 (2023-24)	77	14,527	1,118,579	565,509	1,684,088	24,300,000,000	0.007%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			http://schools.nyc.gov/AboutUs/funding/overview/default.htm				
OTHER NOTES:							

R-02AB - ADDRESSING NEED

R-02A MISSION

Wildflower New York Charter School will offer tiny, shopfront, Montessori educational environments in which children have the tools and freedom to do the great work of constructing themselves, led by teachers operating as social entrepreneurs. Our students will develop strong academic foundations and skills in the areas of critical thinking, collaboration, creativity and communication, and grow into curious, capable contributors to their communities and the world.

R-02B KEY DESIGN ELEMENTS

I. Medical and Psychological Validation of the Montessori Method

The Child As An Individual: A central belief at Wildflower New York Charter School (Wildflower New York or the School) is that all children are competent, capable individuals who, in the right environments, will learn and thrive. This core belief is deeply connected with the over-100-year-old Montessori tradition. Focusing on children as individuals is a fairly radical idea considering prevailing norms in American education. The vast majority of schools still operate under the traditional industrial model of school, established by the reformers of the early 19th century, organized around the idea that children are empty vessels to be “filled” with knowledge and to be prepared for work in an industrial, factory model. Traditional models of education often make decisions based on average performance across large groups of students, masking key differences between individual students (Rose, 2016). Our belief in children as individuals, who learn at their own rate, has recently been validated by the American Psychological Association (APA). According to the APA guidelines, “students’ cognitive development and learning are not limited by general stages of development” (APA, 2015). The multi-age groupings in the Montessori approach allow for children to develop at their own rate, regardless of their birth date.

Educators have long intuited a notion of individual learning differences. Recent cognitive science research suggests that the actual processes of cognition, including how information is stored in short and long-term memory, might actually work quite similarly among individuals (Willingham, 2012) even when development progresses at differing rates. However, in the motivational realm, which impacts processes of cognition, motivational forces might vary, and therefore impact different approaches (Schwartz, 2015). Montessori understands that development happens at different paces for each child and that what inspires and motivates a child to learn differs. Montessori teachers introduce lessons and activities to each student most often on a one on one basis and during work cycles observe children practicing their work, continuously assessing child progress, adapting the activity or employing different strategies towards student mastery.

Key Components of the Montessori Method: There is a compelling research base underlying the child-centered Montessori Method. In her writings, Lillard details the nine evidence-based key components she drew on during her development of the Montessori child-centered educational model:

- Movement and cognition are closely entwined and movement can enhance thinking and learning.
- Learning and wellbeing are improved when people have a sense of control over their lives.
- The development of executive functions is a key component of successful learning.
- People learn better when they are interested in what they are learning.
- Tying extrinsic rewards to an activity like money or reading or high grades for tests, negatively impacts motivation to engage in that activity when that reward is withdrawn.
- Collaborative arrangements can be conducive to learning.
- Learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts.
- Particular forms of adult interaction are associated with more optimal child outcomes.
- Order in the environment is beneficial to children. (Lillard, 2016)

Recent studies have compared student outcomes in Montessori and non-Montessori settings. The evidence is promising both in terms of improved student performance on traditional measures of success such as math and literacy, as well as on other student measures such as executive function, creativity, and teacher retention, among others (Culclasure, B. et al, 2018; Lillard, 2016; Lillard, 2017).

Developing Socially-Emotionally: In recent years, there has been a movement in education research to demonstrate that a child's social and emotional experience in school has profound consequences for learning (APA, 2015). Having strong, close ties to other peers, teachers, and others supports the learning process. Moreover, a certain type of classroom management style--one that is both warm and structured-- best supports educational success. (Farrington, 2012). Many elements of best practice in social-emotional learning are embedded in the Montessori classroom (Lillard, 2016). Specifically, the role of the teacher as a guide, rather than a source of direct information, directly lends itself to the types of relationships that psychologists have found to be most effective in K-12 settings. Moreover, Montessori's emphasis on peer-to-peer collaboration and group work, as well as its focus on "non-cognitive" mindsets and habits are in direct support of research-based findings (Mindset Scholars Network, Duckworth). Children in Montessori classrooms have shown better social problem solving ability, a stronger sense of community and social justice, and more positive perceptions of classmates, and they used more positive social problem-solving strategies (Rathunde, K., & Csikszentmihalyi, M., 2005; Lillard, A.S. & Else-Quest, N., 2006; Lillard, A.S., 2012). Wildflower New York extends the focus on social-emotional learning to other key adults in a child's life, namely, parents and community members.

II. Montessori in an Enriched Environment: Wildflower Schools Foundation (WSF) Schools

A child's environment has a profound impact on her learning. Advances in imaging techniques have demonstrated how a child's environment can impact brain development (Avants et al, 2015). Dr. Montessori used the term "prepared environment" to mean that adults must carefully and intentionally set up a classroom with the right lay-out, furniture, and design in order to foster learning. With Montessori materials serving as the backbone, the scope and sequence of the Montessori curriculum supported by scaffolded activities to be explored in an environment designed to foster learning, create structure to a child's day and learning trajectory over time. At Wildflower New York, we have made several design choices based on the importance of a prepared environment. These design choices include:

- Montessori Classroom Materials (See **R-05a – Curriculum**)
- Beautiful Classroom Design
- Integration with the Natural World

Beautiful Classroom Design: At Wildflower New York, beauty is both an experience that enhances the enjoyment of life and a means to improving student learning outcomes. Dr. Montessori wrote that schools should be aesthetically engulfing and culturally enriching for children. Research on the school environment suggest that light, order, and aesthetic design impact teaching and learning (Brooks, 2011). WSF schools live this through the choices we make about materials and fine art, interior designs that burst with beauty and communicate to children, teachers and families that they are valued, and by welcoming the community into the prepared environment. Researchers have argued that environments that are aesthetically pleasing provide for a type of attention that they call "soft fascination"-- a state where humans are primed to reflect and consolidate their thoughts (Kaplan & Kaplan, 1989). In the Wildflower New York educational environment, children will have the space to wonder and reflect.

Integration with the Natural World: At Wildflower New York, we cultivate each child's direct relationship with the natural world, by attending to and going out into the nature that surrounds us and by bringing abundant plant life into our schools so that children learn to care for their living environment. We limit each school's physical footprint and minimize its impact on the environment, including through the choice of sustainable, nontoxic and earth-friendly materials whenever possible. We maintain nutritional standards that are earth-conscious and protect natural, healthful diets for children.

"Soft fascination" is the type of attention that individuals experience when quietly hiking in the woods or watching a sunset on a lake. This type of involuntary attention doesn't require an active, intentional focus but rather allows for free flowing thoughts. "Soft fascination may be a mixture of fascination and pleasure such that any lack of clarity an individual may be experiencing is not necessarily blotted out by distraction, but rendered substantially less painful" (Kaplan & Kaplan, 1989, p.192). This is in contrast to "hard fascination" -- activities that demand full attention and don't allow for other types of thinking and reflection.

Cognitive scientists suggest two types of thinking, both of which we need -- *focused* and *diffused* (Oakley, 2014). Focused thinking aligns closely with "hard fascination" and must be followed by periods of diffused thinking when a brain is allowed to wander and muse. Researchers argue that the most creative and innovative ideas emerge during the diffused mode of thinking. Diffused thinking has been shown to be especially important to creative problem solving and creativity (Oakley, Wildflower New York Charter School

2014). Integrating the classroom environment and natural world, Wildflower New York will foster student curiosity and creativity.

III. Schools Interconnected with the Community Beyond the Classroom

Authentic Connections Energize Communities: Wildflower New York will be visually connected to the life of the community and reliant on the community for services that would be on-site in a traditional school setting. Wildflower New York sites will sit in street-facing and accessible, light-filled spaces on walkable streets where community members will be able to see the daily work of children. This will increase the presence of children and families in the community, as they walk to and from school and rely on public playgrounds, gardens and other civic spaces that would otherwise be on-site in larger institutions. We expand our definition of “stakeholders” beyond the families we serve directly, and we work to make our surrounding communities stronger and healthier for children.

In his 1977 book, Architecture Professor Christopher Alexander introduced a theory of design that relies on a set of interconnected patterns or a “Pattern Language” to build a community for maximal authenticity, enjoyment, and function. Alexander advocated for an organic and biological, rather than industrial, conception of design and growth. In a city based on interconnected patterns, schools would be situated in “shopfront settings” that are small, embedded locations. A shopfront serves the students by having children feel more connected to their community of origin and also, in turn, can catalyze the growth and development of the surrounding neighborhood (Alexander, 1977).

Parent Involvement and Education: Wildflower New York encourages alignment between the home and school environments. We see our work as a partnership with parents and families: we value their wisdom, invite their engagement, and enthusiastically share with them our Montessori methods. Similarly, Wildflower New York parents see their roles as active supporters of the School and Teacher Leaders, rather than its customers. In 2002, Henderson and Mapp collected several decades worth of findings related to the impact of parent involvement on student outcomes. Their meta-analysis showed a consistent improvement in a child’s outcomes when a parent is involved in his or her school. Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (Henderson, A.T., and K.L. Mapp. 2002).

Other studies have tried to unpack what elements of the home-school relationship are particularly beneficial. Bull et al (2008) suggest that successful home–school partnerships display many of the following features:

- School partnerships are collaborative and mutually respectful;
- Successful partnerships are multi-dimensional, and responsive to community needs;
- Successful home–school partnerships are planned for; embedded within whole school development plans; well resourced and regularly reviewed;
- Successful partnerships are goal-oriented and focused on learning;
- Effective parental engagement happens largely at home; and
- There is timely two-way communication between the school and parents in successful partnerships.

One common theme that emerges in the research is the importance of consistency between the home and school (Quigley, D.D. 2000). The School will look for ways in which children’s home, school, and community environments can offer more seamless experiences, reflecting consistent perspectives on children’s development and engaging them as authentic contributors in each setting. All students in a school benefit when a parent becomes involved.

An Equity-Centered World View: The writings of Martin Luther King Jr. inspired the original WSF design. In *Strength to Love*, King argued for living a life that brings darkness to light, and love to hate. His *I Have a Dream* speech called for a future where children of different races can play and learn together (King, 1963). For King, intentional diversity and the natural interconnectedness of people from different races, ethnicities, and cultures was not a means to an end but, rather, an end to itself.

- Intentional Diversity Among Students And Teachers:* As Montessorians, we believe children’s unique capacity to adapt to their environment makes childhood the key to the long-term improvement of society and our greatest hope for a more peaceful world. Wildflower New York will include people of different racial, ethnic and economic backgrounds in

its school and seek out ways to make Wildflower New York accessible to all families. As part of this commitment, WNYCS will also cultivate a diverse pipeline of teachers. School communities that are intentionally diverse with respect to students and teachers improve outcomes for all students (Stuart Wells et al, 2016).

We celebrate diversity and foster inclusivity; and, we consider the unique opportunities and challenges facing every child. At Wildflower New York, we commit to giving each student what they need to construct themselves as they find their purpose and fulfill their potential.

- b. *Supported By A Culturally Responsive Pedagogy:* Nearly two decades ago, Gloria Ladson-Billings (1995) proposed culturally relevant pedagogy, “a theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate” (p. 469).

Culturally relevant pedagogy has not only ignited countless studies, but the theory has also assumed a central role in teacher education, inspiring a generation of teachers to enter the classroom with a renewed commitment to affirming students’ cultural, racial, and ethnic identities. In *But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy*, Gloria Ladson-Billings, known for establishing “culturally responsive education” as a term and approach, suggests that culturally responsive education is identified by these three features: (a) all students are experiencing academic success; (b) students are actively developing and practicing cultural competence; and, (c) students are developing and practicing a “critical consciousness” that helps them to challenge the status quo that they see in the world around them. Dr. Montessori’s own writings explicitly make a connection to education for peace. She passionately argued, perhaps most notably before the United Nations, that education was a means—perhaps the only genuine means—of eliminating war once and for all. Values such as global citizenship, personal responsibility, and respect for diversity must be both an implicit and explicit part of every child’s (and adult’s) education. “An education capable of saving humanity is no small undertaking: it involves the spiritual development of man, the enhancement of his value as an individual, and the preparation of young people to times in which they live. (Montessori, 1972). These values in Montessori education are every bit as crucial as the subjects of math, language or science.

While culturally responsive education correlates to positive gains in test scores (Choi, 2013; Duncan-Andrade, 2007; Hubert, 2013; Nykiel-Herbert, 2010; Culturally Relevant Education 197 Rodriguez et al., 2004), the engagement of culturally responsive education also resulted in positive impacts on affective domains often correlated with higher test scores. These include the following:

- Increases in student motivation (Bui & Fagan, 2013; Civil & Khan, 2001; Dimick, 2012; Ensign, 2003; Hill, 2012; Tate, 1995; Wortham & Contreras, 2002)
- Increases in student interest in content (Choi, 2013; Dimick, 2012; Ensign, 2003; Feger, 2006; Gutstein, 2003; Martell, 2013; Robbins, 2001)
- Increases in student ability to engage content area discourses (Civil & Khan, 2001; Gutstein, 2003; Martell, 2013)
- Increases in student perception of themselves as capable students (Robbins, 2001; Souryasack & Lee, 2007)

Wildflower New York will embed social and racial justice teachings into the curriculum and offer culturally responsive materials. Student motivation, interest and ability to engage in culturally responsive content coupled with students’ belief in themselves as capable learners not only builds academic skills and concepts, but develops lifelong learners.

IV. A New School Model Committed To Innovation and Teacher Leadership

Wildflower New York, an Innovative Lab School: In our work to continuously improve, we try new things, rigorously evaluate our efforts, learn from colleagues within and outside of Wildflower, and make adjustments as necessary. WSF attracts professionals who are interested in working in a dynamic, innovative and entrepreneurial environment. Interested in improvement through careful observation and analysis, Wildflower New York Teacher Leaders embrace the scientific method. School improvement is not a new endeavor. Scientific observation is the foundation of the Montessori method, yet applying these principles to school improvement has proven elusive. Recently, Anthony Bryk and colleagues at the Carnegie Foundation for the Advancement of Teaching have introduced improvement science techniques to education practitioners (Bryk, 2016). The methodology provides a systematic approach to testing new ideas in large, complicated dynamic organizations, WSF will use these contemporary approaches to extend and expand Wildflower New York Teacher Leaders’ capacity for observation and documentation – consistent with the underlying principles of Montessori’s prepared environment.

Teacher Leadership: Teachers traditionally have no path for advancement other than to leave the classroom for “administration.” The WSF model gives teachers the opportunity to grow as full-fledged leaders of their classrooms in a cohort environment. As partners and social entrepreneurs, Teacher Leaders work together in a non-hierarchical, co-leadership mode and are responsible for fulfilling instructional and administrative roles at the site. WSF schools attract educators who are interested in greater autonomy, accountability, and professional growth. By preserving a small scale, Teacher Leaders are able to make day-to-day decisions that express their own vision and respond to the needs of children, families, themselves and the community they are serving. WSF intentionally departs from a Montessori approach where only one Montessori-certified guide serves as the lead teacher. From an organizational perspective, the co-Teacher Leader model provides continuity and creates a pathway to sustainability should staff transitions occur.

Teacher Leaders maintain autonomy in site-level decision-making while also becoming a part of the WSF peer community and network of schools. Wildflower New York Teachers Leaders will visit other Wildflower Schools and seek advice from peer Teacher Leaders. With structures and practices to both support high autonomy and decision rights for their classroom and school, the School’s Teacher Leaders study, practice and ultimately, embrace self-management. If children learn best when they are able to guide their own learning, so should teachers if they are able to guide their own schools. Social network theory suggests that one of the most powerful ways that adults spread ideas and learn is through peer networks that are reciprocal, non-hierarchical, and voluntary (Borgatti and Halgin, 2011). As our students develop strong academic foundations and skills in the areas of critical thinking, collaboration, creativity and communication to be capable contributors to their communities and the world, Wildflower New York and the WSF school network seeks to do the same.

EVALUATING EFFECTIVE EXECUTION OF KEY DESIGN ELEMENTS TOWARDS THE SCHOOL’S MISSION

Wildflower New York will evaluate whether we are effectively executing on our key design elements in a way that is aligned with the School’s mission through the annual Wildflower New York WSF Certification Process conducted by other Wildflower Teacher Leader peers. As part of the Wildflower New York affiliation with WSF, veteran WSF Teacher Leaders from across the network will visit Wildflower New York two times a year to conduct school observations, check for alignment with the Key Design Elements and Wildflower’s 9 Principles, practices, and values. This school review process will be an opportunity for Wildflower New York Teacher Leaders to reflect, ask for advice and receive feedback from peer Wildflower Teacher Leaders on opportunities for continuous improvement and celebrate success. The goal of the Wildflower certification process is to support Teacher Leaders, sites and Wildflower New York grow as a WSF school to meet the unique needs of the students and community.

The management agreement between WSF and the Board will outline the the training, tools and ongoing support provided by WSF to the School: recruitment and the School Start Up Journey for Teacher Leaders, nine to 12 months of structured Wildflower training; the ongoing support of the Site Entrepreneur and dedicated support of the Charter School Site Coordinator in planning for each site’s opening and partnering with Teacher Leaders through refining Wildflower tools and systems to meet their needs; and the two site visit by WSF peer Teacher leaders and annual Wildflower New York WSF Certification process.

Committed to radical transparency, Wildflower New York will share with the Board of Trustees the ongoing advice and support provides by WSF and related school improvement activities at monthly Board meetings as well as report on the progress of the school towards meeting the goals outlined in its Accountability Plan. A dashboard aligned to the key design elements and accountability plan goals will provide the Board data on academics, school culture, operations and finances to allow the Board and Teacher Leaders an opportunity engage in meaningful conversations at monthly Board meetings about how the school is advancing its mission. The Board and Teacher Leaders will also engage external evaluators as part of its annual Programmatic Audit. The Programmatic Audit will synthesize the data and progress to goals and set Wildflower New York’s upcoming annual goals and priorities for the School. These goals and prioritizes are then translated into individual Teacher Leaders roles and goals. For example, we may refine the division of roles and responsibilities fo a class’s a co- Teachers Leaders for the upcoming year to align to demonstrated skills and experience and advance the School’s mission and effectiveness.

R-02C - ACCOUNTABILITY PLAN

Complete the Accountability Plan template available on the Institute's website at: <http://www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/>. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a **draft** based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

WILDFLOWER NEW YORK CHARTER SCHOOL Accountability Plan for the Accountability Period 2019-20 to 2023-24

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Wildflower New York Charter School students will meet grade level expectations in English.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3-8 exams.
- Each year, the School's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

GOAL II: MATHEMATICS

Goal: Wildflower New York Charter School students will meet grade level expectations in Mathematics.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3-8 exams.
- Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the School's mean unadjusted growth percentile in Mathematics for all tested students in grades 4 - 5 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goal: Wildflower New York Charter School students will meet grade level expectations in Science.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3-8 exams.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: NCLB

Goal: Wildflower New York Charter School will make Adequate Yearly Progress.

- Under the state's NCLB accountability system, the School is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

R-03A - PROPOSAL HISTORY (INCLUDING COMMUNITY OUTREACH)

CONTENTS

- A. APPLICANT INFORMATION
- B. PROPOSAL HISTORY
- C. LIST OF FOUNDING TEAM MEMBERS
- D. BOARD MEMBERS
- E. DESCRIPTION OF COMMUNITY OUTREACH EFFORTS
- F. WITHDRAWN, REJECTED AND CURRENT PROPOSALS

A. Applicant Information

The lead applicant for Wildflower New York is Mario Benabe. He is a community resident who was born, raised and currently resides in the Morrisania section of the Bronx (CSD 9) where we are seeking to locate the school.

Mario Benabe is the founding Math Teacher at the South Bronx Community Charter High School (SBCCHS), a school birthed out of the New York City's Young Men's Initiative (YMI) and the Expanded Success Initiative (ESI) School Design Fellowship. Prior to teaching at SBCCHS, Mr. Benabe spent two years as the Special Education, Mathematics Specialist at the Bronx River High School. Mr. Benabe holds a M.S.T in Special Education from Fordham University and a B.A. in Culture and Deviance Studies with cross disciplinary research training in Sociology and Latin America and Latinx Studies from John Jay College of Criminal Justice.

Throughout his early teaching career, Mr. Benabe has advocated for educational justice for youths of color. Mr. Benabe is the initiator of "Do-The-Right-Thing Pedagogy", which frames the importance of examining the ways in which teaching and learning occurs in afrocentric and indigenous populations and using that as a Dialectical Opposites [Do] To Heal Education [The] that invites Reality, Immersion, Good-Hearted Teaching [Right] Through Historical Indigenous/Afrocentric and Native Grounds [Thing]. His role as an educator is to create conditions that allow young people to express their brilliance through their sense of what is vernacular for them so that they can feel valued within the village of teaching and learning

Mr. Benabe is passionately committed to bringing a high quality elementary and early childhood program to his community. Together with the other members of the founding team, he is convinced that the WSF school design will flourish there. He is completing WSF's affiliation process to become a Teacher Leader, and in July 2018, Mario will begin his *Association Montessori International* (AMI) certification specializing in ages 3-5 year-olds at the Indigenous Montessori Institute.

Mr. Benabe's resume is provided at Response 3h (Founding Team Resumes).

B. Proposal History

The founding team collectively submits this application to create an extraordinary Montessori micro-school in the South Bronx. For several years, founders Mario Benabe and Aura Cely had a vision for

opening an extraordinary, Montessori-focused school in the South Bronx. In 2017, they connected with WSF and the synergies were evident. In the following months, the other founders learned about and signed onto the founding group's shared vision for serving families of young children there. Individuals such as Wildflower New York partner Maryanne Kiley and advisor Paul O'Neill reached out to a core group of founders, and these seeds grew into the full team. Each of the founding team members brings their skills, energy and personal commitment to planting and growing the school.

The members of the founding team all know each other and have been meeting regularly for months to discuss the school design, siting, financial considerations and other key aspects of the proposed school. Nearly all have been to Cambridge, Massachusetts to experience and spend time in WSF micro-schools there. The founders and Wildflower looked to advisors Stephanie Mauterstock and Paul O'Neill for assistance in roughing out the various components of the application. All the founders have had input on drafts of the application and have had the opportunity to shape it.

C. List of Founding Team Members

There have been no members added to the founding team since the submission of the Letter of Intent.

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)

	<i>Name</i>	<i>Relevant Experience/Skills and Role in Founding Group</i>	<i>Proposed Role(s) in School (if any)</i>
1	Mario Benabe	Teacher leader, instructional expert, community resident and advocate	Teacher Leader; Administrator
2	Aura Cely	Teacher leader, Montessori experience	Teacher Leader; Administrator

D. Board Members

Other than the proposed school leaders Mario Benabe and Aura Cely, the founding team members will transition upon approval of the charter application into the founding board of trustees. The process for engaging with these individuals is described subsection (b) above. There was a collective sense among the founders that the board should reflect the full range of skills needed to start and oversee an education corporation and school for young children in an urban environment. We believe that the founding board encompasses that broad expertise and embodies other virtues such as diversity and a close connection to the community when the school will be located.

PROPOSED BOARD MEMBERS

	<i>Name</i>	<i>Position on the Board</i>	<i>Committee Affiliations (if any)</i>	<i>Expertise and/or role at school</i>	<i>Voting?</i>	<i>Ex-Officio?</i>
1	Lucy Castillo	Member	Finance	Charter school operations and governance	Yes	No
2	Emily Gelb	Member	Finance	Education	Yes	No

				management and business		
3	William Haft	Member	Finance	Education law and charter schools	Yes	No
4	Claudia Hamilton	Member	Education	Montessori education	Yes	No
5	Stephanie Lancet	Member	Education	Education and special education	Yes	No
6	Vivian Louie	Member	Finance	Management, finance and operations	Yes	No
7	Terence Nance	Member	Education	Education advocacy; arts; management and operations	Yes	No
8	Javier Saldana	Member	Education	Education; Community engagement	Yes	No

E. Description of Community Outreach Efforts

Community engagement has been a central consideration since the conception of the plan to establish this school. The lead applicant, Mario Benabe, is highly engaged in the Morrisania neighborhood (CSD 9) and has led our efforts inform the community about the prospective school and to solicit and consider input on our plans. We have used a range of methods to engage with residents, local leaders and organizations. These include surveys of local residents, meetings with elected and appointed governmental officials, non-profit organizations, schools, community boards and other stakeholders. Through Facebook and Instagram we have established a social media presence and have used it to communicate information and receive feedback.

Gathering feedback has been a consistent element of all of our outreach efforts. Through each meeting, presentation, conversation and survey we have actively sought input that we can use to shape and improve our plans and school design.

F. Withdrawn, Rejected and Current Proposals

Not applicable (no previous or concurrent applications submitted to any authorizer by these applicants).

R-03g – Letters of Justification

Wildflower applied for a charter from the Massachusetts Department of Education in 2017 and that request was declined for reasons expressed in the attached letter from the authorizer. Their formal and informal feedback has been incorporated into this charter proposal.

See the following Massachusetts Department of Education letter.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeff Wulfson
Acting Commissioner

September 22, 2017

Ms. Frances McLaughlin
149 Kimball Road
Amesbury, MA 01913

Dear Ms. McLaughlin:

The review of the prospectus of the proposed Massachusetts Wildflower Montessori Charter School has been completed. Based on a review of your prospectus against the application criteria, I am not extending an invitation to your applicant group to submit a final application for a charter.

An overview of the analysis by the Department of Elementary and Secondary Education (Department) is enclosed. I strongly encourage a thorough review and consideration of the summary document provided by the Department. The Office of Charter Schools and School Redesign can answer any questions that you and other members of the applicant group may have prior to submitting a future application. If you would like to arrange such a conversation during October, please contact Alyssa Hopkins, Manager of School Development at 781-338-3219.

The work of starting a new, high quality charter school is not easy. Thank you for your interest in serving the families of the Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Wulfson".

Jeff Wulfson
Acting Commissioner of Elementary and Secondary Education

C: Alison Bagg, Director of the Office of Charter Schools and School Redesign

Massachusetts Wildflower Montessori Charter School

Proposed Opening Year:	2018-2019	Number of Students at Full Capacity:	270
Grades Served at Full Capacity:	K-8	Length of School Year:	180 days
		Length of School Day:	Unspecified

Proposed Sending District: Haverhill

Applicant Group Composition:

6 proposed board members: individuals with experience in education (including Montessori school, Wildflower Montessori school, and charter school experience), management of public funds, non-profit development, community development, and education law

No proposed employees

Proposed school support organization: The Wildflower Foundation (WF) will provide support during the application process, opening procedures, and operational period in school design, teacher recruitment, campus startup, data management, and professional development, in addition to significant fundraising support.

Mission:

Massachusetts Wildflower Montessori Charter School' mission is to offer beautiful, child-centered learning environments situated in one-room, neighborhood-nested shopfronts that combine time-tested, research-supported Montessori methods with promising new ideas in parent engagement, intentional student diversity, teacher empowerment and data-driven instruction to support children, families and teachers from diverse backgrounds as they follow life's unfolding journey.

Key Design Elements [Wildflower Montessori Principles]:

- An authentic Montessori environment
- A teacher-led school
- A shopfront setting
- A laboratory for innovation
- A seamless learning community
- A commitment to equity
- An attention to beauty
- A focus on nature
- A decentralized network

Key Points Identified for Further Development or Revision Based on the Review Process Performed by the Department:

- Student success is not defined in the school's mission, which focuses exclusively on the school setting and inputs. (I.A.)
- The application does not describe key academic and non-academic outcomes and does not explain what evidence will be used to demonstrate the school's success. (I.B.)
- The application provides inadequate responses to criteria in the Description of Community to be Served section, including a limited description of the targeted student population, limited plans for recruitment and enrollment, and limited evidence of the group's ability to serve the students of Haverhill. (I.C.)
- The application requires additional discussion of the kindergarten program implementation in partnership with private Montessori preschools. (II.A.)
- The application requires additional clarity with regard to the limits of campus autonomy and additional discussion of schoolwide processes for ensuring an

- integrated experience for students as they move from campus to campus. (II.A.)
- The application does not include a description of a process for ensuring alignment of the curriculum to the Massachusetts curriculum frameworks and evaluation of the curriculum’s effectiveness and successful implementation. (II.B.)
- The application does not demonstrate that the proposed curriculum and instruction will serve the diverse needs of individual students, including students with disability and English learners. (II.B.)
- The application needs further development and explanation of the processes that will be used by the school to support teachers in implementing the program and meeting the needs of all students. The application does not adequately address the process and frequency of teacher performance evaluations as it relates to oversight by the board of trustees, in light of the proposed absence of a school administrator. (II.B.)
- The application provides inadequate responses to criteria in the Student Performance, Assessment, and Program Evaluation section. The application needs further development of a plan for using student data to facilitate decision-making about necessary adjustments to the educational program and the staff development program. The application also needs further development of a plan for measuring, reporting, and supporting the performance of each campus and the school as a whole. The application does not adequately address how stakeholder groups will participate in the review and response to student achievement data. (II.C.)
- The application provides incomplete or inadequate responses to criteria in the Supports for Diverse Learners section. The application reflects a limited understanding of processes and procedures to identify, assess, and provide specialized instruction to students who are English learners and/or in need of special education services. (II.D.)
- The application provides incomplete or inadequate responses to criteria in the Culture and Family Engagement section. The application does not include an adequate description of plans for addressing the physical, social, emotional, and health needs of the anticipated student population. The application does not adequately address the relationships it intends to establish with community agencies and organizations that will support the school’s mission and educational program. (II.E.)
- The application provides inadequate responses to criteria in the Governance and Management section. The application needs further explanation of proposed governance structures and practices, including stakeholder involvement and the board’s oversight of the school and its relationship with the Wildflower Foundation. The application did not describe steps taken to guide its development as an effective governing board, an annual process to evaluate its performance, or recruitment and selection processes for new board members. (II.B.)
- The application provides inadequate responses to criteria in the School Finance section. The summary of financial forecasts, including the description of assumptions, is not sufficiently clear and/or is not aligned with figures in the budget and other parts of the application. (III.C.)

R-03H- FOUNDING TEAM RESUMES

Submit a resume for each founding team member added after the Letter of Intent submission.

No additional founding team members were added after the submission of the Letter of Intent.

R-03j Outreach Evidence

APPENDIX A: Wildflower New York Facebook

APPENDIX B: Wildflower New York Instagram

APPENDIX C: Elected Community Officials Outreach

APPENDIX D: District School Leader Outreach

APPENDIX E: Community Based Organization Outreach

APPENDIX F: CB3, CB4, CEC9 Outreach, Agendas, Meeting Minutes

APPENDIX G: Communication Bronx Parents

APPENDIX H: Information Session Flyers



APPENDIX A

Wildflower New York Facebook





Wildflower Schools:
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Like

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Send Message

Write a post...



Write a post...

Photo/Video

Tag Friends

Check in

Reviews

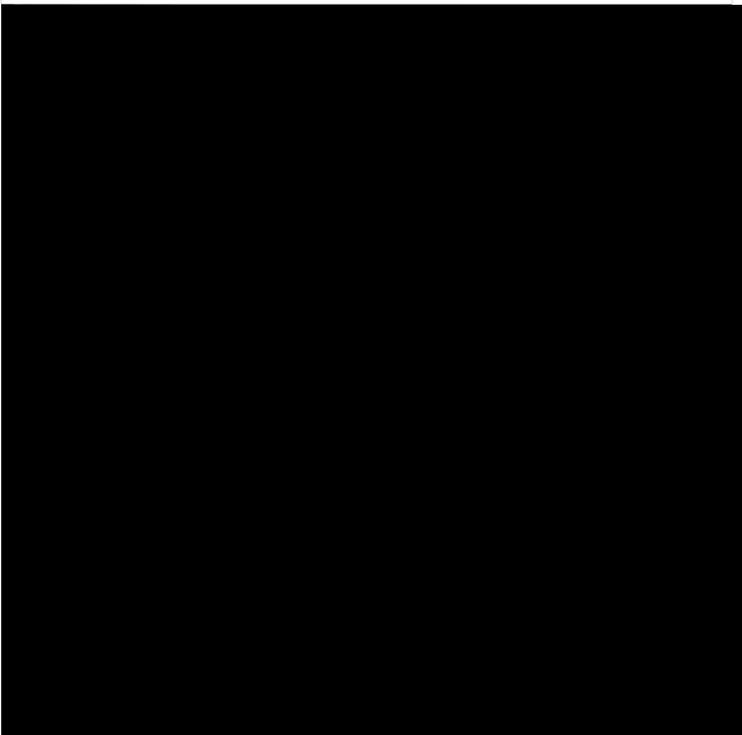
Wildflower Schools: New York has no reviews yet.



Tell people what you think

See All

Photos



Elementary School in Bronx, New York

Very responsive to messages

Community

See All

Invite your friends to like this Page

23 people like this

23 people follow this

Raj Thakkar likes this

About

See All

Typically replies within an hour
Send Message

wildflowerschools.org

Elementary School · Preschool

Suggest Edits

Related Pages

Wildflower Montessori School Like

Wildflower Schools, N... Education Like

2 Black Girls, 1 Rose Podcast Like

Elementary Schools in Bronx, New York

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We brought Montessori materials to our meeting with Bronx...

1

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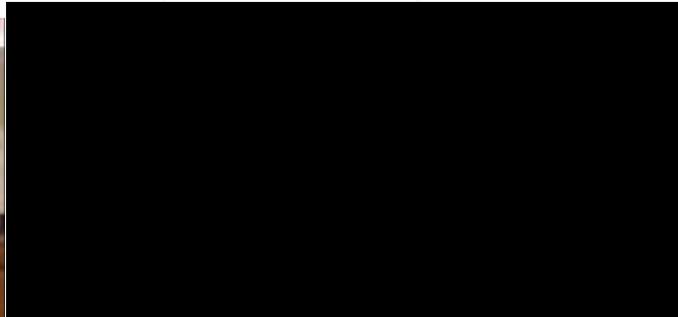
Posts



Wildflower Schools: New York

March 21 ·

Sharing sandpaper letters and other Montessori materials at last night's Bronx Community Education Council meeting in District 9.



-0:00

25 Views

Like

Comment

Share

1



Write a comment...



Wildflower Schools: New York

May 9 ·

Students, parents and community members are invited to share feedback and learn more about a potential Wildflower preK-5 Montessori School in District 9 in the South Bronx!

Chat (Off)



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Parent and Community Information Session / Presentation For Wildflower Schools New York

Dear Parents and Community members of CSD 9,

As you recall, the Bronx Community Boards three and four voted in favor of supporting Wildflower Schools New York's teaching and learning model. As we finalize our application to SUNY CSJ all the feedback from the community is helpful in our design.

We'll host several community information sessions that will consist of gaining the community's view directly into the learning model. We will display the Department materials for the community to review and share how a lesson would be facilitated in the classroom. All community members interested in hearing more please see the following dates and times these sessions will take place. All presentations will be located at the Community Education Council District 9a office.

Location: Carter & Moskos St., 111 E 146th Street (at 146th St.) Bronx, NY 10460

WEDNESDAY May 08: 10:00 AM to 11:30 AM	THURSDAY May 10th 10:00 AM to 11:00 AM	FRIDAY May 11th 10:00 AM to 11:00 AM	MONDAY May 14th 10:00 AM to 11:00 AM
--	--	--	--

COURTIS SCIENCE MATERIALS WITHOUT COMPUTERS	MATHS MATHS MATHS	MATHS MATHS MATHS
---	---	---

Like Comment Share

1

 Write a comment...

[See All](#)

Posts



Wildflower Schools: New York

May 3 ·

Calling all parents and community members of CSD 9 in the Bronx! We'll be surveying people to get feedback on a potential new school in the neighborhood. Come share your feedback tomorrow!

Chat (Off)



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Wildflower Schools
New York

Parent and Community Survey For Wildflower Schools New York

Dear Parents and Community members of CSD 9:

As you recall, the Bronx Community Boards three and four voted in favor of supporting Wildflower Schools New York's teaching and learning model. As we finalize our application to SUNY CSI all feedback from the community is helpful in our design.

The scholars of Harlem Prep High School have volunteered their time to support Wildflower Schools New York facilitate parent and community surveying on **May 31st, 2018 between 10AM - 1PM.**

All community members interested in taking the survey please see map below for specific boundaries in CSD 9 where students will be postulated:



Area: 141st Street Park 104 E. 137th St. Bronx, NY 10460

Scraping will cover the NYCHA's Governor Martin Van Buren Development on Washington Avenue, and NYCHA's Baker Houses on Webster Avenue.

Exit: Chap. Ave. 82 E. 170 St. Bronx, NY 10447



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1



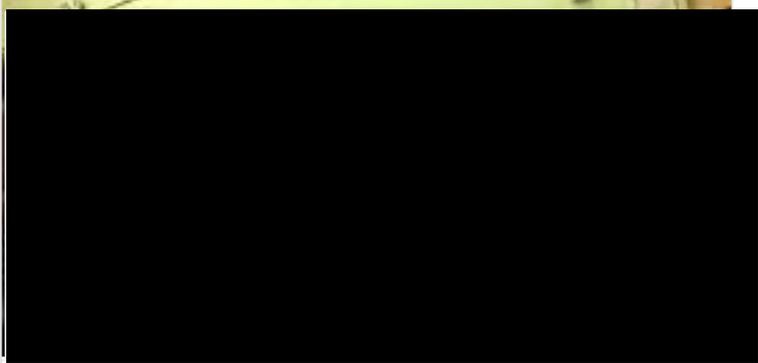
Write a comment...



Wildflower Schools: New York

March 21 ·

Why tell when you can show? Sharing Montessori materials in the Bronx last night.



Chat (Off)



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Write a comment...

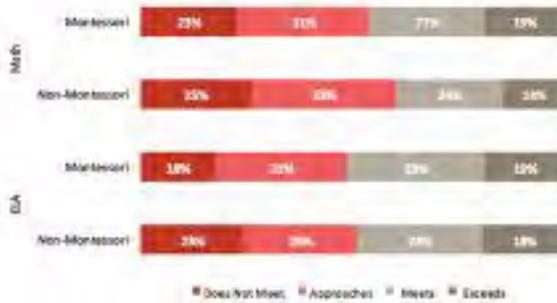


Wildflower Schools: New York

March 11 ·

One of the most comprehensive studies of public Montessori schools just came out - the results? Montessori students do better in ELA and math.

Figure 6: Montessori and Non-Montessori Student Proficiency in Math and ELA (2015-16)



THE74MILLION.ORG

New South Carolina Study of Public Montessori Schools Shows Majority Low-Income Students Outperforming Peers

Like

Comment

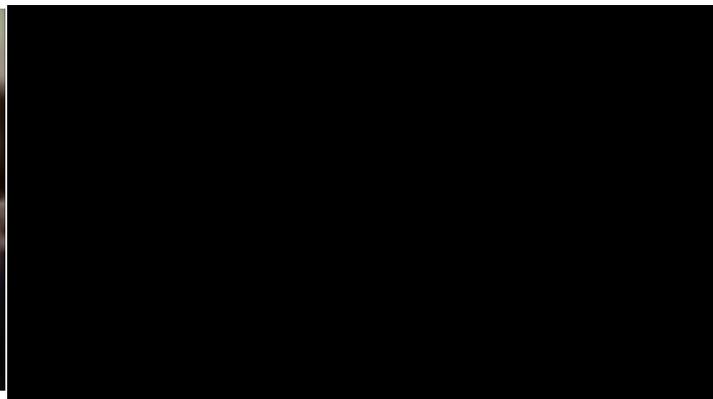
Share



Wildflower Schools: New York added an event.

March 5 ·

Interested in learning more about Wildflower in the Bronx? Come to an info session Wed 3/14 at 6:00 pm at the Bronx Documentary Center 614 Courtlandt Ave.



WED, MAR 14

Wildflower Info Session

Bronx Documentary Center · Bronx, New York

1 person went

Interested

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Wildflower Schools: New York

February 27 ·

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Wildflower Schools: New York

February 22 ·

Montessori educators get together to discuss the possibility for opening Wildflower in New York!



Like

Comment

Share



Wildflower Schools: New York added 12 new photos to the album: A day at a Wildflower School.

February 20 ·

Chat (Off)



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A day at a Wildflower School

12 Photos

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Chat (Off)

APPENDIX B

Wildflower New York Instagram



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wildflowernewyork

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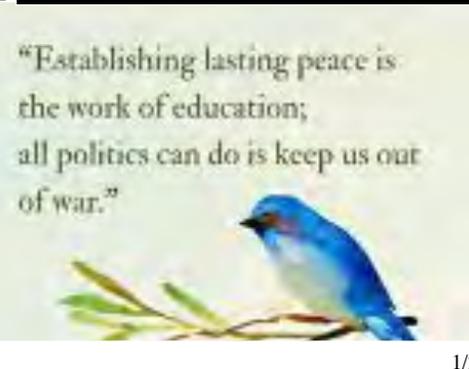
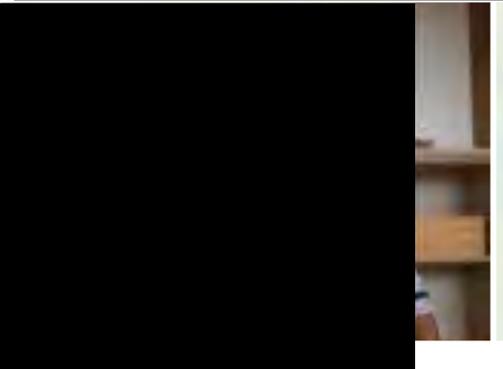
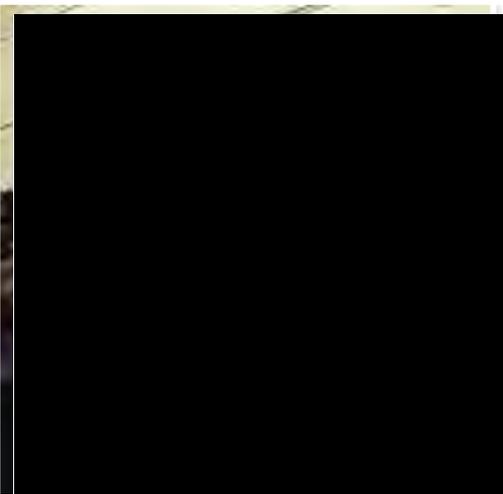
17 posts

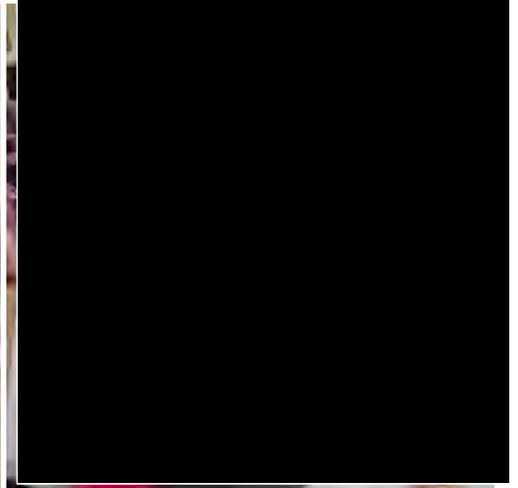
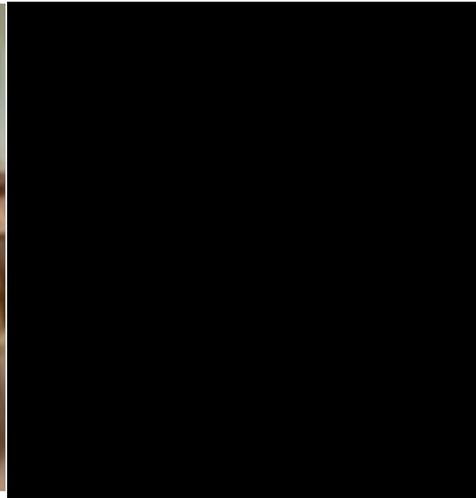
147 followers

32 following

Wildflower Schools: New York We are child-centered Montessori schools set in neighborhood shopfronts. We hope to open in the Bronx in Fall 2019.

wildflowerschools.org





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APPENDIX C

Elected Community Officials Outreach





Mario Benabe [REDACTED]

Wildflower Schools | Requesting meeting with Bronx Borough President Ruben Diaz Jr.

Laidy Ramos [REDACTED]

Tue, May 22, 2018 at 4:30 PM

To: Mario Benabe [REDACTED]

Good afternoon Mario,

I apologize for the delay in replying to your request. I have Thursday, May 24th at 2:30 p.m., let me know if it works for you.

Thank you and have a good day!

From: Mario Benabe [mailto:[REDACTED]]**Sent:** Sunday, May 20, 2018 6:57 PM**To:** Monica Major [REDACTED]**Cc:** Angel Gaud J [REDACTED]

Laidy Ramos [REDACTED]

Subject: Re: Wildflower Schools | Requesting meeting with Bronx Borough President Ruben Diaz Jr.

Good Evening Ms. Major,

Today was such a fantastic event. It was so amazing seeing the kids enjoy all the festivities of the march. I wanted to follow back up with you regarding Wildflower Schools NY. Since our last email a lot of great things have happened. CEC 9 voted in favor of issuing a letter of support for Wildflower Schools. We now have letters of support from South Bronx Rising Together, Claremont Neighborhood Center Inc., Bronx Community Boards 3 and 4, CEC 9, American Family Care, C.S. 55, and CASA Middle School.

I met with State Assemblyman Michael Blake on Friday who mentioned that this was a "fascinating idea and that he is proud of me". I am pending a letter of support from State Assemblyman Blake and councilwoman Vanessa Gibson's office. I have been in constant communication with State Assemblywoman Latoya Joyner, Councilman Andy King, and Councilman Fernando Cabrera office. Each of these officials are reviewing my proposal.

As you know I am working with the May 31st deadline, and have opened up my schedule to meet with you all. Please let me know when works best for you and I'll be there.

Thank you in advance, again, today was beautiful.

On Wed, May 2, 2018 at 8:21 AM, Monica Major [REDACTED] wrote:

Mario,

Let's set up a time to talk about the proposal.

Thank You,

Monica Major, Director

Education and Youth Services

Office of Bronx Borough President Ruben Diaz Jr.

851 Grand Concourse Room 206

Bronx, NY 10451

Email: [REDACTED]

Website: bronxboropres.nyc.gov

Instagram: @BronxEducation

Educating the Mind

without Educating the Heart

is no Education at all.

~Aristotle

From: Mario Benabe [mailto:[REDACTED]]

Sent: Monday, April 23, 2018 3:30 PM

To: Monica Major [REDACTED]; Angel Gaud Jr [REDACTED]

Cc: Laidy Ramos [REDACTED]

Subject: Wildflower Schools | Requesting meeting with Bronx Borough President Ruben Diaz Jr.

Dear Bronx Borough President Ruben Diaz Jr.,

I remember so vividly one of the most profound things you mentioned last year during a meeting with your BP appointees and the Bronx Fatherhood Taking Action organization. In that meeting you mentioned, "we have to radically reimagine how schools are being built horizontally". Beyond that you spoke deeper about the power of moving towards more vertical models. Your message became so deeply ingrained in my mind because you presented something in that moment that allowed for me to seek, and even now build something that is community-led.

As your appointee for the Community Education Council in District 9, I am tasked with multiple thing but at the core of what we do, for me, is to be an advocate for education, support models that are innovative, create the conditions to support and improve our struggling schools, and work for successful educational outcomes for all children in our district and in the Bronx as a whole. For the past several months I have been grounding my purpose, and investing my time with that *one* thing that I feel like it'll be my contribution to education in Community School District 9.

I've spent hundreds of hours on top of my work as a full time educator designing with the voices of parents, community members, CBOs and students on an educational model that has been ultimately rendered invisible in the public sector but would prove to be a uniquely profound educational model in the Bronx. For over 110+ years the Montessori educational model for early childhood education has been isolated in the private sector and settled within privileged communities. As an educator I am critical about the reasons why this would be the case? But I fundamentally understand that the work is not so much about debating why, but to move towards taking action to make this possible for our children in the Bronx. Globally this educational model has been proven to be successful model for all children. In fact Maria Montessori began her powerful approach to teaching and learning with children who had severe disabilities, and with children who at that time the educational system in Italy did not want to educate. Yes, it has been an injustice that this model nationally has been positioned minimally in the public sector, but advocates like me, and the Wildflower Foundation are working towards shifting this narrative. In my search to bring this style of education to our Bronx community, I reimagined the Wildflower School's model and redefined that model so that it authentically be of service to our community.

Wildflower Schools offer a beautiful, teacher led child-centered learning environment that supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The model combines time-tested, research-supported Montessori education in a one-room, neighborhood-nested *shopfronts*. Very few models colocate with neighborhood businesses. Members of our community have spoke about the power of seeing a school that is next to a local bodega or barbershop or supermarket. There is a certain communal capital that exist within the diversity of our already existing *shopfronts*. Adding a layer of education that also focuses on engaging in agriculture can serve as a powerful addition to our community. The shopfront design reimagines, as you mentioned before, the positioning of horizontal schools. The community was deeply interested in this design because they wanted it to be rooted in centering children as a means of community restoration. The Bronx offers a lot of shopfronts that have so much history, as we look for spaces to house these micro [14 - 24 children] one-roomed schools I could only envision it positively tapping into the hearts of the community.

Additionally, in partnership with MIT's media lab we developed newly Montessori-inspired, timeless materials that engages children ages 3 - 9 in a comprehensive exploration of computer science, without computers— including coding. The materials addresses a broad foundation of computational concepts so that children understand the logic behind how computers actually work. We include programming, but also such concepts as binary counting, Boolean logic, sorting, patterns, data structures, image representation, and abstraction [see image below].



Programming Board

Binary Tree

Pixel Board

Binary Cards



Binary Tower

Logic Gates

The materials above will be completely be unique to CSD 9, and NYC as a whole. I am personally donating a set of these materials to the Bronx Morrisania New York Public Library, and to C.S. 55. We need more of these learning innovation to exist in both our district and charter schools for younger children because as research suggest, minimizing screen time is important during the sensitive periods of child development. In addition, this could invite many of us as science educators to rethink how we could develop science-minded children. Developing a love in children for computer science and coding is a need globally. Diversifying our STEM field is something our nation is working on. By using a child's natural tendency within their movement of development these materials give children a sensorial experience to have them organically develop the consciousness and competencies to understand computer science and coding.

Wildflower Schools also is centered around equity on a community level by engaging in a whole-family approach to teaching and learning that includes wraparound services for parents and children, structured parent and child education, and job opportunities and access to educational training to local community residents. In addition, these are teacher [community] led schools. Teachers handle all facets of the school which is very empowering; it leads to inspiring leaders in the community and conceptually consistent schools. The Wildflower Foundation provides resources and tools to streamline the school process and help teachers establish and run their schools. There are very few models that empowers teachers/community members to lead schools. Teachers and parents spend the most time with children, but in many ways are least empowered in the decision process. This is why I make it clear that ONLY bronx residents can lead these schools.

We have currently secured letters of support from the Bronx Community Board 4, Bronx Community Board 3, South Bronx Rising Together, Principal Luis Torres from C.S. 55, Principal Jamaal Bowman from Cornerstone Academy for Social Action Middle School, parents, educators, faith based leader Richard Rivera from Restoration Community Church, Libertad Urban Farming, and other community grounded organizations. We have presented before the Community Education Council in District 9 in March who have invited Wildflower Schools back for an additional meeting in April to learn more about the model. In addition, we are scheduled to meet with Councilwoman Vanessa L. Gibson next week and NY State Assemblyman Michael A. Blake later in May. This has been a very localized effort to ground Wildflower Schools in the community. Before reaching out to elected leaders we wanted to ensure we communicated this model to parents, community organizations, stakeholders, and district school leaders to see if this type of education is even wanted in our community. Thus far, Wildflower Schools have received positive feedback from the community, and its current design has been built by the voices of the community. Ultimately, making it community-led.

We are finalizing our Wildflower Schools' proposal to the SUNY Charter School Institute for a Pre-K3 through 6th grade free public Montessori education program for the mid-May deadline. Securing this program in our community will pioneer a deeply profound teaching and learning model in the Bronx. Currently, there are 38 charters available to be issued in NYC. Under legislation passed in the 2015 state legislative session, the charter school sub-cap for New York City increased to a maximum of 50 new charters, of which 16 remain. Given such limited availability of charters to be approved in NYC, we acted and advocated for this unique model to be represented this year among other applications that will be submitted to either of the three current authorizers. SUNY Charter School Institute have been open to Wildflower Schools' model, but that doesn't guarantee us anything. The reality is that very few, if any, charters that are housed in CSD 9 and in other districts in the Bronx, and across NYC have yet to receive the support from Community Boards. The fact that we have secured two letters of support from the Bronx Community Board 3 and 4 is, in many ways a special and powerful thing for not only this charter, if approved, but for others who can prove their model is as localized this one, and will be of a direct service economically, academically, socially, and emotionally to the children and families of our district. This has the potential to inspire other districts and communities across our city and state to invest in a similar model that services the whole family.

I am requesting a meeting with Bronx Borough President Ruben Diaz Jr. The purpose of this meeting is to (1) engage with the BP / BP's office around his / their vision for early childhood education, and K-adolescent education (2) Discuss Wildflower Schools New York (3) Feedback we could take away from the BP's office around Wildflower Schools' model and (4) Discuss if there is any possibility the BP could stand behind this and offer a letter of support. Below I have attached the current information regarding Wildflower Schools that was built by the voices of the community and my full proposal to the BP.

I am willing to clear my calendar to fit any available dates and times that works with the Bronx Borough President Ruben Diaz Jr.,. Potential dates that could work with me, are between April 24 - 27th, April 30th - May 3rd, and May

9th - May 18th.

Thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]



Mario Benabe <[redacted]>

Wildflower Schools | Requesting meeting with Bronx Borough President Ruben Diaz Jr.

Monica Major [redacted] Wed, May 2, 2018 at 8:21 AM
To: Mario Benabe [redacted] "Angel Gaud Jr." [redacted]
Cc: Laidy Ramos <[redacted]>

Mario,

Let's set up a time to talk about the proposal.

Thank You,

Monica Major, Director

Education and Youth Services

Office of Bronx Borough President Ruben Diaz Jr.

851 Grand Concourse Room 206

Bronx, NY 10451



Website: bronxboropres.nyc.gov

Instagram: [@BronxEducation](https://www.instagram.com/BronxEducation)

Educating the Mind

without Educating the Heart

is no Education at all.

~Aristotle

From: Mario Benabe [mailto:[redacted]]
Sent: Monday, April 23, 2018 3:30 PM
To: Monica Major [redacted] Angel Gaud Jr. [redacted]
Cc: Laidy Ramos [redacted]
Subject: Wildflower Schools | Requesting meeting with Bronx Borough President Ruben Diaz Jr.

Dear Bronx Borough President Ruben Diaz Jr.,



Mario Benabe <[REDACTED]>

Wildflower School | Requesting An Initial Meeting

Mario Benabe <[REDACTED]>

Sun, Apr 29, 2018 at 6:20 PM

To: [REDACTED]
Cc: [REDACTED]

Good Evening Councilman Andy King,

I am following up regarding the above email related to Wildflower School's proposal to the SUNY CSI. Since my previous email we have been able to receive strong letters of support from the Bronx Community Boards' 3 and 4. After documenting the voices of parents, community members, teachers, and students we have reimagined our initial proposal to meet the needs of the community.

Below you will find the updated version of Wildflower Schools' model. As we are finalizing our proposal we are still seeking to meet with elected officials, or members of their leadership for feedback on our model. We have already met with Councilwoman Vanessa L. Gibson's office, and have scheduled a meeting with NY State Assemblyman Michael A. Blake.

We are still open to meeting with you, or someone from your office if you have availability before May 18th, 2018. Please send any specific time or dates that works with you. I have opened up my schedule to meet any elected leader's schedule.

Hope to hear from you soon. Again, thank you for your time and commitment to our community.

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree](#) | [Obama Administration](#)
[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: www.mariobenabe.com
Phone: [REDACTED]



On Tue, Feb 6, 2018 at 9:41 AM, Mario Benabe <[REDACTED]> wrote:

Dear New York City Councilman Andy King,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. You may recall in December of 2017 being invited to our 2nd Annual Youth March Against Police Brutality at the Schomburg Research Center in Black Culture. Your presence, and message to our children meant the world to them. I am truly humbled knowing you are out here everyday ensuring that our children follow their full potential, and engage in the fight to create meaningful change in their community.

I wanted to send out to you an initial request for an in person, or video conference meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development, I have come to understand the need for a micro (8-24 student) shopfront public Montessori education serving children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school in one of our neighborhoods in the Bronx is designed to look something like centering a micro-school between the local bodega and a barbershop or looking into areas that have a shopping district like the Concourse Plaza, Hunts Point or the Jerome Avenue area.

Overall we need schools to be reimagined in how they are built horizontally while at the same time, looking into how we could start building our schools vertically through co-locating with businesses/buildings because it provides a real-world interactions for the child, and the community. Traditionally, a Montessori education has been rendered invisible within our community, and access to it has not been within our reach. A Montessori education fosters a child's natural

curiosity, instills a joy of learning, and provides one of the most effective and efficacious academic learning environments.

Studies have demonstrated that children educated within a Montessori system are more advanced in their ability to solve problems and express themselves. Below you will find other outcomes embedded within the Montessori education:

Intrinsic Motivation: Children who go through Montessori tend to develop an innate desire to engage in an activity for enjoyment and satisfaction.

Creativity and Originality of Thoughts: While Montessori students are typically confident about their own knowledge and skill, they do respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

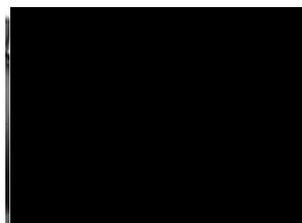
Social Responsibility: Montessori children tend to be quite aware that their words and actions impact the welfare of others. They normally are great leaders and team players, making positive contributions to their community.

Autonomy: Montessori children tend to be self-directed, composed, and normally independent.

Confidence and Competence: Children who attend Montessori schools tend to become confident and competent. At the same time, they tend to retain the ability to learn from their mistakes and remain reflective and open-minded.

Spiritual Awareness: Montessori students are often exceptionally compassionate, empathetic, and sensitive to the natural world and the human conditions.

Academic Preparation: On an academic level, Montessori provides students with skills that allow them to become independently functioning adults and lifelong learners. As students master one level of academic skills, they are able to go further and apply themselves to increasingly challenging materials across various academic disciplines. They learn how to integrate new concepts, analyze data, and think critically.



We have so many beautiful shopfronts in our Borough, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

To share more information about Wildflower, I have attached a one-page informational and the nine Wildflower principles for your review. Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

 **Wildflower Schools Information .pdf**
1067K



Mario Benabe

Re: Wildflower School | Requesting letter of Support

1 message

Mar [REDACTED] Mon, May 14, 2018 at 1:47 PM
To: [REDACTED]
Cc: "Melford, Brian" <[REDACTED]>, [REDACTED]

Good Afternoon City Councilman Andy King,

As my timeline for the SUNY Charter School Application is coming to a close on May 31st, 2018, I wanted to ensure that I use this time to send over my final proposal to you requesting a letter of support from your office. I spoke with Mr. Melford earlier this morning when I called the your office. He informed me to send off the proposal that details an in depth overview of Wildflower Schools. We have gained a lot of community support since my previous emails within this thread. I know that sitting for a meeting could be difficult as there is so much work you are engaging in that has a positively profound impact in our community. As the Bronx Borough President's appointee to the Community Education Council I am tasked with supporting and brining in high quality education programs to our community. I have been working to bring to our community Wildflower Schools NY.

Wildflower Schools offers a beautiful, child-centered learning innovation environment that supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The model combines time-tested, research-supported Montessori education in a one-room, neighborhood-nested shopfront with innovative ideas in parent and community engagement, wrap around services for families, culturally relevant / sustaining pedagogy, newly developed hands-on material to teach computer science to children, without computers and student empowerment.

We have received letters of support from Bronx Community Board's three and four, South Bronx Rising Together, Claremont Neighborhood center, C.S. 55, parents, educators, faith based leader Richard Rivera from Restoration Community Church, Libertad Urban Farming, and other community grounded organizations. Madame Chair, Gloria Alston of Community Board 3 mentioned that over 40 years ago she began a Montessori program and that seeing this model comeback in her lifetime is one of the most humbling feelings she felt in a long time as it relates to early childhood education. I am meeting with State Assemblyman Michael Blake on Friday who is interested in the model, and am scheduled with the BP's office after bronx week. We met with Councilwoman Vanessa Gibson's office and she was intrigued by the model and I am pending a letter of support from her office. NY State Assemblywoman Latoya Joyner is also reviewing my materials for Wildflower Schools so I am at a place where I have enough evidence to show that the community is in favor of the model.

Below I have attached along with my proposal the 2-pager that references the model parents and community members are advocating for to have within this program. The community has primarily been the sole designer of the model. If we

I hope if time permits you consider the proposal as it details the entire framework, and need for Wildflower Schools in our community. If possible we would surely appreciate any decisions in favor or against a letter of support to be sent over before by May 25th as my final community meeting will be held to see if there are any last minute updates/edits to people recommend before I submit the application on May 31st 2018.

Thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email [REDACTED]
Website: www.mariobenabe.com
Phone: [REDACTED]

On Sun, Apr 29, 2018 at 7:20 PM, Mario Benabe [REDACTED] wrote:
| Good Evening Councilman Andy King,



Mario Benabe [REDACTED]

Re: Wildflower Schools New York | Montessori Education | Bronx Community Board 3

2 messages

Mario Benabe [REDACTED]

Tue, May 8, 2018 at 10:19 PM

To: [REDACTED]

Dear New York City Councilman Fernando Cabrera & Chief of Staff, Gregory Faulkner,

I thank you both for carving out the time to hear me explain about Wildflower Schools New York at the Bronx Community Board 3 general board meeting today. As you requested, I am sending you this follow up email as an initial attempt to secure a meeting to explain more about the model and the benefits it'll have in our Bronx community. We have already received letters of support from Bronx Community Board four and Bronx Community Board three who voted today in favor of the model. We have also received support from South Bronx Rising Together, Claremont Neighborhood community center, C.S. 55, parents and other CBOs.

Wildflower Schools are now looking to meet with elected officials to see if they would be willing to (1) learn more on the model (2) provide us with questions and feedback and (3) if they are willing to write a letter of support for Wildflower Schools. We have already met with Councilwoman Vanessa L. Gibson's office in which a follow up email showed that the Councilwoman was intrigued by the model. We are also scheduled to meet with NY State Assemblyman Michael A. Blake on May 18th, and are planning to meet with the Borough President's office some time after Bronx Week. There are only about 16 charters left to be authorized in NY so it has been important for me to design one that is fully community driven. I have attached the two-pager information on Wildflower Schools for your review as well as an extended proposal to the councilman that details the entire purpose of the program in our community.

I have open availability for the next two weeks, but am willing to work with your schedule. If you could send me possible dates and times that work best for you, I'll make sure to accommodate those dates.

Again, thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

2 attachments

 **Wildflower Schools Information .pdf**
1067K

 **Proposal to City Councilman Fernando Cabrera.pdf**
148K

Mar [REDACTED]

Mon, May 14, 2018 at 8:31 AM

To: [REDACTED]

Good Morning New York City Councilman Fernando Cabrera & Chief of Staff, Gregory Faulkner,



Mario Benabe [REDACTED]

Wildflower School | Requesting An Initial Meeting

Mario Benabe [REDACTED]

Sun, Apr 29, 2018 at 6:14 PM

To [REDACTED]
Cc [REDACTED]

Good Evening Councilman Rafael Salamanca Jr.,

I am following up regarding the above email related to Wildflower School's proposal to the SUNY CSI. Since my previous email we have been able to receive strong letters of support from the Bronx Community Boards' 3 and 4. After documenting the voices of parents, community members, teachers, and students we have reimaged our initial proposal to meet the needs of the community.

Below you will find the updated version of Wildflower Schools' model. As we are finalizing our proposal we are still seeking to meet with elected officials, or members of their leadership for feedback on our model. We have already met with Councilwoman Vanessa L. Gibson's office, and have scheduled a meeting with NY State Assemblyman Michael A. Blake.

We are still open to meeting with you, or your someone from your office if you have availability before May 18th, 2018. Please send any specific time or dates that works with you. I have opened up my schedule to meet any elected leader's schedule.

Hope to hear from you soon. Again, thank you for your time and commitment to our community.

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree](#) | [Obama Administration](#)
[Bronx Borough President's Appointee](#) | [Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: [REDACTED]
Phone: [REDACTED]

On Tue, Feb 6, 2018 at 9:20 AM, Mario Benabe [REDACTED] wrote:

Dear New York City Councilman Rafael Salamanca Jr.,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. You may recall last year around this time you met with students in our school at City Hall to discuss local government. You were able to inspire them to design their own student government. I will say that they have developed a fully self-governing government. We would love to invite you to see it at the school if you are ever around. I am also currently the Bronx Borough President's Appointee to the Community Education Council District 9. Firstly, I would like to thank you for your commitment and efforts to create change in our community. You have continued to be a part of a movement, both locally and nationally, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power in their community to make change. I was humble to see the partnership between you and City Councilman Torres to launch a new anti-bullying hotline to support kids who experience the deep harm associated to the trauma of being bullied. As a community member I always appreciated your response rate for change during times where we have needed it most.

I am a great supporter of everything you have done, and will do to impact positive change. All this is to say, keep doing what you are doing because the community is behind you every step of the way.

I wanted to send out to you an initial request for an in person, or video conference meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development, I have come to understand the need for a micro (8-24 student) shopfront public Montessori education serving children from the ages [3 - 6]. A shopfront school is

RE: Wildflower School |

7 messages

Cortes, Justin [REDACTED]

Tue, Mar 27, 2018 at 11:31 AM

To: [REDACTED]

Hi Mario,

On behalf of Council Member Vanessa L. Gibson we thank you for reaching out in regards to this meeting request.

CM Gibson would like to proceed in scheduling this meeting for late next month after her Budget Hearings in City Hall.

Kindly forward over your availability at your earliest.

Respectfully,

Justin Cortes

Executive Assistant/Scheduler

Office of Council Member Vanessa L. Gibson [16th District]

1377 Jerome Avenue
Bronx, NY 10452



[Sign up for E-News!](#)

From: Mario Benabe [REDACTED]

Sent: Tuesday, March [REDACTED]

To: Cortes, Justin

Cc: [REDACTED]

Subject: Re: Wildflower School | Requesting An Initial Meeting

Good Afternoon New York City Councilwoman Vanessa L. Gibson,

I wanted to send a follow up email regarding Wildflower Schools so that I could provide your office with (1) a more defined design of the school, as its vision and purpose is continually being built by parents and community feedback and (2) an official apology for not acknowledging an understanding around your scheduling. As a City Council member I know that you are constantly on the ground creating change in our community, and I felt like I should mention my wrongdoings by requesting a meeting in a very limiting way by restricting it to specific dates in March. I have the upmost respect for you and your office, and am consistently humbled by the positive impact you've build in community with the Bronx's 16th council district and the city at large.

Since my initial request we have been able to receive support from the Bronx Community Board 4, South Bronx Rising Together, parents and other local CBOs. Now we are looking again to communicate with elected officials about Wildflower Schools to receive feedback on our model and if possible a letter of support.

To share more information about Wildflower, I have attached a two-page informational for your review and my proposal to your office to consider writing a letter of support for Wildflower Schools. In the proposal I provide a rationale for the importance of brining this education into community school district 9.

Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

On Tue, Feb 6, 2018 at 11:35 AM, Mario Benabe [REDACTED] wrote:

Dear New York City Councilwoman Vanessa L. Gibson,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. You may recall during an initial meeting around the naming of Hip Hop BLVD that represented #HipHopEd for Dr. Christopher Emdin. We've met a few times since I am currently the Bronx Borough President's Appointee to the Community Education Council District 9. Firstly, I would like to thank you for your commitment and efforts to create change in our community. You have continued to be a part of a movement, both locally and nationally, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power in their community to make change. I am a great supporter of everything you have done, and will do to impact positive change. All this is to say, keep doing what you are doing because the community is behind you every step of the way.

I wanted to send out to you an initial request for an in person meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development, I have come to understand the need for a micro (8-24 student) *shopfront* public Montessori education serving children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school in one of our neighborhoods in the Bronx is designed to look something like centering a micro-school between the local bodega and a barbershop or looking into areas that have a shopping district like the Concourse Plaza, Hunts Point or the Jerome Avenue area. We are looking to meet with you at some point in March, anytime that fits within your schedule between the 9th - 16th. The purpose of this meeting is to (1) engage with you around your vision for education in the Bronx's 16th Council District (2) Introduction to Wildflower School (3) Need for a Montessori Education and (4) Feedback we could take away from you around our model. We have been discussing this with parents, and community organizations as well to ensure there is an alignment to what parents want, and educational options they have to choose. As well as understanding their voices and concerns around education.

Overall we need schools to be reimagined in how they are built horizontally while at the same time, looking into how we could start building our schools vertically through co-locating with businesses/buildings because it provides a real-world interactions for the child, and the community. Traditionally, a Montessori education has been rendered invisible within our community, and access to it has not been within our reach. A Montessori education fosters a child's natural curiosity, instills a joy of learning, and provides one of the most effective and efficacious academic learning environments.

Studies have demonstrated that children educated within a Montessori system are more advanced in their ability to solve problems and express themselves. Below you will find other outcomes embedded within the Montessori education:

Intrinsic Motivation: Children who go through Montessori tend to develop an innate desire to engage in an activity for enjoyment and satisfaction.

Creativity and Originality of Thoughts: While Montessori students are typically confident about their own knowledge and skill, they do respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

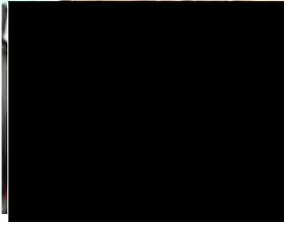
Social Responsibility: Montessori children tend to be quite aware that their words and actions impact the welfare of others. They normally are great leaders and team players, making positive contributions to their community.

Autonomy: Montessori children tend to be self-directed, composed, and normally independent.

Confidence and Competence: Children who attend Montessori schools tend to become confident and competent. At the same time, they tend to retain the ability to learn from their mistakes and remain reflective and open-minded.

Spiritual Awareness: Montessori students are often exceptionally compassionate, empathetic, and sensitive to the natural world and the human conditions.

Academic Preparation: On an academic level, Montessori provides students with skills that allow them to become independently functioning adults and lifelong learners. As students master one level of academic skills, they are able to go further and apply themselves to increasingly challenging materials across various academic disciplines. They learn how to integrate new concepts, analyze data, and think critically.



As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to myself and my community that I will engage always in centering a type of education that is community-driven and innovated for our children. We have so many beautiful *shopfronts* in our Borough, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

To share more information about Wildflower, I have attached a one-page informational and the nine Wildflower principles for your review. Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

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To: "Cortes, Justin" <JCortes2@council.nyc.gov>

Good Evening Mr. Cotes,

We would be available to meet with the City Councilwoman Vanessa L. Gibson either early morning or afternoon in late April. Our schedule is open so we will accommodate the date and time that works best for the councilwoman.

Can you secure a date and time on your end and when you can just forward it over to me so that we can lock it into our schedules.

Again, thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

[Quoted text hidden]

Cortes, Justin [REDACTED]
To: Mario Benabe [REDACTED]

Mon, Apr 2, 2018 at 10:51 AM

Hi Mario,

We can schedule this meeting for Friday, April 13th at 3:30pm here in our Bronx District Office at [1377 Jerome Ave.](#)

If that is too early in the month, we can also do Friday, April 27th at 2pm.

Please advise.

Justin Cortes

Executive Assistant/Scheduler

Office of Council Member [Vanessa L. Gibson](#) [16th District]

[1377 Jerome Avenue](#)
Bronx, NY 10452

[Sign up for E-News!](#)

From: Mario Benabe [mailto:[REDACTED]]
Sent: Thursday, March 29, 2018 5:22 PM
To: Cortes, Justin
Subject: Re: Wildflower School |

[Quoted text hidden]

[Quoted text hidden]

Mario Benabe

Mon, Apr 2, 2018 at 12:49 PM

To: "Cortes, Justin"

Good Afternoon Mr. Cortes,

We could move forward with scheduling the meeting for April 27th, at 2PM.

I appreciate your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

Sent from my iPhone

[Quoted text hidden]

<image001.png> <image002.png> <image003.png>

As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to myself and my community that I will engage always in centering a type of education that is community-driven and innovated for our children. We have so many beautiful *shopfronts* in our Borough, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

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In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

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Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

White House Honoree | Obama Administration

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Email

Website: www.mariobenabe.com

Phone:

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Cortes, Justin <JCortes2@council.nyc.gov>

Mon, Apr 2, 2018 at 1:05 PM

To: Mario Benabe

Wonderful!

This meeting will take place at [1377 Jerome Ave.](#)

Respectfully,

Justin Cortes

Executive Assistant/Scheduler

Office of Council Member [Vanessa L. Gibson](#) [16th District]

[1377 Jerome Avenue](#)
Bronx, NY 10452

[Sign up for E-News!](#)

From: Mario Benabe [mailto: [REDACTED]]
Sent: Monday, April 02, 2018 1:49 PM

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

Mario Benabe [REDACTED]

Tue, Apr 10, 2018 at 2:57 PM

To: "Cortes, Jus" [REDACTED]

Hi Mr. Cortes,

I just received your voice message, and Thursday at the same time does work.

Could you confirm you got this email?

Thank you,

Sent from my iPhone

[Quoted text hidden]

Mario Benabe [REDACTED]

Tue, Apr 10, 2018 at 3:36 PM

To: "Cortes, Justin" [REDACTED]

Hi Mr. Cortes,

Thank you for confirming April 26th, 2018 at 3PM over the phone.

Sent from my iPhone

[Quoted text hidden]



Mario Benabe [REDACTED]

Wildflower Schools Follow Up Email | Mario Benabe

Velasquez, Jeffrey [REDACTED]
To: Mario Benabe [REDACTED]

Mon, Apr 30, 2018 at 1:16 PM

Hello Mario,

It was pleasure meeting you last week. I'll let you know about the status of the letter of support. Please let me know if there is a deadline for the letter. The Council Member is intrigued by the school model.

Best ,

Jefrey Velasquez, MPA

District Director

Council Member Vanessa L. Gibson | 16th Council District | Bronx County

1377 Jerome Avenue, Bronx, NY 10452

[REDACTED]

[Sign up for e-News!](#)

From: Mario Benabe [mailto:[REDACTED]]
Sent: Monday, April 30, 2018 12:44 PM
To: Velasquez, Jeffrey
Subject: Wildflower Schools Follow Up Email | Mario Benabe

[Quoted text hidden]

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Mario Benabe [REDACTED]

Wildflower Schools Follow Up Email | Mario Benabe

1 message

Mario Benabe [REDACTED]

Mon, Apr 30, 2018 at 11:43 AM

Good Afternoon Mr. Jeffrey Velasquez,

I would like to thank you again for meeting with me last Thursday. I really enjoyed being able to listen to some of the questions you proposed regarding Wildflower Schools. Our dialogue gave me a lot of insight on the importance of this work within our district.

As we continue to work through our SUNY CSI application for a PreK3 to 6th grade model, we are still looking towards meeting more families and organizations. If there is anyone that your office believes is work communicating with, please let us know.

I would love to be able to schedule a 2nd meeting with Councilwoman Vanessa L. Gibson if she has availability within the next two-to-three weeks. I am able to open up my availability starting next Monday, May 9th to fit any date and time that works with scheduling.

Any questions regarding Wildflower Schools I am willing to answer via email or call at 646.372.3021. Again, I hope Councilwoman Vanessa L. Gibson is feeling better and I am looking forward to connecting with you again.

Thank you,

Mario Benabe



Mario Benabe [REDACTED]

Wildflower School | Requesting An Initial Meeting

Mario Benabe [REDACTED]

Sun, Apr 29, 2018 at 6:30 PM

To [REDACTED], Maryanne Kiley [REDACTED]

Dear Public Advocate Letitia James,

I am following up regarding the above email related to Wildflower School's proposal to the SUNY CSI. Since my previous email we have been able to receive strong letters of support from South Bronx Rising Together, the Bronx Community Boards' 3 and 4. After documenting the voices of parents, community members, teachers, and students we have reimagined our initial proposal to meet the needs of the community.

Below you will find the updated version of Wildflower Schools' model. As we are finalizing our proposal we are still seeking to meet with elected officials, or members of their leadership for feedback on our model. We have already met with Councilwoman Vanessa L. Gibson's office, and have scheduled a meeting with NY State Assemblyman Michael A. Blake.

We are still open to meeting with you, or someone from your office if you have availability before May 18th, 2018. Please send any specific time or dates that works with you. I have opened up my schedule to meet any elected leader's schedule.

Hope to hear from you soon. Again, thank you for your time and commitment to our community.

Mario Benabe

On Wed, Feb 7, 2018 at 5:34 PM, Mario Benabe [REDACTED] wrote:

Dear Public Advocate Letitia James,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. I am also currently the Bronx Borough President for the Community Education Council District 9. Firstly, I would like to thank you for your commitment and efforts to create change in our community. You have continued to be a part of a movement, both locally and nationally, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power in their community to make change. I am a great supporter of everything you have done, and will do to impact positive change. All this is to say, keep doing what you are doing because the community is behind you every step of the way.

I wanted to send out to you an initial request for an in person meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development and serving culturally and linguistically diverse students with disabilities, I have come to understand the need for a very micro (8-24 student) shopfront public Montessori education serving primary children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school is designed to bring a beautiful aesthetic to our neighborhoods by centering one micro-school between the local bodega and a barbershop or looking into areas that have a rich natural garden, like a park because we center nature in our educational model. The purpose is to invest in taking care of nature, and our land. Children will learn to garden, and harvest food for our community. We are looking to meet with you at some point within the next 3 - 5 weeks that fits within your schedule. The purpose of this meeting is to (1) engage with you around your vision for education (2) Introduction to Wildflower School (3) Need for a Montessori Education and (4) Feedback we could take away from you around our model. We have been discussing this with parents, and community organizations as well to ensure there is an alignment to what parents want, and the educational options they have to choose in their community. As well as understanding their voices and concerns around education.

Overall we need schools to be reimagined in how they are built horizontally while at the same time, looking into how we could start building our schools vertically through co-locating with businesses/buildings because it provides a real-world interactions for the child, and the community. Traditionally, a Montessori education has been rendered invisible within our community, and access to it has not been within our reach. A Montessori education fosters a child's natural curiosity, instills a joy of learning, and provides one of the most effective and efficacious academic learning environments.



Mario Benabe [REDACTED]

RE: Wildflower Schools | BP Appointee for CEC 9 — Follow up from previous conversation

Scheduling Senator Rivera [REDACTED]

Wed, May 23, 2018 at 1:19 PM

To: Mario Benabe [REDACTED]

Hi Mario,

We have a time slot available on May 29th at 10am. Will you be available to visit our District Office then?

Best,

Tatyana James
Special Assistant
Sen. Gustavo Rivera - SD33
2432 Grand Concourse, Suite 506
Bronx, NY 10458
Phone: [REDACTED]

[Quoted text hidden]



Mario Benabe [REDACTED]

RE: Wildflower Schools | BP Appointee for CEC 9 — Follow up from previous conversation

4 messages

Mario Benabe [REDACTED]

Mon, May 14, 2018 at 8:30 AM

To: [REDACTED]

Good Morning NY State Senator Gustavo Rivera,

My name is Mario Benabe, Bronx Borough President's appointee to Community Education Council in District 9. You and I recently had a brief conversation on Saturday at the poetry event led by our bronx community members who are using their voice for social justice. I would like to say thank you for allowing me some time to share about what I am building for our community that falls directly within your district as NY State Senator.

I know your schedule is constantly changing but it would be an honor to set up a meeting to discuss Wildflower Schools NY. Even if it is meeting with a district representative from your office, it'll be extremely helpful as I finalize the application to SUNY Charter School Institute. Wildflower Schools offers a beautiful, child-centered learning innovation environment that supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The model combines time-tested, research-supported Montessori education in a one-room, neighborhood-nested shopfront with innovative ideas in parent and community engagement, wrap around services for families, culturally relevant / sustaining pedagogy, newly developed hands-on material to teach computer science to children, without computers and student empowerment.

Montessori education in the public sector has been rendered invisible because it has historically rested in the private sector. I'm working to revive Montessori programs in our Bronx community that lived over 40 years ago. Madame Chair, one of the oldest members of the Bronx Community Board Three, spoke to me about how she help start two Montessori programs in the South Bronx, and was happy to see that Wildflower Schools is brining it back to our community.

We have received letters of support from Bronx Community Board's three and four, South Bronx Rising Together, Claremont Neighborhood center, parents and CBOs. I am meeting with State Assemblyman Michael Blake on Friday who is interested in the model, and meeting with the BP office after bronx week. I am looking to gather support letters from elected officials before the due date of the application which is on May 31st.

If you can graciously set up a meeting with me, or have a representative of your office meet with me, it would truly benefit this community driven model. In terms of availability my schedule is opened until the 31st. I am just working on with the May 31st so if it is possible to meet before the 31st, I would truly appreciate it.

Below I have attached the full 2-page information regarding Wildflower Schools NY. This model was built by only by Bronx residents and I am the sole one leading this project. I have also share my ended proposal for your review if your office considers writing a letter of support.

Thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree](#) | [Obama Administration](#)

[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

2 attachments

 **Wildflower Schools Information .pdf**
1067K

 **Proposal to NY State Senator Gustavo Rivera .pdf**
140K

Scheduling Senator Rivera [REDACTED]

Tue, May 15, 2018 at 1:08 PM

To: Mario Benabe [REDACTED]

Hi Mario,

Thank you for reaching out. I should be getting back to you shortly on what the Senator's schedule looks like for this meeting.

Best,

Tatyana James
Special Assistant
Sen. Gustavo Rivera - SD33
[2432 Grand Concourse, Suite 506](#)
Bronx, NY 10458
Phone: [REDACTED]

[Quoted text hidden]

Mario Benabe [REDACTED]

Tue, May 15, 2018 at 1:12 PM

To: Scheduling Senator Rivera [REDACTED]

Good Afternoon Ms. James,

Thank you so much for your response. I'll be on the look out for your email. I am truly humbled for this opportunity.

Best,

Mario Benabe

Sent from my iPhone

[Quoted text hidden]

Mario Benabe [REDACTED]

Wed, May 16, 2018 at 10:48 AM

To: Scheduling Senator Rivera [REDACTED]

Good Morning,

I wanted to share another important update, last night the Community Education Council District 9 voted in favor of issuing a letter of support as well.

[Quoted text hidden]

Studies have demonstrated that children educated within a Montessori system are more advanced in their ability to solve problems and express themselves. Below you will find other outcomes embedded within the Montessori education:

Intrinsic Motivation: Children who go through Montessori tend to develop an innate desire to engage in an activity for enjoyment and satisfaction.

Creativity and Originality of Thoughts: While Montessori students are typically confident about their own knowledge and skill, they do respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

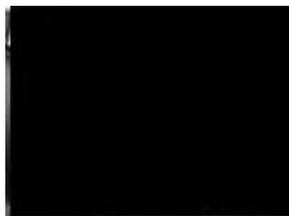
Social Responsibility: Montessori children tend to be quite aware that their words and actions impact the welfare of others. They normally are great leaders and team players, making positive contributions to their community.

Autonomy: Montessori children tend to be self-directed, composed, and normally independent.

Confidence and Competence: Children who attend Montessori schools tend to become confident and competent. At the same time, they tend to retain the ability to learn from their mistakes and remain reflective and open-minded.

Spiritual Awareness: Montessori students are often exceptionally compassionate, empathetic, and sensitive to the natural world and the human conditions.

Academic Preparation: On an academic level, Montessori provides students with skills that allow them to become independently functioning adults and lifelong learners. As students master one level of academic skills, they are able to go further and apply themselves to increasingly challenging materials across various academic disciplines. They learn how to integrate new concepts, analyze data, and think critically.



[Example: This is a current Shopfront micro school for primary children, ages 3 - 6]

As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to myself and my community that I will engage always in centering a type of education that is community-driven and innovated for our children. We have so many beautiful shopfronts throughout our Boroughs, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

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In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that comes our way.

Again, we thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree](#) | [Obama Administration](#)

[Bronx Education Council District 9 Appointee](#)

Email

Website: www.mariobenabe.com

Phone

4/29/2018

Gmail - Wildflower School | Requesting An Initial Meeting

1067K

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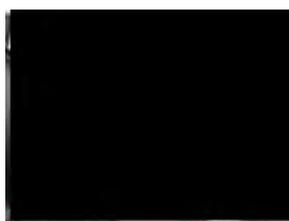
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In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: [REDACTED]
Phone: [REDACTED]



Wildflower Schools Information .pdf

1067K

5/16/2018

Gmail - Re: Wildflower Schools New York | Montessori Education | Bronx Community Board 3

I wanted to follow up regarding the email above as it pertains to Wildflower Schools NY. I wanted to see if we could potentially schedule a meeting. I know your schedule shifts back and forth so if it is possible to meet with a representative of your office that would be ideal as well.

Please let me know if any dates between today and May 31st works with scheduling. Again, thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree](#) | [Obama Administration](#)

[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

[Quoted text hidden]

I am following up regarding the above email related to Wildflower School's proposal to the SUNY CSI. Since my previous email we have been able to receive strong letters of support from the Bronx Community Boards' 3 and 4. After documenting the voices of parents, community members, teachers, and students we have reimagined our initial proposal to meet the needs of the community.

Below you will find the updated version of Wildflower Schools' model. As we are finalizing our proposal we are still seeking to meet with elected officials, or members of their leadership for feedback on our model. We have already met with Councilwoman Vanessa L. Gibson's office, and have scheduled a meeting with NY State Assemblyman Michael A. Blake.

We are still open to meeting with you, or someone from your office if you have availability before May 18th, 2018. Please send any specific time or dates that works with you. I have opened up my schedule to meet any elected leader's schedule.

Hope to hear from you soon. Again, thank you for your time and commitment to our community.

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: www.mariobenabe.com
Phone: [REDACTED]

On Tue, Feb 6, 2018 at 9:41 AM, Mario Benabe [REDACTED] wrote:

Dear New York City Councilman Andy King,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. You may recall in December of 2017 being invited to our 2nd Annual Youth March Against Police Brutality at the Schomburg Research Center in Black Culture. Your presence, and message to our children meant the world to them. I am truly humbled knowing you are out here everyday ensuring that our children follow their full potential, and engage in the fight to create meaningful change in their community.

I wanted to send out to you an initial request for an in person, or video conference meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development, I have come to understand the need for a micro (8-24 student) *shopfront* public Montessori education serving children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school in one of our neighborhoods in the Bronx is designed to look something like centering a micro-school between the local bodega and a barbershop or looking into areas that have a shopping district like the Concourse Plaza, Hunts Point or the Jerome Avenue area.

Overall we need schools to be reimagined in how they are built horizontally while at the same time, looking into how we could start building our schools vertically through co-locating with businesses/buildings because it provides a real-world interactions for the child, and the community. Traditionally, a Montessori education has been rendered invisible within our community, and access to it has not been within our reach. A Montessori education fosters a child's natural curiosity, instills a joy of learning, and provides one of the most effective and efficacious academic learning environments.

Studies have demonstrated that children educated within a Montessori system are more advanced in their ability to solve problems and express themselves. Below you will find other outcomes embedded within the Montessori education:

Intrinsic Motivation: Children who go through Montessori tend to develop an innate desire to engage in an activity for enjoyment and satisfaction.

Creativity and Originality of Thoughts: While Montessori students are typically confident about their own knowledge and skill, they do respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

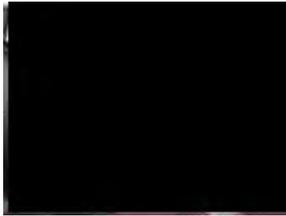
Social Responsibility: Montessori children tend to be quite aware that their words and actions impact the welfare of others. They normally are great leaders and team players, making positive contributions to their community.

Autonomy: Montessori children tend to be self-directed, composed, and normally independent.

Confidence and Competence: Children who attend Montessori schools tend to become confident and competent. At the same time, they tend to retain the ability to learn from their mistakes and remain reflective and open-minded.

Spiritual Awareness: Montessori students are often exceptionally compassionate, empathetic, and sensitive to the natural world and the human conditions.

Academic Preparation: On an academic level, Montessori provides students with skills that allow them to become independently functioning adults and lifelong learners. As students master one level of academic skills, they are able to go further and apply themselves to increasingly challenging materials across various academic disciplines. They learn how to integrate new concepts, analyze data, and think critically.



We have so many beautiful *shopfronts* in our Borough, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

To share more information about Wildflower, I have attached a one-page informational and the nine Wildflower principles for your review. Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree](#) | [Obama Administration](#)
[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: www.mariobenabe.com
Phone: [REDACTED]

2 attachments

 **Wildflower Schools Information .pdf**
1067K

 **Proposal to NY City Councilman Andy King.pdf**
148K

I remember so vividly one of the most profound things you mentioned last year during a meeting with your BP appointees and the Bronx Fatherhood Taking Action organization. In that meeting you mentioned, "we have to radically reimagine how schools are being built horizontally". Beyond that you spoke deeper about the power of moving towards more vertical models. Your message became so deeply ingrained in my mind because you presented something in that moment that allowed for me to seek, and even now build something that is community-led.

As your appointee for the Community Education Council in District 9, I am tasked with multiple thing but at the core of what we do, for me, is to be an advocate for education, support models that are innovative, create the conditions to support and improve our struggling schools, and work for successful educational outcomes for all children in our district and in the Bronx as a whole. For the past several months I have been grounding my purpose, and investing my time with that *one* thing that I feel like it'll be my contribution to education in Community School District 9.

I've spent hundreds of hours on top of my work as a full time educator designing with the voices of parents, community members, CBOs and students on an educational model that has been ultimately rendered invisible in the public sector but would prove to be a uniquely profound educational model in the Bronx. For over 110+ years the Montessori educational model for early childhood education has been isolated in the private sector and settled within privileged communities. As an educator I am critical about the reasons why this would be the case? But I fundamentally understand that the work is not so much about debating why, but to move towards taking action to make this possible for our children in the Bronx. Globally this educational model has been proven to be successful model for all children. In fact Maria Montessori began her powerful approach to teaching and learning with children who had severe disabilities, and with children who at that time the educational system in Italy did not want to educate. Yes, it has been an injustice that this model nationally has been positioned minimally in the public sector, but advocates like me, and the Wildflower Foundation are working towards shifting this narrative. In my search to bring this style of education to our Bronx community, I reimagined the Wildflower School's model and redefined that model so that it authentically be of service to our community.

Wildflower Schools offer a beautiful, teacher led child-centered learning environment that supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The model combines time-tested, research-supported Montessori education in a one-room, neighborhood-nested *shopfronts*. Very few models colocate with neighborhood businesses. Members of our community have spoke about the power of seeing a school that is next to a local bodega or barbershop or supermarket. There is a certain communal capital that exist within the diversity of our already existing *shopfronts*. Adding a layer of education that also focuses on engaging in agriculture can serve as a powerful addition to our community. The shopfront design reimagines, as you mentioned before, the positioning of horizontal schools. The community was deeply interested in this design because they wanted it to be rooted in centering children as a means of community restoration. The Bronx offers a lot of shopfronts that have so much history, as we look for spaces to house these micro [14 - 24 children] one-roomed schools I could only envision it positively tapping into the hearts of the community.

Additionally, in partnership with MIT's media lab we developed newly Montessori-inspired, timeless materials that engages children ages 3 - 9 in a comprehensive exploration of computer science, without computers— including coding. The materials addresses a broad foundation of computational concepts so that children understand the logic behind how computers actually work. We include programming, but also such concepts as binary counting, Boolean logic, sorting, patterns, data structures, image representation, and abstraction [see image below].



Programming Board



Binary Tree



Pixel Board



Binary Cards



Binary Tower



Logic Gates

The materials above will be completely be unique to CSD 9, and NYC as a whole. I am personally donating a set of these materials to the Bronx Morrisania New York Public Library, and to C.S. 55. We need more of these learning innovation to exist in both our district and charter schools for younger children because as research suggest, minimizing screen time is important during the sensitive periods of child development. In addition, this could invite many of us as science educators to rethink how we could develop science-minded children. Developing a love in children for computer science and coding is a need globally. Diversifying our STEM field is something our nation is working on. By using a child's natural tendency within their movement of development these materials give children a sensorial experience to have them organically develop the consciousness and competencies to understand computer science and coding.

Wildflower Schools also is centered around equity on a community level by engaging in a whole-family approach to teaching and learning that includes wraparound services for parents and children, structured parent and child education, and job opportunities and access to educational training to local community residents. In addition, these are teacher [community] led schools. Teachers handle all facets of the school which is very empowering; it leads to inspiring leaders in the community and conceptually consistent schools. The Wildflower Foundation provides resources and tools to streamline the school process and help teachers establish and run their schools. There are very few models that empowers teachers/community members to lead schools. Teachers and parents spend the most time with children, but in many ways are least empowered in the decision process. This is why I make it clear that ONLY bronx residents can lead these schools.

We have currently secured letters of support from the Bronx Community Board 4, Bronx Community Board 3, South Bronx Rising Together, Principal Luis Torres from C.S. 55, Principal Jamaal Bowman from Cornerstone Academy for Social Action Middle School, parents, educators, faith based leader Richard Rivera from Restoration Community Church, Libertad Urban Farming, and other community grounded organizations. We have presented before the Community Education Council in District 9 in March who have invited Wildflower Schools back for an additional meeting in April to learn more about the model. In addition, we are scheduled to meet with Councilwoman Vanessa L. Gibson next week and NY State Assemblyman Michael A. Blake later in May. This has been a very localized effort to ground Wildflower Schools in the community. Before reaching out to elected leaders we wanted to ensure we communicated this model to parents, community organizations, stakeholders, and district school leaders to see if this type of education is even wanted in our community. Thus far, Wildflower Schools have received positive feedback from the community, and its current design has been built by the voices of the community. Ultimately, making it community-led.

We are finalizing our Wildflower Schools' proposal to the SUNY Charter School Institute for a Pre-K3 through 6th grade free public Montessori education program for the mid-May deadline. Securing this program in our community will pioneer a deeply profound teaching and learning model in the Bronx. Currently, there are 38 charters available to be issued in NYC. Under legislation passed in the 2015 state legislative session, the charter school sub-cap for New York City increased to a maximum of 50 new charters, of which 16 remain. Given such limited availability of charters to be approved in NYC, we acted and advocated for this unique model to be represented this year among other applications that will be submitted to either of the three current authorizers. SUNY Charter School Institute have been open to Wildflower Schools' model, but that doesn't guarantee us anything. The reality is that very few, if any, charters that are housed in CSD 9 and in other districts in the Bronx, and across NYC have yet to receive the support from Community Boards. The fact that we have secured two letters of support from the Bronx Community Board 3 and 4 is, in many ways a special and powerful thing for not only this charter, if approved, but for others who can prove their model is as localized this one, and will be of a direct service economically, academically, socially, and emotionally to the children and families of our

district. This has the potential to inspire other districts and communities across our city and state to invest in a similar model that services the whole family.

I am requesting a meeting with Bronx Borough President Ruben Diaz Jr. The purpose of this meeting is to (1) engage with the BP / BP's office around his / their vision for early childhood education, and K-adolescent education (2) Discuss Wildflower Schools New York (3) Feedback we could take away from the BP's office around Wildflower Schools' model and (4) Discuss if there is any possibility the BP could stand behind this and offer a letter of support. Below I have attached the current information regarding Wildflower Schools that was built by the voices of the community and my full proposal to the BP.

I am willing to clear my calendar to fit any available dates and times that works with the Bronx Borough President Ruben Diaz Jr.,. Potential dates that could work with me, are between April 24 - 27th, April 30th - May 3rd, and May 9th - May 18th.

Thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]



Mario Benabe [REDACTED]

Wildflower School | Requesting An Initial Meeting

12 messages

Mario Benabe [REDACTED]

Mon, Feb 5, 2018 at 11:48 AM

To: [REDACTED]
Cc: Maryanne Kiley [REDACTED]
Bcc: Mario Benabe [REDACTED]

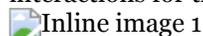
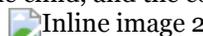
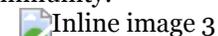
Dear New York Assemblyman Michael A. Blake,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. I am also currently the Bronx Borough President's Appointee to the Community Education Council District 9. Firstly, I would like to thank you for your commitment and efforts to create change in our community. You have continued to be a part of a movement, both locally and nationally, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power in their community to make change. I can't say the same about our current administration given the deep sense of pain that has been widely, and deeply felt in communities who feel it the most when policies hinder the spirit of this nation and the humanity of our brothers and sisters.

I am a great supporter of everything you have done, and will do to impact positive change. All this is to say, keep doing what you are doing because the community is behind you every step of the way.

I wanted to send out to you an initial request for an in person, or video conference meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development, I have come to understand the need for a micro (8-24 student) shopfront public Montessori education serving children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school in one of our neighborhoods in the Bronx is designed to look something like centering a micro-school between the local bodega and barbershop or looking into areas that have a shopping district like the Concourse Plaza or the Jerome Avenue area.

Overall we need schools to be reimagined in how they are built horizontally while at the same time, looking into how we could start building our schools vertically through co-locating with businesses because it provides a real-world interactions for the child, and the community.

 Inline image 1  Inline image 2  Inline image 3

As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to myself and my community that I will engage always in centering a type of education that is community-driven and innovated for our children. We have so many beautiful shopfronts in our Borough, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

To share more information about Wildflower, I have attached a one-page informational and the nine Wildflower principles for your review. Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email [REDACTED]
Website: www.mariobenabe.com



Mario Benabe [REDACTED]

Re: Wildflower Schools | Requesting An Initial Meeting

Carolyn Jones [REDACTED]

Wed, May 16, 2018 at 3:10 PM

To: Mario Bena [REDACTED]

Great good afternoon Mario:

That's wonderful. Will share with Assemblywoman and get back to you. Have a wonderful day.

Carolyn D. Jones
Deputy Chief of Staff
Assemblywoman Latoya Joyner
77th Assembly District Bronx County

From: "Mario Benabe" [REDACTED]

To: "jonescd" [REDACTED]

Sent: Wednesday, May 16, 2018 10:44:25 AM

[Quoted text hidden]

[Quoted text hidden]



Mario Benabe [REDACTED]

Re: Wildflower Schools | Requesting An Initial Meeting

Carolyn Jones <jonescd@nyassembly.gov>

Wed, May 16, 2018 at 3:10 PM

To: Mario Benabe [REDACTED]

Great good afternoon Mario:

That's wonderful. Will share with Assemblywoman and get back to you. Have a wonderful day.

Carolyn D. Jones
Deputy Chief of Staff
Assemblywoman Latoya Joyner
77th Assembly District Bronx County

From: "Mario Benabe" [REDACTED]
To: "jonescd" [REDACTED]
Sent: Wednesday, May 16, 2018 10:44:25 AM
Subject: Re: Wildflower Schools | Requesting An Initial Meeting

Good Morning,

I wanted to share another important update, last night the Community Education Council District voted in favor of issuing a letter of support as well. We are still pending a letter of support response from Councilwoman Vanessa L. Gibson.

On Mon, May 14, 2018 at 11:50 AM, Mario Benabe [REDACTED] wrote:

----- Forwarded message -----

From: **Mario Benabe** [REDACTED]
Date: Mon, May 14, 2018 at 9:16 AM
Subject: Re: Wildflower Schools | Requesting An Initial Meeting
To: Latoya Joyner [REDACTED]

Good Morning NY State Assemblywoman Latoya Joyner,

I wanted to follow back up with you regarding my previous email about Wildflower Schools NY. Recently I attended and spoke at the rally/press conference against the building of the prison on 161st Street and Morris avenue that was organized by you and City Councilwoman Vanessa Gibson. I serve as the Bronx Borough President's appointee to Community Education Council in District 9 and am also a STEM educator in our community.

I know your schedule is constantly changing but it would be an honor to set up a meeting to discuss Wildflower Schools NY. Even if it is meeting with a district representative from your office, it'll be extremely helpful as I finalize the application to the SUNY Charter School Institute. Wildflower Schools offers a beautiful, child-centered learning innovation environment that supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The model combines time-tested, research-supported Montessori education in a one-room, neighborhood-nested shopfront with innovative ideas in parent and community engagement, wrap around services for families, culturally relevant / sustaining pedagogy, newly developed hands-on material to teach computer science to children, without computers and student empowerment.

Montessori education in the public sector has been rendered invisible because it has historically rested in the private sector. I'm working to revive several Montessori programs in our Bronx community that lived over 40 years ago. Madame Chair, one of the oldest members of the Bronx Community Board Three, spoke to me about how she helped start two Montessori programs in the South Bronx, and was happy to see that the work she started a half century ago Wildflower Schools is brining back to our community.

We have received letters of support from Bronx Community Board's three and four, South Bronx Rising Together, Claremont Neighborhood center, C.S. 55, parents, educators, faith based leader Richard Rivera from Restoration Community Church, Libertad Urban Farming, and other community grounded organizations. I am meeting with State Assemblyman Michael Blake on Friday who is interested in the model, and am scheduled with the BP's office after bronx week. We met with Councilwoman Vanessa Gibson's office and she was intrigued by the model. I am looking to gather more feedback and support from elected leaders as I finalize this community effort and submit the proposal to SUNY Charter Schools Institute on May 31st.

If you can graciously set up a meeting with me, or have a representative of your office meet with me, it would truly benefit this community driven model. In terms of availability my schedule is opened until the 31st since that is the deadline I am working with the authorizer but I do understand that it may not work with your schedule so I am opened to finding a time that best works with you or your office.

Below I have attached the finalized 2-page information regarding Wildflower Schools NY. This model was built only by Bronx residents and I am the sole one leading this project. I have also share my proposal for your review. The proposal details my story, the need for Wildflower Schools, and the unique

Thank you for your time and commitment to our community.

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: www.mariobenabe.com
Phone: [REDACTED]

On Mon, Mar 26, 2018 at 3:31 PM, Latoya Joyner [REDACTED] > wrote:

Thank you for your recent e-mail. This automatic response is just to confirm that your e-mail was received by my office. Please be assured that each e-mail that is received is read by me or a member of my staff. While we aim to respond to each message, we do receive a high volume of mail and our responses may sometimes be limited to those constituents living in the 77th Assembly District, or those working with us directly on a specific issue.

To enable my office to better respond to your concerns, ideas and suggestions, or to provide issue-related or regional information that may be of interest to you, please be sure to always include your name, postal mailing address and telephone number in your message. If you have already done so, thank you.

In addition, I invite you to contact my District or Capitol office by mail or telephone at:

[910 Grand Concourse](#)
Suite 1JK
Bronx, NY 10451
[REDACTED]

or

LOB 427
Albany, NY 12248
[REDACTED]

If you are interested in finding out more information about my work or wish to explore free State legislative information, I encourage you to visit the New York State Assembly's website at: <http://assembly.state.ny.us>

Again, thank you for your message. I appreciate and encourage your continued participation in the legislative process.

Sincerely,
Hon. Latoya Joyner
Member of Assembly
77th Assembly District, Bronx County

Phone: (646) 372-3021

2 attachments

 Wildflower Information.pdf
61K

 The Wildflower School Principles.pdf
145K

Michael Blake [redacted] Tue, Mar 20, 2018 at 10:32 AM
To: Mario Benabe [redacted], Michael Blake [redacted], Sabrina Philson [redacted]
[redacted], Andreina Duarte [redacted], [redacted] 9th Assembly District
Cc: Maryanne Kiley [redacted]

Mario,

Good morning and my sincere apologies as I am just seeing your e-mail this morning. Thank you for your very kind words and more critically for your passion and commitment to help our young people. I am very interested in learning more about your proposals and next steps for moving the school forward. What are some times for a possible call or meeting in April?

M

Michael Alexander Blake
Assemblymember, 79th Assembly District - The Bronx, NY
@mrmikeblake
@votemikeblake
www.votemichaelblake.com

Office:
[780 Concourse Village West](#)
[Bronx, NY 10456](#)

[redacted]

[Quoted text hidden]

Mario Benabe [redacted] Thu, Mar 22, 2018 at 12:31 PM
To: Michael Blake [redacted]
Cc: Michael Blake [redacted], Sabrina Philson [redacted], Andreina Duarte [redacted], Maryanne Kiley [redacted]
[redacted] 79th Assembly District [redacted]

Dear New York Assemblyman Michael A. Blake,

Your recognition truly humbles me, thank you and it is always an honor to observe and witness the powerful changes you have made in our community. I would love to meet in April. My co-leader Aura Cely and I just had a great presentation with the Community Education Council for District 9, and I would love your advice as I continue to get feedback from the community about Wildflower schools in the Bronx.

Would you be available during the morning of Friday, April 6th? The founder of Wildflower Schools, Sep Kamvar, will be in town as well, and it could make a great combination for all of us to go deeper into the importance of this work.

If you are not available, I can send over a few more dates. Again, thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: www.mariobenabe.com
Phone [REDACTED]

[Quoted text hidden]

79th Assembly District [REDACTED]

Tue, Mar 27, 2018 at 1:49 PM

To: Mario Benabe [REDACTED]

Cc: Sab79thD [REDACTED]

Greetings, Mario;

Thank you for following up with the date. Unfortunately, the Assembly Member will not be available on April 6th.

Would April 19th work on you end? It appears that Assembly Member Blake is free that morning.

Thank you,

Joshua

Office of Michael Blake
New York State Assemblyman
780 Concourse Village West
Bronx, NY 10451

[REDACTED]
[Quoted text hidden]

Mario Benabe [REDACTED]

Tue, Mar 27, 2018 at 3:13 PM

To: maryanne.kiley@wildflowerschools.org

Sent from my iPhone

Begin forwarded message:

From: 79th Assembly Distri [REDACTED]
Date: March 27, 2018 at 1:49:01 PM EDT
To: Mario Benabe [REDACTED]
Cc: Sab79th [REDACTED]
Subject: Re: Wildflower School | Requesting An Initial Meeting

[Quoted text hidden]

Mario Benabe [REDACTED]

Wed, Mar 28, 2018 at 7:09 PM

To: 79th Assembly District [REDACTED]
Cc: Sab79thD [REDACTED]

Good Evening Joshua,

April 19th would be amazing and I humbly thank you and the New York Assemblyman Michael A. Blake for accepting the meeting. Can we schedule the meeting for 11AM?

[Quoted text hidden]

Mario Benabe [REDACTED]
To: 79th Assembly District [REDACTED]
Cc: Sab79thD [REDACTED]

Tue, Apr 10, 2018 at 8:59 AM

Good Morning,

I am emailing to see if we are confirmed for the 11am meeting on April 19th with NY State Assemblyman Michael A. Blake.

Sent from my iPhone

[Quoted text hidden]

79th Assembly District <scheduling79districtbx@gmail.com>

Tue, Apr 10, 2018 at 2:27 PM

To: Mario Benabe [REDACTED]
Cc: Sab79thD [REDACTED]

Hello Mario,

Hope that this email finds you well. Just wanted to let you know that the Assembly Member has had to alter is calendar so we would like to reschedule this meeting for a later date. I will take a look at the Assembly Member's calendar and propose some dates for you to see what will work best.

Thank you,

Joshua

Office of Michael Blake
New York State Assemblyman
780 Concourse Village West
Bronx, NY 10451

Phone 718-538-3829

Fax 718-588-0159

[Quoted text hidden]

Mario Benabe [REDACTED]
To: 79th Assembly District [REDACTED]
Cc: Sab79thD [REDACTED]

Tue, Apr 10, 2018 at 2:38 PM

Hi Joshua,

Thank you for the update I really appreciate your support in scheduling this meeting. I will be on the lookout for those dates.

Thank you,

Sent from my iPhone

[Quoted text hidden]

Mario Benabe [REDACTED]
To: 79th Assembly District [REDACTED]
Cc: Sab79thD [REDACTED]

Fri, Apr 13, 2018 at 4:34 PM

Good Morning,

As an update, I recently called the NY State Assemblyman Michael A. Blake's office to see if other potential dates could be communicated with me regarding Wildflower Schools. I know this time of year could become busy so I am willing to open up my availability in full for the rest of April if that supports with securing a date.

I also wanted to use this email to send over to the office finalized information regarding Wildflower Schools that the Assemblyman can review prior to meeting with us. I have attached my full proposal letter addressed to the Assemblyman seeking a letter of Support.

Again, I thank you for your time and commitment to our community.

Sincerely,

Mario Benabe
[Quoted text hidden]

2 attachments

 **Wildflower Schools Information .pdf**
1067K

 **Proposal Letter for NY State Assemblyman Michael A. Blake to Support Wildflower School.pdf**
267K

79th Assembly District [REDACTED]

Mon, Apr 23, 2018 at 1:16 PM

To: Mario Benabe [REDACTED]
Cc: Johana Guerrero [REDACTED]

Hi there Mario,

Hope that you are well. Just wanted to check your availability on Friday May 18th at 3:15 pm to come meet with Assembly Member Blake and the team.

Please let me know if this works and if not I will look in to other dates.

Best,

Joshua

Office of Michael Blake
New York State Assemblyman
780 Concourse Village West
Bronx, NY 10451

[REDACTED]

[Quoted text hidden]

Mario Benabe [REDACTED]
To: 79th Assembly District [REDACTED]
Cc: Johana Guerrero [REDACTED]

Mon, Apr 23, 2018 at 2:20 PM

Good Morning Joshua,

Thank you so much for getting back to me. This has been such an inspiring journey, we have just secured a letter of support from Bronx Community Board's three and four. Being able to meet with an elected champion, like Assemblyman

4/25/2018

Gmail - Wildflower School | Requesting An Initial Meeting

Michael Blake is just a humbling experience as we develop this community-led school. I humbly accept the invitation to meet on Friday, May 18th, at 3:15PM.

I am looking forward to meeting with Assemblyman Michael Blake and the team in May.

Thank you,

Mario Benabe

[Quoted text hidden]

APPENDIX D

District School Leader Outreach





Mario Benabe [REDACTED]

Wildflower Schools | NYC Men Teach

Haynes Richard [REDACTED]
To: Mario Benabe [REDACTED]

Thu, May 10, 2018 at 1:52 PM

Hey Mario,

This looks great. Sorry for the super late response but let me check with the recruitment folks to see if there is anything we might already have in the works related to early childhood. I'll get back to you.

Richard

From: Mario Benabe [REDACTED]
Sent: Friday, May 04, 2018 1:18 PM
To: Haynes Richard [REDACTED]
Subject: Wildflower Schools | NYC Men Teach

Hey Richard,

Recently NYC Men Teach hosted Discover Your Pathway to Teaching Early Childhood in NYC. I am currently building out an early childhood educational initiative in Community School District 9.

Wildflower Schools New York offer a beautiful, child-centered learning innovation environment that supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The model combines time-tested, research-supported Montessori education in a one-room, neighborhood-nested shopfront with innovative ideas in parent and community engagement, wrap around services for families, culturally relevant / sustaining pedagogy, newly developed hands-on material to teach computer science to children, without computers and student empowerment.

I have attached the framework for the model. I am wondering if there is another opportunity / event that NYC Men Teach is hosting related to ECE? If so, I am requesting if we could collaborate to share this model as an additional pathway for members of the NYC Men Teach program.

My direct line of community is email: [REDACTED] and phone: 646.372.3021



CORRESPONDENCE ACADEMY
FOR
SOCIAL ACTION
MIDDLE SCHOOL 462X
A College Preparatory School



Brooklyn, NY 10475 • [REDACTED]

JAMAAL A. BOWMAN
Founding Principal

Leslie Fiske
Assistant Principal

Linette Lathan
Parent Coordinator

Dear SUNY Charter School Institute:

For over seventeen years I have worked to improve K-12 educational outcomes for Black and Latino youth in schools across New York City. Most of my professional experience in education has been grounded in the Bronx. My work focuses on designing community driven schools that function as community hubs. It is my belief that fundamentally, schools should always facilitate meaningful change within the localized context in which they are embedded. Currently, I am the principal of the locally, nationally and globally recognized Corespace Academy for Social Action Middle School. As a title I school serving 99% Black and Latino youth, we consistently provide a learning/innovation model that is celebrated throughout New York City. We have created a school model where culturally relevant teaching and learning and social justice are at the intersections of our STEAM and Humanities department. Our journey to have equity and academic success in K-12 education for Black and Latino youth is still something we are fighting for locally and nationally. I believe that Wildflower Schools will be able to support us in leading this fight.

It is exciting to see such a communal effort to reimagine PreK3 to fifth grade education in public schools. Members of the Wildflower Schools' initiative are truly advocates for quality education in the Bronx. Seeing them lead the push for Montessori education in public schools will be a transformative experience for historically disenfranchised families and communities. As a school leader, I am in full support of the Montessori education model. I want us to be able to work together to create an opportunity for families of Wildflower Schools New York to learn more about the innovative work taking place at Corespace Academy Middle School. Our goal would be to construct a PreK3 to middle school pipeline. We want families to know that when their child reaches middle school, they could look to us as a viable option.

I also see Wildflower Schools as an asset to Corespace Academy Middle School given their unique teacher-led model. Empowering teachers to service all layers of the school can improve the social and emotional well-being of educators. Research tells us that when educators feel empowered within their line of work, it is less likely for them to leave the profession. We need community-grounded teachers to serve our children, and given the 3-year cycle within the Montessori pedagogy, this allows for guides to be grounded in a child's full developmental plan. This gives me a lot of hope because Wildflower Schools will provide stability for community residents.

Wildflower Schools' ability to secure letters of support from Bronx Community Board three and four is revolutionary. This shows that their efforts are communal as the voices of the community have spoken to support them.

I, Jamaal Bowman, school principal of Corespace Academy for Social Action Middle School write this letter of support for Wildflower Schools New York. Wildflower's model being housed within a staffroom will

help the Bronx to restore itself through the power of our children. Please consider Wildflower Schools as you make your selection as there are few slots remaining. Wildflower Schools is a very small model, that will lead to a big impact.

Sincerely,



Jamal Bowman



Mario Benabe [REDACTED]

Offices to be in touch with re: Wildflower

2 messages

Federoff Juliana [REDACTED]

Wed, May 16, 2018 at 11:40 AM

To: [REDACTED]

Hi Mario,

It was good to see you again last night. It sounds like you have a good handle on some of the application processes. You definitely know more about your options overall than I do. However, if I can answer questions in the future, I'm happy to.

As I mentioned last night, you may want to speak with the Office of School Design, Office of New Schools, and/or the Office of Charter Partnerships.

I recommend that you ensure Supt. Rosario is aware of these discussions and engaged as much as she would like to be.

Best regards,

Juliana Federoff**Parent Leadership Liaison****Division of Family and Community Engagement**[REDACTED]
52 Chambers St, Room 108 | New York, NY 10007

Mario Benabe [REDACTED]

Wed, May 16, 2018 at 5:55 PM

To: Federoff Juliana [REDACTED]

Hi Juliana,

Thank you so much for reaching out to me regarding Wildflower Schools. I would love to be able to meet with you to see so I could build more dialogue around Wildflower Schools NY with you. Do you know when you have any availability for us to meet within the next two weeks? If you could give me three possible dates that works for you that'll be ideal.

I appreciate you sending me several offices to connect with in NYC DOE. Do you know anyone I could directly connect with in each of these offices? If so it would be great if you could connect me to them.



Mario Benabe [REDACTED]

Wildflower Schools | Requesting initial meeting or conference call with Chancellor Betty A. Rosa

Mario Benabe [REDACTED]

Wed, Apr 18, 2018 at 4:12 PM

To: [REDACTED]

Dear Chancellor Betty A. Rosa,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. I am also currently the Bronx Borough President appointee for the Community Education Council in District 9. Firstly, I would like to thank you for your commitment and efforts in creating meaningful educational change in our community, and the State at large. You have continued to be a part of a movement, both locally and nationally, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power from their community to make change. I am a great supporter of everything you have done, and will do to impact positive changes in education. All this is to say, keep doing what you are doing because the community is behind you every step of the way.

I wanted to send out to you an initial request for an in person meeting or a conference call to share about a potential type of public school education I am working to bring into our community with Wildflower Foundation through a SUNY charter school submission. I am looking to meet with you at some point before the close of the year to get your feedback on this model that has been revised, and birthed out of the community. The purpose of this meeting is to (1) engage with you around your vision for education for early childhood education (2) Introduction to Wildflower Schools New York and (3) Feedback we could take away from you around our model. We have been discussing this with parents, and community organizations as well to ensure there is an alignment to what parents want, and the educational options they have to choose in their community.

As a native-bronx-born resident of the NYCHA Morris housing projects I have pledged to myself to stay in my community to continue to fight for educational justice. I operate from a place where it is my right as a community leader to center a type of education that is community-driven and innovative for our children. A part of the Wildflower model is having a one-roomed neighborhood nested shopfront school. There are so many beautiful shopfronts throughout our Boroughs in the South Bronx, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of centering children within our community to lead the restoration.

To share more information about Wildflower, I have attached a two-page informational that was developed by parents, community members, and myself. I am also including my full proposal to Bronx Community Board 4 who have voted in favor of writing a letter of support. I will be more than happy to answer any questions that you may have to ensure that you have a holistic understanding of the nature of this education and programming.

Again, we thank you for your time and commitment to our community.

2 attachments

 **Proposal to Bronx Community Board 4.pdf**
141K

 **Wildflower Schools Information .pdf**
1067K



Benjamin Franklin Community School 55

450 Saint Paul's Place
Bronx, New York 10456

To Whom It May Concern:

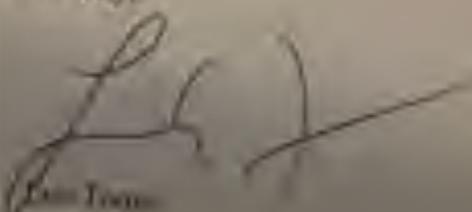
C.S. 55 located in community school district 9 services over 630 hundred preK to 5th grade children in the Morrisania section of the Bronx. We have been able to provide our children with free access to a full medical service health center, an innovated green learning environment, rigorous academic curriculum, a social and emotional approach to teaching and learning, and a state of the art outdoor physical education playground. As Principal, I am tasked with creating and supporting learning experiences for children that are centered within the community. After meeting with Wildflower Schools New York, I wanted to work alongside this organization to support their staff make this truly learning innovation model possible for our community.

Since 2010, C.S. 55 has been sharing its campus with Success Academy Bronx 2. While our space is limited at C.S. 55, I want to stand by Wildflower Schools New York. At any given point where Wildflower Schools are in need of securing a space for their one-roomed school, I would work within my networks to support them in securing a location. As a parent community member and district school leader, I am confident that this school will serve as a unique educational option for parents here in district 9. I am deeply interested in their work with MIT's Media Lab, and their design of teaching computer science through Montessori inspired materials. I would invite those materials into our Pre-K to third grade STEM environment. With the support of Wildflower Schools, I see us working in collaboration to foster a district / charter partnership that is authentic to our surrounding community.

In our school we have a program called Bronx Green Machine led by a renowned educator Stephen Ritz. We redesigned one of our classrooms to have a state of the art facility with a commercial indoor vertical farm and food processing/training kitchen. We use solar and alternative energy generators to power up our environment. I would be open to having the children of Wildflower Schools use this space to support us in creating healthier food options for parents. We have children growing vegetables to lend their community. Since Wildflower Schools supports in agricultural learning, we would directly support them with materials needed. We are working to create the 1st ever community rooftop farm that could be able to feed hundreds of families in the Morrisania section of the Bronx. With over 45,000 people living within eight-square blocks we need to focus on teaching our children to learn how to grow healthier food options for their families within their homes. Our community needs as much support as we can get, and I believe Wildflower Schools will also cater to a greencable community in the South Bronx.

Given the unique model of Wildflower Schools New York, I write this letter of support in the hope that SUNY CSI consider their application.

Sincerely,



Dan Torres



Mario Benabe [REDACTED]

Wildflower School | Requesting An Initial Meeting

Mario Benabe [REDACTED]
To: RODRIGUEZ-ROSARIO Leticia [REDACTED]

Mon, Mar 5, 2018 at 6:39 PM

Dear Superintendent Leticia Rodriguez-Rosario,

As you know I am a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College and the Bronx Borough President appointee for the Community Education Council District 9. Firstly, I would like to thank you for your commitment and efforts to create change in our community. You have continued to be a part of a movement, locally and city-wide, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power in their community to make change. I am a great supporter of everything you have done, and will do to impact positive change in education in our district. I really mean that, and I see how much you fight using the right tools to protect our schools. All this is to say, keep doing what you are doing because the community is behind you every step of the way.

I wanted to send out to you an initial request for an in person meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. During our last CEC 9 meeting I briefly mentioned to you a little on the model, and its relationship to Montessori education. One of your immediate feedback was to ensure we work in concert with our district schools, and that is precisely what we would like to do. After careful research in child development and serving culturally and linguistically diverse students, some with disabilities, I have come to understand the need for a very micro (10-24 student) shopfront public Montessori education serving children from the ages [3 - 6, 6 - 9 and 9 - 12]. We are hopeful to get authorized by SUNY who has been open to our model, because it is really different, but in all, is just an additional option we want parents to have.

A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings or public spaces. Visually, a shopfront school is designed as a one-room classroom, to bring a beautiful aesthetic to our neighborhoods by centering it between, for example, on one end there is a local bodega and on the other end a the local barbershop, and between them would be our school. We are also looking into areas that have a rich natural garden, like a park because we center nature in our educational model.

I know your schedule is really tight, and with the new Chancellor being appointed, I am sure there are more shifting of your schedule but if you have the time. We are looking to meet with you at some point within the next 2 weeks that fits within your schedule. The purpose of this meeting is to (1) engage with you around your vision for education (2) Introduction to Wildflower School (3) Need for a Montessori Education and (4) Feedback we could take away from you around our model. I will put this out that next week, March 12th – 14th, we have a pretty open availability, and could meet with you at some point. Again, no rush, but if there is some availability please let me know. If not, anytime before the 24th of March could work as well.

We have been discussing this with parents, and community organizations as well to ensure there is an alignment to what parents want, and the educational options they have to choose in their community. As well as understanding their voices and concerns around education. If there is no need from parents, or community, we simply won't pursue. To be honest, the state has around 20 charters to approve, and with the recent landscape there is challenges in equity in terms of who is receiving approval. Traditionally it has been the larger networks, that have expanded within the last 7 - 10 years that continue to open up a new school. There is no resentment with those organizations, but in my mind, the reason I came along to support Wildflower, is at least we are taking a grassroots approach, and essentially designing something that is coming from the community, not prescribed to them. And the reality is, we are not in competition with anyone. We are just looking for a way in which our small program could foster some community healing. Montessori education is growing in the public space, and I rather maximize the time now to fold it in, into our community.

A Montessori education fosters a child's natural curiosity, instills a joy of learning, and provides one of the most effective and efficacious academic learning environments. Studies have demonstrated that children educated within a Montessori system are more advanced in their ability to solve problems and express themselves. Below you will find other outcomes embedded within the Montessori education:

Intrinsic Motivation: Children who go through Montessori tend to develop an innate desire to engage in an activity for enjoyment and satisfaction.

Creativity and Originality of Thoughts: While Montessori students are typically confident about their own knowledge and skill, they do respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

Social Responsibility: Montessori children tend to be quite aware that their words and actions impact the welfare of others. They normally are great leaders and team players, making positive contributions to their community.

Autonomy: Montessori children tend to be self-directed, composed, and normally independent.

Confidence and Competence: Children who attend Montessori schools tend to become confident and competent. At the same time, they tend to retain the ability to learn from their mistakes and remain reflective and open-minded.

Spiritual Awareness: Montessori students are often exceptionally compassionate, empathetic, and sensitive to the natural world and the human conditions.

Academic Preparation: On an academic level, Montessori provides students with skills that allow them to become independently functioning adults and lifelong learners. As students master one level of academic skills, they are able to go further and apply themselves to increasingly challenging materials across various academic disciplines. They learn how to integrate new concepts, analyze data, and think critically.



[Example: This is a current Shopfront micro school for primary children, ages 3 - 6]

As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to myself and my community that I will engage always in centering a type of education that is community-driven and innovated for our children. We have so many beautiful shopfronts throughout our Boroughs, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

To share more information about Wildflower, I have attached a one-page informational and the nine Wildflower principles for your review. Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that comes our way.

Again, we thank you for your time and commitment to our community.

Best,

Mario Benabe

2 attachments

 **Wildflower Information.pdf**
61K

 **Supporting Document for Wildflower .pdf**
173K

APPENDIX E

Community Based Organization Outreach





Mario Benabe [REDACTED]

RE: Wildflower Schools | Community Board Three Meeting

Mario Benabe [REDACTED]

Wed, May 16, 2018 at 5:37 PM

To: [REDACTED]

Hey Lonnie,

This is Mario Benabe, I wanted to send off to you the initial email. Let us connect tomorrow over a call, you could reach me at 646.372.3021. I am free all morning and afternoon, or whenever you are available please let me know.

----- Forwarded message -----

From: **Mario Benabe** [REDACTED]
Date: Tue, May 8, 2018 at 11:24 PM
Subject: RE: Wildflower Schools | Community Board Three Meeting
To: [REDACTED]

Good Evening,

Mr. Jones handed me over your business card and requested to follow up with you. We briefly spoke before we departed from the CB 3 meeting. I would love to be able to carve out some time for us to meet, or dive into a phone conference to see in what ways we could support each other.

My direct line is 646.372.3021. Feel free to text / call me when you can, or we could schedule it via email.

Thank you for your time and commitment to our community.

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email: [REDACTED]
Website: www.mariobenabe.com
Phone: [REDACTED]

 **Wildflower Schools Information .pdf**
1067K



Maryanne Kiley <[REDACTED]>

Good people!

4 messages

Cap: [REDACTED] Fri, Apr 20, 2018 at 4:42 PM
To: [REDACTED]
Cc: [REDACTED]

Yasmin meet Maryanne!

Maryanne meet Yasmin!

Yasmin – Abe originally connected me to Maryanne who is from Wildflower Schools. I was hoping you two might be able to connect, as you could be a really great resource to someone who is trying to set-up good ECE program options in the Bronx.

Hoping you two can chat amongst yourselves! Thanks.

-Moria

Moria Cappio*Vice President of Early Childhood Programs***CHILDREN'S AID**

4 West 125th Street, 3rd Floor

NY, NY 10027

[REDACTED]

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Yasmin Morales

To: "Cappio, Moria"

Cc: [REDACTED]

Thank you Moria for brokering this introduction! I'm glad you think I could be of service. Hi Maryanne, nice to "e-meet" you! Please feel free to reach out whenever you can.

Best
Yasmin

On Fri, Apr 20, 2018 at 4:42 PM, Cappio, Moria [REDACTED] wrote:

Yasmin meet Maryanne!

Maryanne meet Yasmin!

Yasmin - Abe originally connected me to Maryanne who is from Wildflower Schools. I was hoping you two might be able to connect, as you could be a really great resource to someone who is trying to set-up good ECE program options in the Bronx.

Hoping you two can chat amongst yourselves! Thanks.
-Moria

Moria Cappio
Vice President of Early Childhood Programs
CHILDREN'S AID

4 West 125th Street, 3rd Floor

NY, NY 10027

[REDACTED]
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Maryanne Kiley

To: Yasmin Morales

Cc: "Cappio, Moria" [REDACTED]

Mon, Apr 23, 2018 at 12:09 PM

Hello Yasmin,

It's wonderful to meet you! I read up on your research on Mexican families in the Bronx and it deeply resonated with my own experience teaching in both the Bronx and South Central LA. Thank you for the work you do!

I'm working with a few Bronx teachers who are hoping to start culturally-responsive Montessori schools starting from 12 weeks and going through 5th grade in the South Bronx through Wildflower Schools. <https://wildflowerschools.org/>

Is there any chance you're available to meet at noon Fri 4/27? We're happy to come to you.

Looking forward to connecting!
Maryanne
[Quoted text hidden]

Yasmin Morales

To: Maryanne Kile

Thu, Apr 26, 2018 at 10:01 AM

Hi Maryanne,

I am hoping to connect with you soon....unfortunately I cannot meet on the 27th....I have an all day professional development event to attend.

Can we aim for a date within the next couple of weeks? You are more than welcomed to meet me on campus---I teach at Lehman College and

I am there on Mondays and Thursdays....let me know if something like this would work for you.

Best

Yasmin

[Quoted text hidden]



Maryanne Kiley [REDACTED]

Wildflower Schools

7 messages

Maryanne Kiley [REDACTED]

Tue, Apr 17, 2018 at 3:16 PM

To: [REDACTED]

Hi Moria,

I'm Maryanne Kiley, and I work with [Wildflower Schools](#), small, equity-focused Montessori schools run by teachers in neighborhood shopfronts. Abe Fernandez encouraged me to connect with you, as I've been exploring the potential for Wildflower in the South Bronx and I'd appreciate your advice on our model.

Do any of these times work?

Thu 4/19
11:30Fri 4/20
11:00Mon 4/23
9:00-11:00Wed 4/25
2:00Thu 4/26
all dayFri 4/27
9:00-1:30Thanks,
Maryanne

Partner: The Wildflower Foundation

[wildflowerschools.org](#)

Facebook | Instagram: @wildflowernewyork

 **Wildflower.pdf**
212K

Cappio, Moria <moriac@childrensaidnyc.org>
To: Maryanne Kiley <maryanne.kiley@wildflowerschools.org>
Cc: "Mejia, Daniela" <dmejia@childrensaidnyc.org>

Tue, Apr 17, 2018 at 3:40 PM

Hi Maryanne-

Thanks for reaching out. I am cc'ing Daniela, who can help us find a time to connect. Looking forward to it!
-Moria



Mario Benabe [REDACTED]

Wildflower Schools | Mario Benabe — Community Board Three follow up

Mario Benabe [REDACTED]

Tue, May 8, 2018 at 11:19 PM

To: [REDACTED]

Good Evening Mr. Jones,

This is Mario Benabe and I would like to say thank you again for (1) voting yes for support Wildflower Schools' model at CB 3 meeting (2) willing to write a letter of support on behalf of Claremont and (3) connecting me to Mr. Guillaume from AFC.

As I work towards finalizing the application to SUNY Charter School Institute for the PreK to 5th grade program on May 31st your support comes in at such a crucial point. Thus making this model even more possible for our community. I could stop by tomorrow a little after 11AM to quickly talk to you about Wildflower Schools. I know you mentioned me presenting the model to a larger audience and being able to get more community feedback and surveys from that event. This sound like something I would love to do, and anywhere you could set / organize that for me, I'll be able to jump right on it.

If there is any way you could make an introduction email connecting Mr. Guillaume and I that'll be great. A letter of support from him would be so powerful as well.

Below I have attached the Wildflower Schools 2-page information that could support you as you draft a letter of support. I have also attached my recent proposal to Bronx Borough President Ruben Diaz Jr.,. This document details a little of my narrative, and also lays out the reasons / value for Wildflower Schools.

My direct line is 646.372.3021 please text / call me at any point.

Thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree](#) | [Obama Administration](#)

[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

2 attachments

 **Wildflower Schools Information .pdf**
1067K

 **Proposal to Bronx Borough President Ruben Diaz Jr..pdf**
141K

Mario Serrano <mario2serrano@gmail.com>

May 14 (2 days ago)

to Abraham

Good Morning Mr Jones,

Thank you again for supporting Wildflower Schools. I wanted to follow up with you to see if you any additional support on finalizing the letter of support. I can stop by a little later to drop off the surveys for parents, I am picking them up the copies today.

Do you know when would be a good time for you so that I could come by and drop it off?

Abraham Jones

May 15 (1 day ago)

to Mario

Please call me at (714) 565-1000. Thanks, Abraham Jones.

Abraham Jones
Executive Director
Claremont Neighborhood Centers, Inc.
488 East 100th Street
Claremont, CA 91711





Mario Benabe [redacted]

Wildflower Schools Support Letter Material

Karim Abouelnaga [redacted]
To: Mario Benabe [redacted]

Thu, Apr 19, 2018 at 10:25 PM

Here you go bro. Fingers crossed!

Also, you may want to proofread the proposal to the Bronx president. Caught a few typos as I scanned quickly. I use grammarly now all the time and it makes a big difference. See if you can get a free version and just throw it in there.

Karim Abouelnaga
Chief Executive Officer | Practice Makes Perfect
25 Broadway
12th Floor
New York, NY 10004
[redacted]
PracticeMakesPerfect.org

Connect with us: 
Check out my [TED Talk](#) on why I started Practice Makes Perfect

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[Quoted text hidden]

 **Wildflower Letter of Support_Karim Abouelnaga.pdf**
115K



Mario Benabe [REDACTED]

Wildflower Schools

10 messages

Maryanne Kiley [REDACTED]

Wed, Feb 28, 2018 at 7:04 PM

To: "Fernandez, Abelardo" [REDACTED], Mario Benabe [REDACTED]

Hi Abe,

Thank you for meeting with Mario and me to discuss the potential for [Wildflower Schools](#), one-room, neighborhood-nested shopfront schools led by teachers trained in Montessori pedagogy. A growing body of [research](#) confirms that public Montessori programs close achievement gaps in math, reading, science and executive function.

So far, it looks like Wildflower Schools have the potential to contribute to high-quality ECE and offer career pathways for those interested in becoming Montessori trained and running their own shopfront school. It looks like there is the potential to do this through a combination of vouchers and sliding scale tuition for 0-3 programs, and, based on our conversations with SUNY, a rather unique charter to authorize small, teacher-run shopfront Montessori schools for 3K-8th.

We are continuing to explore if there is sufficient support for Wildflower in the Bronx and central Brooklyn. If so, we'd love to collaborate with SBRT on your ECE and career pathways work.

Thanks,
Maryanne

[REDACTED] flower Foundation

[\[REDACTED\]hools.org](#)

Instagram: @wildflowernewyork

 Widflower.pdf
972K**Maryanne Kiley** [REDACTED]

Thu, Mar 1, 2018 at 4:31 PM

To: "Fernandez, Abelardo" [REDACTED], Mario Benabe [REDACTED]

Hi Abe,

It was great to get your advice on people who could help make it possible for Wildflower in the South Bronx.

WHEDc: If you know anyone there who'd like to talk, I think we overlap with some of their priorities on the childcare, provider, and commercial revitalization front, given Wildflower's shopfront model. Would love to start a conversation.

John Dudley: We're scheduled to present to the education committee of Community Board 3 April 19th at 9:00 am. Would it be wise to meet with John Dudley first, and if so, is that an intro you can make?

Assemblymember Crespo: Do you recommend we work with the BP's office for an intro to Crespo too, or is that something you're positioned to do?

Moria Cappio - would be great to talk to her!

People you're off the hook for now :)

Assemblymember Blake: Mario's going to follow up on his last e-mail and mention that we met. We'll see how that goes :)

Council Members Gibson and Salamanca: Mario is going to work through the BP's office to connect to them, though if we have any trouble getting their attention, we may come back to you.



Mario Benabe [REDACTED]

We Can Only Do This With You | Community Support - Wildflower School

Ma [REDACTED]
To: [REDACTED]
Cc: Maryanne Kiley [REDACTED]

Wed, Feb 7, 2018 at 1:39 PM

Dear Michael Brady,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. You may recall a few weeks ago we connected at Havana Kitchen. We discussed that our high school was looking for property in the Bronx since we only have a two-year lease. Firstly, I would like to thank you for your commitment and efforts to create such a beautiful environment in my community on Third Avenue. You have continued to be a part of a movement, both locally and nationally, to allow for children to be able to live through a generation where they know that they are supported by those who are positioned in power in their community to make change.

I wanted to send out to you an initial request for an in person meeting to share about a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission. After careful research in child development, I have come to understand the need for a micro (8-24 student) shopfront public Montessori education serving children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school in one of our neighborhoods in the Bronx is designed to look something like centering a school between any of the other businesses in the Third Avenue area.

Overall we need schools to be reimaged in how they are built horizontally while at the same time, looking into how we could start building our schools vertically through co-locating with businesses/buildings because it provides a real-world experience for the child, and the community. Wildflower foundation is looking to connect with the Third Avenue Business Improvement District to (1) get a sense of the Business Improvement District's landscape within the Third Avenue area (2) a formal introduction to Wildflower School and (4) Feedback we could take away from you around our model.



We have so many beautiful shopfronts in our Borough, I could only imagine the deep sense of joy our community will feel by seeing up front the restorative power of a Wildflower School embedded within our community.

To share more information about Wildflower, I have attached a one-page informational and the nine Wildflower principles for your review. Wildflower and I will be more than happy to answer any questions that you, or your office may have to ensure that you have a holistic understanding of the nature of this education.

In addition, if there is any way possible that your office can connect us to other organizations or resources, we would gladly take any recommendations that come our way.

Again, we thank you for your time and commitment to our community.

Paz y Solidaridad,

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
[White House Honoree | Obama Administration](#)
[Bronx Borough President | Community Education Council District 9 Appointee](#)
Email: [REDACTED]



Maryanne Kiley [REDACTED]

Confirming Wildflower meeting at 4:00

3 messages

Maryanne Kiley [REDACTED]

Wed, Apr 4, 2018 at 11:18 AM

To: [REDACTED]

Hi Diana,

I'm just writing to confirm Mario's and my meeting with you at 4:00 pm today at 1309 Louis Nine Blvd. We are looking forward to meeting you!

Thanks,
Maryanne

Diana Perez [REDACTED]

Fri, Apr 6, 2018 at 9:38 AM

To: Maryanne Kiley [REDACTED]

Hi Maryanne,

It was a pleasure meeting you. I am following up with information as promised. Lehman college has anew childcare facility Bronx Community college has their child development center so I do not think they will be expanding but you can find contact information on line for both.

Margarita Feliz is at marc Academy formerly with ACS 718-562-3410

Ayleen Guzman, Assistant Commissioner for is probably a better contact for ACS 212-393-5156.

Are you working with the American Montessori Society CUNY-Baruch?

I hope this is helpful.

Best,
Diana

[Quoted text hidden]

Maryanne Kiley [REDACTED]

Tue, Apr 10, 2018 at 7:42 PM

To: Diana Perez [REDACTED]

Hi Diana,

It was a true pleasure to talk with you as well. Thank you for the names of Margarita Feliz and Ayleen Guzman. I really appreciate it!

I think the American Montessori Society no longer has its partnership with Baruch, which is disappointing, because unless I'm pretty sure there aren't any other BA/MA programs that also offer Montessori certifications in NYC. One of my longer-term projects is to encourage one of the city-based colleges to do a Montessori training. I'm meeting with someone at Hunter next week. I imagine that it would take a fair amount of time and some other influencers besides me, but it's worth continuing to push!

Thank you for your optimism and spirit. I'll send you some dates for us to talk about your outcomes measurement system soon.

Thanks!
Maryanne

Partner, The Wildflower Foundation

4/23/2018

Wildflower Mail - Confirming Wildflower meeting at 4:00



[chools.org](#)

Facebook | Instagram: [@wildflowernewyork](#)

[Quoted text hidden]

Website: www.mariobenabe.com

Phone: (646) 372-3021

2 attachments



Wildflower Information.pdf

61K



The Wildflower School Principles.pdf

145K

Sound good?
Maryanne

Partner, The Wildflower Foundation

www.wildflowerschools.org

Instagram: @wildflowernewyork

On Wed, Feb 28, 2018 at 11:02 PM, Fernandez, Abelardo [REDACTED] wrote:

Hi, Maryanne –

It was great to meet with you and Mario. Wildflower Schools sound amazing and I'm thrilled they are making their way to the South Bronx (maybe even Community District 3!).

Having this language is very helpful – thank you. Would you please remind me of which folks I promised to connect you to? Much appreciated.

My very best,

Abe

Abe Fernández

Director of Collective Impact

CHILDREN'S AID

[REDACTED]

From: Maryanne Kiley [mailto:[REDACTED]]

Sent: Wednesday, February 28, 2018, 11:02 PM

To: Fernandez, Abelardo [REDACTED]

Subject: Wildflower Schools

Hi Abe,

Mario and I had a great time talking to you about [Wildflower Schools](#), one-room, shopfront Montessori schools that serve children from 12 weeks to 18 years. Wildflower has 14 schools in Massachusetts, Puerto Rico and Minnesota,

and started exploring New York when teachers and activists in the South Bronx and central Brooklyn reached out.

Wildflower Schools offer [high quality ECE](#) options for children and families, and present career pathways for Bronx residents interested in pursuing a Montessori education and running their own high-quality programs. It looks like there is the potential to do this through a combination of vouchers and sliding scale tuition for 0-3 programs, and, based on our conversations with SUNY, a rather unique charter to authorize small, teacher-run shopfront Montessori schools for 3K-8th.

We are continuing to explore if there is sufficient support for Wildflower in the Bronx and central Brooklyn. If so, we'd love to collaborate with SBRT on your ECE and career pathways work.

Thanks,

Maryanne

Partner, The Wildflower Foundation

[w](#) [schools.org](#)

Instagram: [@wildflowernewyork](#)

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Fernandez, Abelardo

To: Maryanne Kiley

Cc: Mario Benabe

Wed, Mar 7, 2018 at 11:40 AM

Hi, Maryanne –

I've sent notes to Diana Perez at WHEDco, John Dudley, and Moria Cappio (who is on her honeymoon and won't be back at work for a couple of weeks).

Re Crespo, I would say the BP's office is the way to go. That said, we are meeting with him in a couple of weeks; if you haven't made any progress by March 23, let me know and I'll nudge.

Will let you know when I hear back from the others.

Best,

Abe

Abe Fernández

Director of Collective Impact

CHILDREN'S AID



From: Maryanne Kiley [mailto: [redacted]]
Sent: Thursday, March 01, 2018 5:32 PM
To: Fernandez, Abelardo; Mario Benabe
Subject: Re: Wildflower Schools

[Quoted text hidden]

Mario Benabe [redacted]
To: "Fernandez, Abelardo" <[redacted]>
Cc: Maryanne Kiley [redacted]

Thu, Mar 8, 2018 at 9:24 AM

Good Morning Abe,

Thank you so much for reaching out to Diana, John and Moria. Your support truly humbles me. We will work towards going through the BP's office to reach other elected leaders. We look forward to continue to work together.

Thank you for your time, and commitment to our community.

Best,

Mario Benabe
[Quoted text hidden]

Fernandez, Abelard [redacted]
To: "Maryanne Kiley" [redacted]

Thu, Mar 8, 2018 at 8:50 PM

"Mario Benabe"

Hey, folks –

John Dudley is on board. Would you please follow up with him directly?

Best,

Abe

Abe Fernández

Director of Collective Impact

CHILDREN'S AID

347.735.4240

646.234.0337 (mobile)

From: Dudley, John (CB) [mailto: [REDACTED]]
Sent: Thursday, March 8, 2018 7:29 PM
To: Fernandez, Abelardo [REDACTED]
Cc: Dudley, John (CB) [REDACTED]
Subject: RE: Wildflower Schools

Hello Abe,

I trust all is well with you! Yes, I am open to having a meeting with Mr. Mario Benabe, STEM educator at the South Bronx Community Charter H.S., concerning his proposal for the establishment of a potential type of public school education working with the Wildflower Foundation.

The earliest dates I will be available are Monday, March 19th, from 11-2pm or Tuesday, March 20th, from 11am to 3pm. Please advise me which date and time works best for you, Mr. Benabe or any other individuals you may want to have at the meeting.

Take care.

John D.

From: Fernandez, Abelardo [REDACTED]
Sent: Wednesday, March 07, 2018 11:59 AM
To: Dudley, John (CB)
Subject: Wildflower Schools

Dear John,

I hope this note finds you well. It's been a little while! I'm writing to inquire whether you'd be amenable to meeting with representatives from Wildflower Schools.

Wildflower Schools are one-room, shopfront Montessori schools that serve children from 12 weeks to 18 years. Wildflower has 14 schools in Massachusetts, Puerto Rico, and Minnesota, and started exploring expanding to New York City when teachers and activists in the South Bronx and central Brooklyn reached out.

Wildflower Schools are poised to offer high quality ECE options for children and families, and present career pathways for Bronx residents interested in pursuing a Montessori education and running their own high-quality programs. It looks like there is the potential to do this through a combination of vouchers and sliding scale tuition for 0-3 programs, and, based on their conversations with SUNY, a rather unique charter to authorize small, teacher-run shopfront Montessori schools for 3K-8th.

They are continuing to explore if there is sufficient support for Wildflower in the Bronx and central Brooklyn. I understand that they are on the agenda for the April 19 Education Committee meeting, but I thought it might make sense for them to pick your brain in advance. Would you be willing to meet with them? Please let me know when you have a moment.

Thanks!

Abe

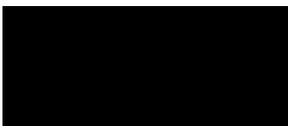
Abe Fernández

Director of Collective Impact

CHILDREN'S AID

1515 Southern Boulevard

Bronx, NY 10460



@ChildrensAidNYC

ChildrensAidNYC.org

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Fernandez, Abelardo <[redacted]>

Thu, Mar 8, 2018 at 9:13 PM

To: "Mario Benabe" ([redacted])

"Maryanne Kiley" ([redacted])

Hi, folks –

Diana is interested in learning more. Please connect to her directly.

Best,

Abe

Abe Fernández

Director of Collective Impact

CHILDREN'S AID



From: Diana Perez [mailto: [REDACTED]]
Sent: Thursday, March 8, 2018 2:51 PM
To: Fernandez, Abelardo [REDACTED]
Subject: RE: Wildflower Schools

Hi Abe,

I am sorry for the delayed response I was out the past few days.

This sounds very interesting and I would be happy to meet with them. Please give them my contact information. Wednesdays are generally good days for me.

Best,

Diana

From: Fernandez, Abelardo [mailto: [REDACTED]]
Sent: Wednesday, March 07, 2018 12:00 PM
To: Diana Perez
Subject: Wildflower Schools

Hi, Diana –

I hope this note finds you well. I'm writing to inquire whether you'd be amenable to meeting with representatives from Wildflower Schools.

Wildflower Schools are one-room, shopfront Montessori schools that serve children from 12 weeks to 18 years. Wildflower has 14 schools in Massachusetts, Puerto Rico, and Minnesota, and started exploring expanding to New York City when teachers and activists in the South Bronx and central Brooklyn reached out.

Wildflower Schools are poised to offer high quality ECE options for children and families, and present career pathways for Bronx residents interested in pursuing a Montessori education and running their own high-quality programs. It looks like there is the potential to do this through a combination of vouchers and sliding scale tuition for 0-3 programs, and, based on their conversations with SUNY, a rather unique charter to authorize small, teacher-run shopfront Montessori schools for 3K-8th.

They are continuing to explore if there is sufficient support for Wildflower in the Bronx and central Brooklyn. I mentioned that you would be a terrific resource to inform their thinking. Would you be willing to meet with them? Please let me know when you have a moment.

Thanks!

Abe

Abe Fernández

Director of Collective Impact

CHILDREN'S AID

1515 Southern Boulevard

Bronx, NY 10460



@ChildrensAidNYC

ChildrensAidNYC.org

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Mario Benabe [REDACTED] Mon, Mar 12, 2018 at 7:36 AM
To: "Fernandez, Abelardo" [REDACTED]
Cc: "Maryanne Kiley" [REDACTED]

Hey Abe,

We really appreciate you for being able to make these connections for us. We are currently in communication with Diana and John. We look forward to meeting with about Wildflower Schools. Thank you again for your time, and commitment to the community.

Hope all is well,

Mario Benabe
[Quoted text hidden]

Mario Benabe [REDACTED] Mon, Mar 12, 2018 at 7:46 AM
To: "Fernandez, Abelardo" [REDACTED]
Cc: "Maryanne Kiley" [REDACTED]

Hey Abe,

Sorry for the second email, I just read again John's email, he mentioned you advising him on which date and time works best for his schedule. For us, Tuesday March 20th around 11:30AM works for us as well. I could reach out to him directly but it seems like he recommended you facilitating which date and times works best. If you thing other wise I could reach out to him directly.

Thank you,

Mario Benabe
[Quoted text hidden]

Fernandez, Abelardo [REDACTED] Wed, Mar 14, 2018 at 10:56 AM
To: Mario Benabe [REDACTED]
Cc: "Maryanne Kiley" [REDACTED]

Hi, Mario –

Sorry for the delayed reply. You should go ahead and reach out to John directly.

Abe

Abe Fernández

Director of Collective Impact

CHILDREN'S AID



[Redacted]

From: Mario Benabe [mailto:[Redacted]]
Sent: Monday, March 12, 2018 8:47 AM
To: Fernandez, Abelardo
Cc: Maryanne Kiley [Redacted]
Subject: Re: FW: [Redacted]

[Quoted text hidden]

Mario Benabe [Redacted] Sat, Mar 17, 2018 at 4:55 PM
To: "Fernandez, Abelardo" [Redacted]
Cc: "Maryanne Kiley" [Redacted]

Hey Abe,

Thank you again for connecting Maryanne and I to Diana and John. We have successfully set up meetings with them for this upcoming week.

[Quoted text hidden]

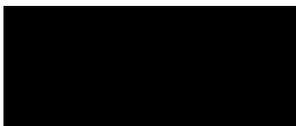
Moria Cappio

Vice President of Early Childhood Programs

CHILDREN'S AID

4 West 125th Street, 3rd Floor

NY, NY 10027



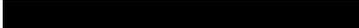
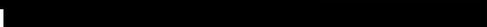
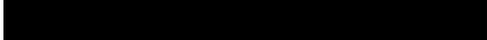
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From: Maryanne Kiley [mailto:
Sent: Tuesday, April 17, 2018 3:17 PM
To: Cappio, Mori 
Subject: Wildflow

[Quoted text hidden]

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Mejia, Daniela 
To: Maryanne Kiley 
Cc: "Cappio, Mori" 

Tue, Apr 17, 2018 at 3:55 PM

Hi Maryanne,

Moria is only available on the following date and times:

- Fri 4/20 any time between 9AM to 11AM or after 3:30PM

She will not be available during the following week of the 23rd.

Her availability after that is the following:

- Mon 4/30 – any time between 12PM – 2PM
- Wed 5/2- any time after 11AM
- Thurs 5/3 any time after 2:30PM

Please let me know which date and time works best for you.

Thank you,
Daniela

From: Cappio, Moria
Sent: Tuesday, April 17, 2018 3:40 PM
To: Maryanne Kiley [REDACTED]
Cc: Mejia, Daniela <[REDACTED]>
Subject: RE: Wildflower Schools

[Quoted text hidden]

Maryanne Kiley [REDACTED]
To: "Mejia, Daniela" [REDACTED]

Tue, Apr 17, 2018 at 4:23 PM

Hi Daniela,

Thanks for sharing those dates. If Moria can meet this Fri 4/20 at 3:30 pm, that would be great. Otherwise, Mon 4/30 at 12:00 noon works.

Thanks,
Maryanne

Wildflower Foundation

[REDACTED]
www.wildflowerschools.org

Facebook | Instagram: @wildflowernewyork

[Quoted text hidden]

Mejia, Daniela [REDACTED]

Tue, Apr 17, 2018 at 4:30 PM

To: Maryanne Kiley [REDACTED] "Cappio, Moria" [REDACTED]

Hi Maryanne,

Sounds great, I just sent out an invite for Fri 4/20 at 3:30PM.

Thanks,
Daniela

From: Maryanne Kiley [mailto: [REDACTED]]
Sent: Tuesday, April 17, 2018
To: Mejia, Daniela [REDACTED]; Cappio, Moria [REDACTED]
Subject: Re: Wildfl

[Quoted text hidden]

Maryanne Kiley [REDACTED]
To: "Mejia, Daniela" [REDACTED]
Cc: "Cappio, Moria" [REDACTED]

Tue, Apr 17, 2018 at 4:34 PM

Thanks, Daniela. I'm happy to meet Moria in person, since I live in NY and I'm in the Bronx often. Whatever you all prefer.

Partner, The Wildflower Foundation
[REDACTED]
www.wildflowerschools.org
Facebook | Instagram: @wildflowernewyork

[Quoted text hidden]

Mejia, Daniela [REDACTED]
To: Maryanne Kiley [REDACTED] >
Cc: "Cappio, Moria" [REDACTED]

Tue, Apr 17, 2018 at 4:56 PM

Hi Maryanne,

No problem, I will change the invite now. Meeting details will be in the invite.

Thanks,

Daniela

From: Maryanne Kiley [mailto: [REDACTED]]
Sent: Tuesday, April 17, 2018 4:35 PM
To: Mejia, Daniela [REDACTED]
Cc: Cappio, Moria [REDACTED]
Subject: Re: Wildflower Schools

[Quoted text hidden]
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[Redacted]

[Redacted]

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APPENDIX F

Community Board 3, Community Board 4, CEC 9 Outreach, Agendas and Meeting Minutes





The City of New York
Bronx Community Board Three

1426 Boston Road, Bronx, NY 10456



DIAL	Government Services
311	& Information for NYC

Comm. Bd. Info go to: bronxmall.com

RUBEN DIAZ, JR.
BRONX BOROUGH PRESIDENT

GLORIA S. ALSTON
CHAIRWOMAN

JOHN W. DUDLEY
DISTRICT MANAGER

Education/Consumer Affairs Committee

Date: March 19, 2018
To: Education/Consumer Affairs Committee Members
From: Joetta Brown
 Co-Chairperson
Subject: **Education/Consume Affairs Committee Meeting**

There will be an **Education/Consumer Affairs Committee** meeting on **Thursday, April 19, 2018, at 9:00am.** This meeting will be held at the Office of Bronx Community Board Three, located at **1426 Boston Road, Bronx, New York 10456 (corner of East 170th Street).**

A G E N D A

1. Call to order
2. Correspondence
3. Approval of Minutes of Prior Meeting
4. **Presentation(s)**
 - A. Ario Benabe, STEM Educator, South Bronx Community Charter H.S.**
Aura Cely, Lead Primary Montessori Guide
Maryanne Kiley, New Site Development, Wildflower Foundation

Topic: Discuss Wildflower Schools desire to build a public Montessori Education Charter School serving children age 3 to 6th grade – REQUESTING LETTER OF SUPPORT
5. **Old Business/New Business**
6. Adjournment

Nearly all men can stand adversity, but if you want to test a man's character, give him power."
-Abraham Lincoln

EXECUTIVE OFFICERS

Rev. Dr. Bruce Rivera 1 st Vice-Chairperson	Linda Kemp 2 nd Vice-Chairperson	Rev. Idus A. Nunn, Jr. Secretary	Kathy Johnson-Morris Treasurer	Rita Jones Sgt.-at-Arms/Parliamentarian
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**The City of New York
Bronx Community Board Three**

1058 Boston Place, Bronx, NY 10468
Telephone No. (718) 274-6884 - Fax No. (718) 274-6158
E-Mail Address: cb3@nyc.gov

City	Government Agency
State	Agency or Office
County	Agency or Office

RIKEN RAZ, JR.
BRONX BOARD(3) PRESIDENT

GLORIA ALSTON
CHAIRPERSON

JOHN W. DEBLEY
DISTRICT MANAGER

PRESENTATION REQUEST FORM

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Name(s), Title(s) and Organization(s): (i.e.: Alvin Dool, President, PEX Corporation)

Maria Berabe, STEM Educator, South Bronx Community Charter H.S
Aura Cely, Lead Primary Montessori Guide
Maryann Kiley, New Site Development, Wildflower Foundation

Contact Telephone Number, Fax Number & E-Mail Address: (i.e.: 212-555-5555 Work - 212-555-5555 Fax - example@nyc.gov)

[Redacted contact information]

Please provide a written summary when requesting a Support Letter (i.e.: Sponsor(s)/Developer, Program (City, State, Fed), Project Name, Block/Lot, Unit Breakdown, Homeless/Low Income/Mod. Income/Other Special Needs/Commercial/Retail Site Description by Retail Type, Total Units, Community Space)

Wildflower Schools

We are seeking to build a public Montessori education Charter School serving children from the age of 3 until they get to 6th grade.

This school will have an education centered around intrinsic motivation, social responsibility, autonomy, academic preparation and creativity and originality of thought for children.

*Requesting a Support Letter? Yes No

(Written Summary/Materials are Requested: Development Fees, Project Location, Financing, Zoning Flexibility & Other Costs, etc.)

Please fax the completed "Presentation Request Form" to Bronx Community Board Three, after which an Agenda will be added to your presentation.

EXECUTIVE OFFICER
 For: Board Chair / Vice-Chairman / President / Secretary / Treasurer / Other

3 attachments

-  **Wildflower Schools Information .pdf**
1067K
-  **Proposal to Bronx Community Board 3.pdf**
141K
-  **Wildflower Schools Presentation.pdf**
9184K

Dudley, John (CB) <jdudley@cb.nyc.gov>

Wed, Apr 18, 2018 at 1:06 PM

To: Mario Benabe [REDACTED]

Thank you Mr. Benabe. See you tomorrow.

John Dudley

District Manager

From: Mario Benabe [REDACTED]

Sent: Wednesday, April 18, 2018 12:41 PM

To: Ritter, Etta (CB); Dudley, John (CB); [REDACTED]

Subject: Re: EDUCATION COMMITTEE AGENDA

[Quoted text hidden]

Mario Benabe [REDACTED]

5:10 PM

To: "Dudley, John (CB)" [REDACTED], "Ritter, Etta (CB)" [REDACTED]

Good Evening Bronx Community Board 3,

Thank you again for meeting with us at Wildflower Schools. I truly appreciated the feedback you all gave on our model. The Bronx Community Board 3's voice is so important within what we are building for our community. Truly was an honor knowing that the committee is in favor of supporting Wildflower Schools' proposal for a Prek3 through 6th grade program in in Community School District 9. I cannot how humble it feels knowing that the Bronx Community Board 3 with write us a letter of support.

As we continue to build this work within our community we do look for you all for guidance. As a community body, you all mean so much to development and growth of our community. I am looking forward to continuing our dialogue in the near future.

Thank you for time and commitment to our community,

Mario Benabe

[Quoted text hidden]



Mario Benabe [REDACTED]

Formal Presentation Request for Wildflower School | Education Committee

9 messages

Mario Benabe [REDACTED]

Wed, Feb 7, 2018 at 1:17 PM

To: [REDACTED], Maryanne Kiley <[REDACTED]>

Dear Bronx Community Board 3,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. I am also currently the Bronx Borough President Appointee to the Community Education Council District 9. As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to my community that I will always engage in centering a type of education that is community-driven and innovated for our children. I wanted to send out to the Community Board 3 an initial request for a formal presentation regarding a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission.

After careful research in child development, I have come to understand the need for a micro (8-24 student) shopfront public Montessori education serving children from the ages [3 - 6]. A shopfront school is essentially the idea of co-locating with neighborhood businesses/buildings. Visually, a shopfront school is designed to bring a beautiful aesthetic to our neighborhoods by centering one micro-school between the local bodega and a barbershop or looking into areas that have a rich natural green-area, like a park because we center nature in our educational model of taking care of nature, and out land. Children will learn to garden, and harvest food for our community.



[Example: This is a current Shopfront micro school for primary children, ages 3 - 6]

Studies have demonstrated that children educated within a Montessori system are more advanced in their ability to solve problems and express themselves. Below you will find other outcomes embedded within the Montessori education:

Intrinsic Motivation: Children who go through Montessori tend to develop an innate desire to engage in an activity for enjoyment and satisfaction.

Creativity and Originality of Thoughts: While Montessori students are typically confident about their own knowledge and skill, they do respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

Social Responsibility: Montessori children tend to be quite aware that their words and actions impact the welfare of others. They normally are great leaders and team players, making positive contributions to their community.

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further and apply themselves to increasingly challenging materials across various academic disciplines. They learn how to integrate new concepts, analyze data, and think critically.

We would be willing to provide the Community Board 3 Education Committee with a formal presentation in March if there is open availability. If there is anything you need from our end we will be glad to provide you all with any material/document you need.

Again, we thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree](#) | [Obama Administration](#)

[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

Mario Benabe [REDACTED]

Wed, Feb 7, 2018 at 1:25 PM

To: [REDACTED] [Marianne Kiley](#) [REDACTED]

Dear Bronx Community Board 4,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. I am also currently the Bronx Borough President Appointee to the Community Education Council District 9. As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to my community that I will always engage in centering a type of education that is community-driven and innovated for our children. I wanted to send out to the Community Board 4 an initial request for a formal presentation regarding a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission.

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Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

Ritter, Etta (CB) [REDACTED]

Wed, Feb 7, 2018 at 1:28 PM

To: Mario Benabe [REDACTED]

Bronx Community Board Three is in receipt of your request to make a presentation at the Education Committee. The Education Committee meets on the third Thursday of the month at 9:00am, excluding the months of July and August at Bronx Community Board Three, located at 1426 Boston Road. Please note that due to a conflict in scheduling the Education Committee meeting will not be held in the month of March 2018.

I have attached a "Presentation Request Form", please complete and forward back to me via e-mail or fax. Upon receipt of your completed Presentation Request Form you will be informed when you will be scheduled to make your presentation.

Thank you for your time and attention to this matter.

Etta Ritter

PAA, Level III

Bronx Community Board Three

1426 Boston Road, Ground Fl.

Bronx, NY 10456

7 [REDACTED]

If I can help one somebody my work will not be in vain

From: Mario Benabe [REDACTED]
Sent: Wednesday, February 07, 2018 2:17 PM
To: Ritter, Etta (CB); Maryanne Kiley
Subject: Formal Presentation Request for Wildflower School | Education Committee

[Quoted text hidden]

 **DOC001.PDF**
60K

BX04, BX04 (CB) [REDACTED]
To: Mario Benabe [REDACTED]

Thu, Feb 8, 2018 at 3:41 PM

Please complete and return the attached Presentation Request form, so that we may place you on the Youth Services & Education Committee meeting agenda. Thank you

Community Board Four
1650 Selwyn Avenue, Suite 11A
Bronx, New York 10457
[REDACTED]

The Capital District
MT. Eden, Highbridge, East Concourse, West Concourse and Concourse Village sections of the Bronx.
www.
[Follow us on Instagram: communityboardfour](#)

From: Mario Benabe [REDACTED]
Sent: Wednesday, February 07, 2018 2:25 PM
To: BX04, BX04 (CB); Maryanne Kiley
Subject: Formal Presentation Request for Wildflower School | Education Committee

[Quoted text hidden]

 **CB4_Presentation Request_Form.docx**
20K

Dudley, John (CB) [REDACTED]
To: [REDACTED]
Cc: "Ritter, Etta (CB)" [REDACTED] "Dudley, John (CB)" [REDACTED]
[REDACTED]

Tue, Feb 13, 2018 at 11:26 AM

Hello Mr. Benabe,

In follow up to our discussion today, please forward me the completed presentation request form and any preliminary supporting documentation for your presentation before the Bronx CB 3 Education and Consumer Affairs committee, which will be scheduled on April 19, 2018. The meeting will be held at 9am at the office of Bronx Community Board Three, 1426 Boston Road, Bronx, NY 10456 (corner of Prospect Avenue).

Thank you.

John Dudley

District Manager

Bronx Community Board Three

1426 Boston Road

Bronx, NY 10456



From: Ritter, Etta (CB)

Sent: Wednesday, February 07, 2018 2:28 PM

To: Mario Benabe

[Quoted text hidden]

[Quoted text hidden]

 **DOC001.PDF**
60K

Mario Benabe

Fri, Feb 16, 2018 at 3:14 PM

To: "Dudley, John (C)"
Cc: "Ritter, Etta (CB)"



Hi John,

Thank you again for reaching out to me regarding scheduling the meeting with the education committee. Below I have attached the presentation request form, and information regarding wildflower schools.

Paz y Solidaridad,

Mario Benabe
STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
White House Honoree | Obama Administration
Bronx Borough President | Community Education Council District 9 Appointee
Email: 
Website: www.mariobenabe.com
Phone: 

[Quoted text hidden]

4 attachments

 **NYC Bronx Community BoardThree Presentation Request Form.pdf**
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 **Wildflower Information.pdf**
61K

 **The Wildflower School Principles.pdf**
145K

 **TheWildflowerSchool.pptx (3).pdf**
2254K

Mario Benabe [REDACTED]

Fri, Mar 2, 2018 at 2:10 PM

To: "BX04, BX04 (CB)" [REDACTED]

Good Afternoon Community Board Four,

I wanted to follow up with The Community Board to see if you have received our presentation request form, along with the supporting documents. If you would like for me to resend the information, please let me know and I will humbly send the information over your way.

Thank you,

Mario Benabe

On Fri, Feb 16, 2018 at 4:21 PM, Mario Benabe [REDACTED] wrote:

Hi Bronx Community Board Four,

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Paz y Solidaridad,

[Quoted text hidden]

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Fri, Mar 2, 2018 at 2:19 PM

To: Mario Benabe [REDACTED]

We have not received your Presentation Request form. Please see a blank form attached for you to complete and return back to us. Thank you

Community Board Four
1650 Selwyn Avenue, Suite 11A
Bronx, New York 10457
718 299-0800

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MT. Eden, Highbridge, East Concourse, West Concourse and Concourse Village sections of the Bronx.
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From: Mario Benabe [REDACTED]

Sent: Friday, March 02, 2018 3:10 PM

To: BX04, BX04 (CB)

Subject: Re: Formal Presentation Request for Wildflower School | Education Committee

[Quoted text hidden]

 **CB4_Presentation Request_Form.docx**
20K

Mario Benabe [REDACTED]

Fri, Mar 2, 2018 at 2:49 PM

To: "BX04, BX04 (CB)" <

Good Afternoon Community Board Four,

Thank you again for reaching back out to us regarding the presentation request form. Below I have attached the material, and supporting information regarding wildflower schools.

[Quoted text hidden]

4 attachments



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Mario Benabe [REDACTED]

Requesting Meeting | Wildflower Schools

5 messages

Mario Benabe [REDACTED]

Mon, Mar 12, 2018 at 2:09 PM

To: "Dudley, John (CB)" <[REDACTED]>

Good Morning John,

We recently met with with Abe Fernandez from South Bronx Rising Together and he informed us that you had availability to meet with us on March 20th, around 11AM. We would love to be able to meet with you to share more about Wildflower Schools and get your perspective around the community's needs for education, and simply to share our stories. Is there a location that works best for you?

Thank you,

Mario Benabe

Dudley, John (CB) [REDACTED]

Tue, Mar 13, 2018 at 3:10 PM

To: Mario Benabe [REDACTED]

Cc: "Dudley, John (CB)" [REDACTED]

Meeting is confirmed for March 20th at 11am. We can meet at the board office, [1426 Boston Road, Bronx, NY](#) (near Prospect Avenue). Please advise Abe. I look forward to seeing you both.

JD

From: Mario Benabe [REDACTED]**Sent:** Monday, March 12, 2018 3:09 PM**To:** Dudley, John (CB)**Subject:** Requesting Meeting | Wildflower Schools

[Quoted text hidden]

Mario Benabe [REDACTED]

Sun, Mar 18, 2018 at 8:46 PM

To: "Dudley, John (CB)" [REDACTED]

Hi John,

I just want to confirm that the meeting will be on Tuesday March 20th at 11am at the Board Office. We are really excited to be able to connect and share a little bit more on Wildflower Schools.

[Quoted text hidden]

Dudley, John (CB) [REDACTED]

Mon, Mar 19, 2018 at 2:21 PM

To: Mario Benabe [REDACTED]

Hello Mario,

See you tomorrow 11AM at the board office - [1426 Boston Road, Bronx, NY](#) , near Prospect Avenue.



Mario Benabe [REDACTED]

Formal Presentation Request for Wildflower School | Education Committee

9 messages

Mario Benabe [REDACTED]

Wed, Feb 7, 2018 at 1:17 PM

To: [REDACTED] Maryanne Kiley [REDACTED]

Dear Bronx Community Board 3,

My name is Mario Benabe, a STEM Educator at the South Bronx Community Charter H.S. located inside of Boricua College. I am also currently the Bronx Borough President Appointee to the Community Education Council District 9. As a native-bronx-born resident of the Gouverneur Morris Public Housing complex I have pledged to my community that I will always engage in centering a type of education that is community-driven and innovated for our children. I wanted to send out to the Community Board 3 an initial request for a formal presentation regarding a potential type of public school education I am working to bring to our community with Wildflower Foundation through a SUNY charter school submission.

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Again, we thank you for your time and commitment to our community.

Mario Benabe

STE(A)M Educator | Do The Right Thing Pedagogy

South Bronx Community Charter H.S.

[White House Honoree](#) | [Obama Administration](#)

[Bronx Borough President](#) | [Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

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Wed, Feb 7, 2018 at 1:25 PM

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[White House Honoree | Obama Administration](#)

[Bronx Borough President | Community Education Council District 9 Appointee](#)

Email: [REDACTED]

Website: www.mariobenabe.com

Phone: [REDACTED]

Ritter, Etta (CB) [REDACTED]

Wed, Feb 7, 2018 at 1:28 PM

To: Mario Benabe [REDACTED]

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Thank you for your time and attention to this matter.

Etta Ritter

PAA, Level III

Bronx Community Board Three

1426 Boston Road, Ground Fl.

Bronx, NY 10456

[REDACTED]

If I can help one somebody my work will not be in vain

From: Mario Benabe [REDACTED]
Sent: Wednesday, February 07, 2018 2:17 PM
To: Ritter, Etta (CB); Maryanne Kiley
Subject: Formal Presentation Request for Wildflower School | Education Committee

[Quoted text hidden]

 **DOC001.PDF**
60K

BX04, BX04 (CB) <BX04@cb.nyc.gov>
To: Mario Benabe [REDACTED]

Thu, Feb 8, 2018 at 3:41 PM

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Community Board Four
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Sent: Wednesday, February 07, 2018 2:25 PM
To: BX04, BX04 (CB); Maryanne Kiley
Subject: Formal Presentation Request for Wildflower School | Education Committee

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Dudley, John (CB) [REDACTED]
To: [REDACTED]
Cc: "Ritter, Etta (CB)" [REDACTED] "Dudley, John (CB)" [REDACTED]

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Thank you.

John Dudley

District Manager

Bronx Community Board Three

1426 Boston Road

Bronx, NY 10456



From: Ritter, Etta (CB)

Sent: Wednesday, February 07, 2018 2:28 PM

To: Mario Benabe

[Quoted text hidden]

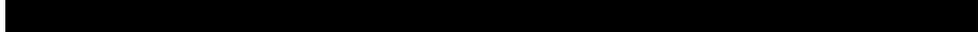
[Quoted text hidden]

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Mario Benabe 

Fri, Feb 16, 2018 at 3:14 PM

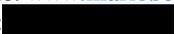
To: "Dudley, John (CB)" 

Cc: "Ritter, Etta (CB)" 

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STE(A)M Educator | Do The Right Thing Pedagogy
South Bronx Community Charter H.S.
White House Honoree | Obama Administration
Bronx Borough President | Community Education Council District 9 Appointee
Email: 
Website: www.mariobenabe.com
Phone: 

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4 attachments

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 **TheWildflowerSchool.pptx (3).pdf**
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Mario Benabe [REDACTED]
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Fri, Mar 2, 2018 at 2:10 PM

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Thank you,

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Bronx, New York 10457
[REDACTED]

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[Follow us on Instagram: communityboardfour](#)

From: Mario Benabe [REDACTED]
Sent: Friday, March 02, 2018 3:10 PM
To: BX04, BX04 (CB)
Subject: Re: Formal Presentation Request for Wildflower School | Education Committee

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Wildflower Information.pdf
61K



Mario Benabe [REDACTED]

Youth & Education Committee agenda

2 messages

BX04, BX04 (CB) [REDACTED]

Wed, Mar 21, 2018 at 12:59 PM

To: "Philps, Paul" <[REDACTED]>

Cc: [REDACTED]

Please see the attached Youth & Education committee agenda for meeting scheduled for tomorrow, March 22, 2018.

Please note change of meeting location: District Office, 1650 Selwyn Avenue, Suite 11A

Thank you,

Lynne Thompson

Community Board Four
1650 Selwyn Avenue, Suite 11A
Bronx, New York 10457
[REDACTED]

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www.

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 **Youth & Education.Mar2018.doc**
33K

Mario Benabe [REDACTED]

Mon, Apr 9, 2018 at 1:07 PM

To: "BX04, BX04 (CB)" [REDACTED]

Good Afternoon Bronx Community Board 4,

I am responding in this email to send over an item Elizabeth requested me to send over to CB4. Below you will find the address for Wildflower Schools NY. In addition I have included the 2-pager information on Wildflower Schools NY, and my extended proposal letter to the education committee of the Bronx Community Board 4.

Wildflower Schools NY
507 Weiher Ct.,
Bronx, NY, 10456

Thank you again for agreeing to support Wildflower Schools NY.

Paz y Solidaridad,

Mario Benabe

The City of New York
Bronx Community Board Four
General Board Meeting
Held on Tuesday, MARCH 27, 2018
BRONX MUSUEM OF THE ARTS
1040 Grand Concourse & East 165th Street
Ms. Kathleen Saunders, Chair, Presiding

MEMBERS PRESENT:

Ms. Ramatu Ahmed, Mr. John Howard Algarin, Mr. Rolando Aviles, Ms. Beverly Bond, Mr. Jason Caraballo, Mr. Maynard Charles, Ms. Rossmery Dais, Ms. Brenda Dawson, Mr. Gregory A. Delts, Mr. Robert Garmendiz, Ms. Frances Hudson-Marrow, Ms. Marissa Jackson, Ms. Nurys Laureano, Mr. Mohammed Mardah, Ms. Marie McCullough, Bishop Earl McKay, Ms. Connie Morales, Ms. Jodi Morales, Mr. Ebrahim Dawda Ndure, Mr. Barry Nissen, Ms. Zonia Ortiz, Ms. Sherrise Palomino, Ms. Martha Reyes, Ms. Yohanny Rincon, Mr. Jimmy Rivera, Mr. George T. Robinson, Sr., Ms. Lilliam Rosa, Ms. Genny Sanchez, Ms. Kathleen Saunders, Mr. Avery Smith, Mr. Jackson Strong, Dr. Grace Zarate.

MEMBERS EXCUSED:

Ms. Naimah Bilal, Mr. Spencer Edwards, Ms. Ariane Garcia, Mr. Walter Harris, Ms. Mildred James, Mr. Leandro Monzon.

MEMBERS ABSENT:

Mr. John Fielder, Mr. Jamal Patrick, Ms. Teresa Wright.

STAFF:

Mr. Paul Philips, District Manager

Ms. Lynne Thompson, Administrative Assistant

Ms. Elizabeth Gonzalez-Rodriguez, Senior Secretary

ELECTED OFFICIALS:

Mr. Joshua Cortes, representing Mayor Bill de Blasio

Mr. Antirson Ortiz, representing NYC Comptroller Scott Stringer

Ms. Bharati Kemraj, representing Bronx Borough President Ruben Diaz, Jr.

Mr. Terell Brock, representing NYS Senator Jose M. Serrano

Ms. Karim Arab, representing NYS Assemblywoman Latoya Joyner

Mr. Yaz Duante, representing NYS Assemblyman Michael Blake

Ms. Gloria Cruz, representing NYC Councilwoman Diana Ayala

Hon. Vanessa Gibson, New York City council 16th District

Ms. Stacy Strong, representing NYC Councilwoman Vanessa Gibson

GUEST PRESENT:

Mario Renabe-Wildflower Schools, Detective Roberto Oviedo-NYPD 44th Precinct, Rekha Seepersad-Post Graduate Center for Mental Health, Patricia Edmiston-Tai Chi Healing Arts, Benilda Rosario-Resident, Theresa Doherty-Center for Faith, Thomas P. Glacken-Glacken's Bar & Grill, Thomas F. Glacken-Glacken's Bar & Grill, Yolanda Frederds-CRF Cluster Model Program, Karla Granado-NYC Department of Health & Mental Hygiene, Alfredo Angueira-Bronx Drafthouse, Lon Wilson-NY Walker Club, Ariel Pineda-Resident, Ivette Melendez,MSW,CASDC-Success Counseling Services, Trena Aunders-Resident, Allison Palmer-New Settlement, Kevin Woodhouse-Concourse Village, Evelyn Rivera-President 11 West 172 Street Tenants Association, Myrna Phillips-Resident, Jacqueline Calderon-Hudson Housing, William Pena-BPHN, Tiffanie Darch-BronxWorks, Vivian E. Garcia-Lincoln Hopsital, Tamara Mayfield-Volunteers of America, David Rosas-Father& Families Coalition of America, Rosie Pettway-Resident, Enrique Colon-CASA, Candida A. Bido-Bronx Neighborhood Health Action Center, Micah O. Hasegana-Executive Towers, Demetrius Pipclin-Executive Towers, Ecroni Beckett-Executive Towers, Cheryl Thomas.

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Presentation: Center for Health Equity, The Bronx Neighborhood Health Action Center, NYC Department of Health and Mental Hygiene. – Karla Granado

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44th Precinct Report by Detective Oviedo

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Report by Local Elected Officials or their representatives.!

NYS Senator Jose M. Serrano represented by Terrell Brock!

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Assemblywoman Latoya Joyner represented by Karim Arab!

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Office of Mayor Bill de Blasio represented by Joshua Cortes!

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Councilmember Vanessa L. Gibson

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Comptroller Scott M. Stringer represented by Antirson Ortiz

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Announcements:

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*Meeting adjourned at 8:33 PM.
Prepared and submitted by Ms. L. Rosa.*

Bronx Community Board Four Presentation Request

Please complete the form below and return to the Community Board Four Office

1. Name of Organization/Agency: Wildflower Schools
2. Name of Presenter: Maria Benabe, Aara Cely, Maryunna Kiley

3. Description of Project (Please include an overview of the proposed project. Include location, schedule/timeline for implementation. Attach electronic version of presentation with the form)

Wildflower Schools is proposing to build a public Montessori education Centered around intrinsic motivation, social responsibility, autonomy, academic preparation, creativity and originality of thought for children ages 3-12. This will be a mixed [30-40] children, one-room school/hop-front design. The site will be divided among mixed-age groups [3-6, 6-9, and 9-12]. This will offer an opportunity to have three separate school embedded within the Merricktown

4. Total Budget: and Concourse Village area -
↳ \$ 500k in seed funding to launch (Securing and preparing the site, teacher train
5. Funding: if the project is receiving public funding please include level of subsidy. (City, State and Federal) and suppl

City - Park reform
State - Public charter
Federal - ESP Grant

6. Proposed Date for Presentation:

We propose to meet with the Education Committee starting during the month of March or May.

7. Has this project been presented to the Community Board previously? (If so please indicate date and whether it was presented to the Full Board or Committee.)

N/A

8. Required Action by Community Board (Please Check All That Apply)

- Letter of Support
- Uniform Land Use Review Procedure (ULURP)
- Informational Interest
- Other _____

Send Form to:

Subject Line: Presentation Request

Please attach copy of your presentation.

[Quoted text hidden]

2 attachments



Wildflower Schools Information .pdf

1067K



Proposal to the Bronx Community Board 4.pdf

138K

Take care.

John Dudley

From: Mario Benabe [REDACTED]
Sent: Sunday, March 18, 2018 9:46 PM
To: Dudley, John (CB)
Subject: Re: Requesting Meeting | Wildflower Schools

[Quoted text hidden]

Mario Benabe [REDACTED]
To: "Dudley, John (CB)" [REDACTED]

Mon, Mar 19, 2018 at 5:24 PM

Hi John,

Looking forward to our meeting. See you tomorrow.

Sent from my iPhone

[Quoted text hidden]



AGENDA

Business & Calendar Meeting

Date: Tuesday, March 20, 2018

Location: P.S. 274 275 Harlem River Park Bridge, Bronx, NY 10453

Business Session: 5:30 PM – 5:50 PM / **Calendar Session:** 6:00 PM – 8:45 PM

Business Session / Special Meeting 5:50 PM

1. Call to order.
2. Roll Call.
3. Budget.
4. Plan agenda for next month.
5. Adjournment.



Calendar Session: 6:10 PM

1. Call to Order and Roll Call
2. Welcome Parents & Staff of P.S. 274 – Host: **Principal Pepe Gutierrez**
3. Presentation – The Wildflower Foundation
4. Report of the Community Superintendent – **Leticia Rosario**
5. President Report – **Marilyn Espada**
6. Treasury Report – **Latisha Ojo**
7. **Announcements:** Assemblywoman Latoya Joyner at her 4th Annual Women History Wellness/Art Contest which is scheduled for this Saturday, March 24, 2018 from 11:00-3:00pm at PS 126-Dr. Marjorie H. Dunbar School 174 West 166 Street, Bronx, New York 10452.
8. **Public Agenda Session - Anyone wishing to speak during the Open Discussion period must sign the Speakers' List sheet on the front table prior to the start of the meeting. You will be allowed up to three minutes to speak. Please keep in mind what you want the council to do and clearly address the topic.**
9. Adjournment

Next Community Education Council Meeting			
2017		2018	
Tuesday, July 18, 2017	P.S. 294	Tuesday, January 16, 2018	P.S. 449
Tuesday, August 15, 2017	Pre-K 582	Tuesday, February 27, 2018	M.S. 22
Tuesday, September 19, 2017	P.S. 555	Tuesday, March 20, 2018	P.S. 274
Tuesday, October 17, 2017	M.S. 328	Tuesday, April 17, 2018	P.S. 236
Tuesday, November 21, 2017	M.S. 361	Tuesday, May 15, 2018	P.S. 42
Tuesday, December 19, 2017	M.S. 215/ KAPPA	Tuesday, June 19, 2018	P.S. 53

THE DATES AND TIMES ARE SUSCEPTIBLE TO CHANGE. ALL INTERESTED SHOULD CONFIRM BY CONTACTING OUR OFFICE AT (718) 579-7141.



Mario Benabe [REDACTED]

Wildflower School

7 messages

Diaz Calvin [REDACTED]

Tue, Mar 20, 2018 at 8:00 PM

To: [REDACTED]
Cc: [REDACTED]

Hello Mario,

Can you please provide me with the Wildflower School PowerPoint so that we have it for our records.

Thank you.

Best,

Calvin J. Diaz
Administrative Assistant
Community Education Council District 9
1245 Washington Avenue, Suite 106

[REDACTED]
Alt Email: District9CEC@gmail.com

LEGAL NOTICE: Unless expressly stated otherwise, this message is confidential. It is intended for the addressee(s) only. Forwarding of this e-mail to anyone else is unauthorized without express written permission. If you are not an addressee, any disclosure or copying of the contents of this e-mail or any action taken (or not taken) in reliance on it is unauthorized. If you are not an addressee, please inform the sender immediately.

Mario Benabe [REDACTED]

Fri, Mar 23, 2018 at 8:55 PM

To: Diaz Calvi [REDACTED]
Cc: "mespadacec9@gmail.com" [REDACTED]

Good Evening Calvin,

Thank you again for requesting the presentation for Wildflower Schools. Sorry for the short delay, we just presented in front of the Bronx Community Board 4 and the education committee voted in favor of writing up a support letter for Wildflower Schools. Below I have successfully attached the presentation. In addition to sending the presentation off to you, and the council, I know we tabled the vote to have a follow up meeting with the council at the District Office in early April. Can you initiate the time and date for this meeting so that we can move forward on this matter. I have open availability, and can also communicate my schedule with you if that helps.

Thank you,

Mario Benabe
[Quoted text hidden]

 **Do The Right Thing Pedagogy_ Wildflower Schools.pdf**
9225K**Mario Benabe** [REDACTED]

Sun, Mar 25, 2018 at 3:53 PM

To: Diaz Calvin [REDACTED]
Cc: [REDACTED]

Good Afternoon Calvin,

As I map out my schedule for early April I am looking at two possible dates, do you think it is possible to potentially set up a meeting for April 5th, 2018 before 12PM or after 3PM? or April 6th, 2018 after 12PM because I have a meeting with State Assemblyman Michael A. Blake that morning.

Looking forward to seeing if this comes together.

Thank you,

Mario Benabe
[Quoted text hidden]

Diaz Calvin [REDACTED]

Mon, Mar 26, 2018 at 3:45 PM

To: Mario Ben [REDACTED]

Cc: "[REDACTED]"

Hello Mario,

Are there any other tentative dates for you to have this meeting at the CEC Office, only because some of the families do spend time with their children when school is not in session and they are not going want to come to the this site with their children for a meeting.

Let me know how you would like for me to proceed. I can shoot out the email as soon as I get a response from you and schedule you for a meeting.

Best,

Calvin J. Diaz

Administrative Assistant
Community Education Council District 9
[1245 Washington Avenue, Suite 106](#)
Bronx, NY [10456](#)

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From: Mario Benabe [REDACTED]
Sent: Sunday, March 25, 2018 4:53:06 PM
To: Diaz Calvin
Cc: [REDACTED]
Subject: Re: Wildflower School

[Quoted text hidden]

Mario Benabe [REDACTED]

Tue, Mar 27, 2018 at 10:19 AM

To: Diaz Calvi [REDACTED]

Cc: [REDACTED]

Hi Calvin,

Thank you again for the update, how about we secure a date between the 16th - 27th. Does the give the council a large enough window to secure a date?

[Quoted text hidden]

Diaz Calvin <[REDACTED]>

Tue, Mar 27, 2018 at 10:24 AM

To: Mario Benabe [REDACTED]

Cc: "[REDACTED]"

Good morning Mario,

We have our meeting on the 17th of April, I propose that you discuss this with the council members at the business session and you all can be present and agree on a date to meet at the CEC office (not to conduct official business) but agree to have a sit-down presentation.

Unless you want to schedule something during April 9 to April 16. Please advise how you would like to proceed.

Best,

Calvin J. Diaz

Administrative Assistant

Community Education Council District 9

[1245 Washington Avenue, Suite 106](#)

Bronx, NY 10456

Phone: [REDACTED]

Email: [REDACTED]

Alt Email: [REDACTED]

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From: Mario Benabe [REDACTED]

Sent: Tuesday, March 27, 2018 11:19:48 AM

[Quoted text hidden]

[Quoted text hidden]

Mario Benabe [REDACTED]

Sat, Mar 31, 2018 at 3:07 PM

To: Diaz Calvi [REDACTED]

Cc: [REDACTED]

Hi Calvin,

I accept your proposal to discuss this with the council members at the business session on April 17th, 2018 so that we can agree on a date to meet at the CEC office (not to conduct official business) but agree to have a sit-down presentation.

Thank you again,

Mario Benabe

[Quoted text hidden]

COMMUNITY EDUCATION COUNCIL

DISTRICT 9 - BRONX, NY



PHONE: (718) 579-7141 FAX: (718) 579-7141

AGENDA

Business & Calendar Meeting

Date: Tuesday, April 17, 2018**Location: P.S. 236 Langston Hughes 1871 Walton Avenue, Bronx, NY 10453****Business Session: 3:30 PM - 5:30 PM | Calendar Session: 6:00 PM - 8:45 PM****Business Session 3:30 PM**

1. Call to order
2. Roll Call
3. Withdrawal Notice - Maria Barrios (04/16/18)
4. Plan agenda for next month
5. Adjournment

**Calendar Session - 6:00 PM**

1. Call to Order and Roll Call
2. Welcome Parents & Staff of P.S. 236 - Host: Principal Afrina Talukdar
3. Report of the Community Superintendent - Claudy Mahabole, PLP (04/16/18)
4. Presentation: Coaching Leaders - Juan Nunez (04/16/18)
5. President Report - Marilyn Espada (04/16/18)
6. Treasury Report - Latisha Ojo (04/16/18)
7. Announcements
8. Public Agenda Session - **PLEASE ARRIVE 15 MINUTES BEFORE 6:00 PM TO REGISTER AND BE SEATED. CIVIL DISOBEDIENCE WILL NOT BE TOLERATED. THE AGENDA WILL BE AS FOLLOWS:**
 1. Presentation: Coaching Leaders - Juan Nunez (04/16/18)
 2. Presentation: Coaching Leaders - Juan Nunez (04/16/18)
 3. Presentation: Coaching Leaders - Juan Nunez (04/16/18)
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9. Adjournment

2017 Community Education Council Meetings

2017		2018	
Tuesday, July 18, 2017	P.S. 284	Tuesday, January 23, 2018	P.S. 401
Tuesday, August 15, 2017	Pre-K-5/85	Tuesday, February 27, 2018	P.S. 71
Tuesday, September 12, 2017	P.S. 253	Tuesday, March 28, 2018	P.S. 274
Tuesday, October 10, 2017	M.S. 328	Tuesday, April 17, 2018	P.S. 236
Tuesday, November 7, 2017	M.S. 141	Tuesday, May 15, 2018	P.S. 41
Tuesday, December 19, 2017	M.S. 125/KA/PS	Tuesday, June 19, 2018	P.S. 51

THE DATES AND TIMES ARE SUBJECTIVE TO CHANGE. ALL INTERESTED SHOULD CONFIRM BY CONTACTING OUR OFFICE AT (718) 579-7141.



Mario Benabe [REDACTED]

Wildflower Foundation | March 20th, 2018 CEC 9 Presentation

3 messages

Mario Benabe [REDACTED]

Tue, Mar 6, 2018 at 11:18 AM

To: Diaz Calvin [REDACTED]

Good Evening Calvin,

I wanted to send out this initial email to request some support around the procedure the organization that I've been supporting, and requested to be on the agenda for the March 20th meeting, should take before they present to CEC 9.

I wanted to know if they would have to submit a formal presentation request form, similar to what was requested by the Bronx Community Board 3 and 4 or another document they may have to potentially fill-out.

If the CEC 9 has one, could you send it over my way so that I can reach communicate with them. I can work towards sending you other supporting documents from them to include in our folders as well.

Thank you,

Mario Beaneb

Diaz Calvin <[REDACTED]>

Wed, Mar 14, 2018 at 3:46 PM

To: Mario Benabe [REDACTED]

Thank you Mario,

Please have information on the Wildflower Foundation and a proposal so that the CEC can vote and/or support this venture if the CEC votes in their favor. If I get information on them, I can print it out and have it ready in every council member's folder.

This item has been placed on the agenda for March 20, 2018.

Best,

Calvin J. Diaz

Administrative Assistant
Community Education Council District 9
[1245 Washington Avenue, Suite 106](#)
Bronx, NY [10456](#)

Phone: [REDACTED]

Email: [REDACTED]

Alt Email: [REDACTED]

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From: Mario Benabe [REDACTED]**Sent:** Tuesday, March 6, 2018 12:18:03 PM [REDACTED]

To: Diaz Calvin

Subject: Wildflower Foundation | March 20th, 2018 CEC 9 Presentation

[Quoted text hidden]

Mario Benabe [REDACTED]

Sun, Mar 18, 2018 at 10:03 PM

To: Diaz Calvin <[REDACTED]>

Hi Calvin,

Thank you again for reaching back out requesting these items. Below you will find the information on Wildflower Foundation. I am finalizing my requested proposal so that the CEC 9 can vote to support Wildflower Schools. I can have that for you before 12PM, March 19th, 2018.

[Quoted text hidden]



Wildflower Schools: New York

@WildflowerNewYork

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Services

Reviews

Shop

Offers

Photos

Videos

Posts

Events

About

Community

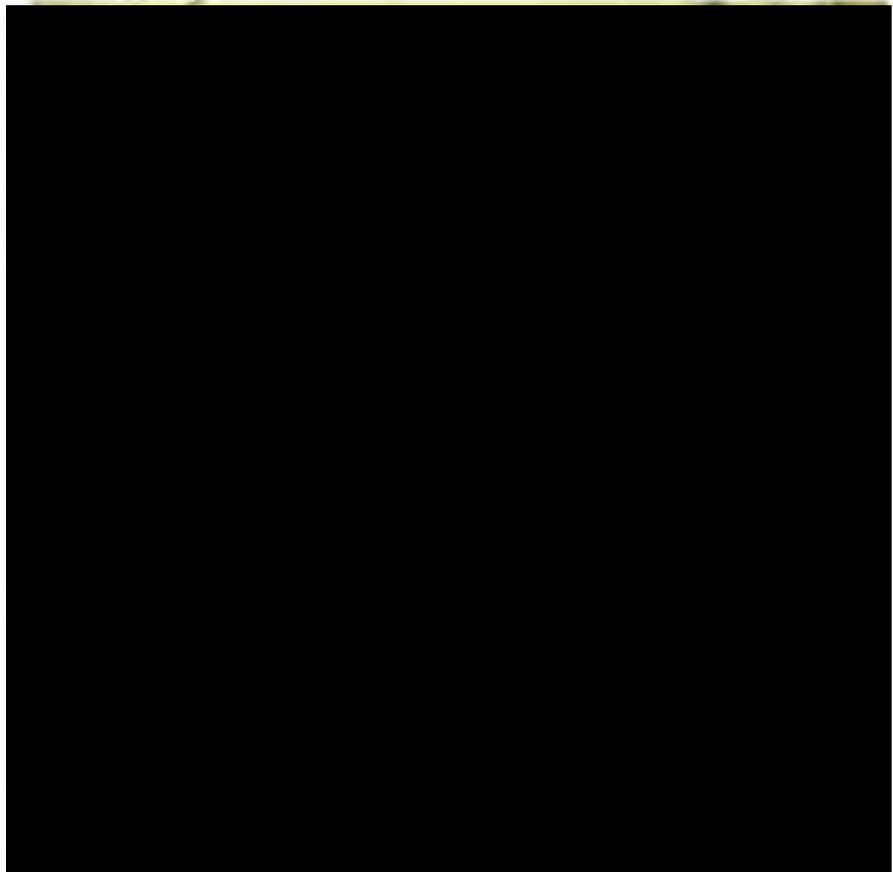
Like + Follow + Share ...



Wildflower Schools: New York added 2 new photos.

Published by Marianne Kley | March 21 at 6:28pm · 🌐

Why tell when you can show? Sharing Montesson materials in the Bronx last night.





Mario Benabe [REDACTED]

Wildflower Schools | Follow Up Meeting | Proposal for Letter of Support

Diaz Calvin [REDACTED]

Tue, Apr 24, 2018 at 1:45 PM

To: [REDACTED]

Josephine Ofili [REDACTED]

Carmen Lopez [REDACTED]

Greetings Council Members,

There will be a meeting at our office on Monday, April 30th - at 10:00 AM. Please REPLY to this email to confirm your attendance.

Mr. Benabe is calling forth a meeting with CEC 9 to discuss the Wildflower Schools. Below you will read more about the mission for this meeting;



Mario Benabe [REDACTED]

Wildflower School Presentation.

Diaz Calvin <[REDACTED]>

Mon, Apr 30, 2018 at 12:19 PM

To: [REDACTED]
Josephine Ofili [REDACTED]

Good afternoon Council Members,

This morning Mr. Benabe was scheduled to conduct a short presentation to the members who confirmed last week their attendance.

Due to circumstances that members could not attend this morning's informational session, Mr. Benabe has opted to give council members more alternative dates to hear the Wildflower School's presentation as each presentation is about 45 minutes long.

Please reply, if possible, with what date and time will work for you:

- TUESDAY
- **May 1st at 10:00 AM**
- May 1st at 11:00 AM

- WEDNESDAY
- **May 2nd 10:00 AM**
- May 2nd at 11:00 AM

- WEDNESDAY
- **May 9th 10:00 AM**
- May 9th at 11:00 AM

- THURSDAY
- **May 10th at 10:00 AM**
- May 10th at 11:00 AM

- FRIDAY
- **May 11th at 10:00 AM**
- May 11th at 11:00 AM

- MONDAY
- **May 14th at 10:00 AM**
- May 14th at 11:00 AM

The dates above are the times that Ms. Benabe is available to give these presentation, I have emphasized in bold lettering the 10 AM slot, as the earlier time available. Please respond to this email at your earliest convenience so that Mr. Benabe can adjust his schedule to present to CEC 9.

Best,

Calvin J. Diaz

Administrative Assistant

Community Education Council District 9

[1245 Washington Avenue, Suite 106](#)

Bronx, NY 10456

Email: [REDACTED]

Alt Email: [REDACTED]

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Mario Benabe [REDACTED]

Letter of Support | Wildflower Schools

Diaz Calvin <[REDACTED]>
To: Mario Benabe [REDACTED]

Tue, May 29, 2018 at 3:10 PM

Mario,

I am issuing you a draft letter without Ms. Espada's signature. Once I get it signed by her I can scan and send it to you. However I am not sure when she will be at the office and I hope that this can hold you until then.

Best,

Calvin J. Diaz
Administrative Assistant
Community Education Council District 9
1245 Washington Avenue, Suite 106
Bronx, NY 10456

[REDACTED]
Email: [REDACTED]
Alt Email: [REDACTED]

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From: Mario Benabe [REDACTED]
Sent: Tuesday, May 29, 2018 11:01:09 AM

[Quoted text hidden]

[Quoted text hidden]

 **Wildflower School.pdf**
548K

APPENDIX G

Communication with Bronx Parents





Mario Benabe [REDACTED]

Wildflower Schools in the Bronx | Supporting Documents for Support Letter

Mario Benabe [REDACTED]

Sun, Apr 29, 2018 at 7:14 PM

To: Barbara Crespo [REDACTED]

Cc: [REDACTED]

Mario Benabe [REDACTED]

6:55 PM (15 minutes ago)

to Jessica, mario.benabe

Hi Barbara,

Just wanted to follow up regarding the letter of support. As my deadline is coming to a close within the next several days [Sunday], I wanted to follow back up to see if you would be willing to still write me a letter of support for our SUNY CSI application for a PreK3 to 6th grade public Montessori program. Below you will find our finalized model. We have been able to gather support letters from South Bronx Rising Together, Bronx Community Board 3 and 4 and activist groups like BLMNY.

I hope to hear from you soon. Let me know if you would need assistance with Support Letter. Below I have attached the finalized model from Wildflower Schools NY.

On Wed, Feb 21, 2018 at 6:10 PM, Mario Benabe [REDACTED] wrote:

Good Evening Barbara Crespo,

Thank you again for expressing interest in supporting Wildflower Schools in the South Bronx. Below I have included language around Wildflower Schools that can support you as you develop your support letter. Included in the several attachments is a (1) one-page Wildflower School informational, (2) Wildflower Principles (3) Wildflower Powerpoint and (4) A document that contains an outline to write the support letter, sample letter from a parent, breakdown of the nine principles, Montessori education breakdown / benefits and language around the curriculum itself.

Please let me know if you need anything else from me, or if you have any other follow up questions.

Thank you,

Mario Benabe

**Wildflower Schools Information .pdf**

1067K



Mario Benabe [REDACTED]

Wildflower Schools in the Bronx | Supporting Documents for Support Letter

Mario Benabe [REDACTED]

Sun, Apr 29, 2018 at 6:55 PM

To: Jessica Bouret [REDACTED]

Cc: [REDACTED]

Hi Jessica,

Just wanted to follow up regarding the letter of support. As my deadline is coming to a close within the next several days [Sunday]. I wanted to follow back up to see if you would be willing to still write me a letter of support for our SUNY CSI application for a PreK3 to 6th grade public Montessori program. Below you will find our finalized model. We have been able to gather support letters from South Bronx Rising Together, Bronx Community Board 3 and 4 and activist groups like BLMNY.

I hope to hear from you soon. Let me know if you would need assistance with Support Letter. Below I have attached the finalized model from Wildflower Schools NY.

On Wed, Feb 21, 2018 at 5:49 PM, Mario Benabe [REDACTED] wrote:

Good Evening Jessica,

Thank you again for expressing interest in supporting our PreK - 6th grade Wildflower School in the South Bronx. Below I have included language around Wildflower Schools that can support you as you develop your support letter. Included in the several attachments is a (1) one-page Wildflower School informational, (2) Wildflower Principles (3) Wildflower Powerpoint and (4) A document that contains an outline to write the support letter, sample letter from a parent, breakdown of the nine principles, Montessori education breakdown / benefits and language around the curriculum itself as we spoke about before.

Please let me know if you need anything else from me, or if you have any other follow up questions.

Thank you,

Mario Benabe

 **Wildflower Schools Information .pdf**
1067K



Mario Benabe [REDACTED]

Follow up information | Wildflower School

Mario Benabe [REDACTED]

Sun, Feb 4, 2018 at 4:24 PM

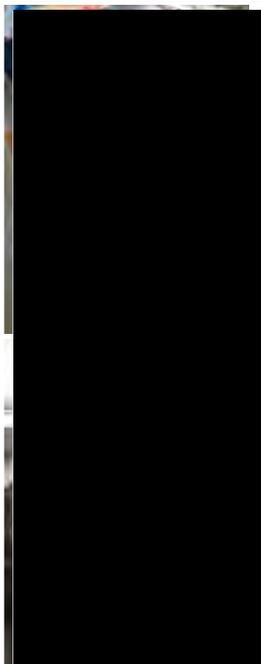
To: [REDACTED]

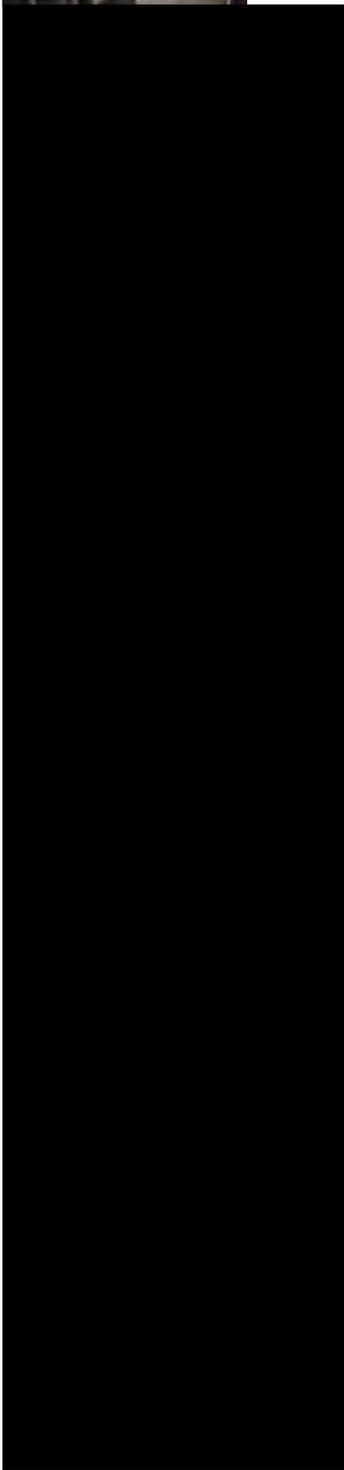
Bcc: Maryanne Kiley [REDACTED]

Good Afternoon Marlene,

I want to say thank you again for taking the time out of your day to meet with me about Wildflower. You have given me a lot of insight as a parent on the things you would want to see happening at a school that truly defines itself as having an innovation model that is truly centered around the child's needs. I truly appreciate your feedback, and willingness to share that this would be a powerful learning environment for your child. I am so grateful that you are willing to write a support letter for our Wildflower school in the Bronx. is important to us and our community.

As you requested, I will share with you several documents electronically about Wildflower to support you in your letter. In addition, as you mentioned, you wanted to see more images of the Montessori environment and examples of the Shopfront design. I have attached a few images below for your support, and the ppt presentation as a pdf file. Please let me know if you have any additional questions.





2 attachments



Wildflower Information.pdf

61K



TheWildflowerSchool.pptx (1).pdf

1974K



Mario Benabe [REDACTED]

Letter to support Wildflower

Marlene Rivera [REDACTED]
To: [REDACTED]

Mon, Feb 5, 2018 at 9:39 PM

Hey Mario,

Here you go as promised! Good luck with everything!

Best,
Marlene

 **Letter to support Wildflower.docx**
92K



Mario Benabe [REDACTED]

Program Design

Shane A. Tate [REDACTED]

Tue, Apr 17, 2018 at 10:21 AM

To: [REDACTED]

Hey Mario,

It was great speaking with you about your vision for the Montessori school! Congratulations again on the idea, process and support gathering phases!

Attached is the deck that describes the program I proposed for NYC DYCD and DOE's Summer Partnership RFP a few years back. DFOY implemented it at 6 locations in the city and has been implementing parts of it (Project Based Curriculum developed to accompany the model) despite not winning the award.

Note:"Dream Academy" referred to a special grouping for 8th graders that the RFP called for specifically. All other groups were either age band based or grade based based on the contract funder of each site.

**True View Program Design.pdf**

66K



Mario Benabe [REDACTED]

Wildflower Schools Letter of Support

Shane A. Tate [REDACTED]

Mon, Apr 30, 2018 at 4:51 AM

To: Mario Benabe [REDACTED]

Good morning Mario,

Take a look at this letter and let me know if it will serve your purposes. Congratulations and thank you for your commitment!

 **Wildflower Letter of Support.docx**
9K



Mario Benabe [REDACTED]

Re: Wildflower School | Parent Support Letter

Mario Benabe [REDACTED]

Sun, Apr 29, 2018 at 7:06 PM

To: Xochilth Cosme [REDACTED]

Hi Xochilth,

I am following up regarding the above email related to Wildflower School's proposal to the SUNY CSI. Since my previous email we have been able to receive strong letters of support from South Bronx Rising Together, the Bronx Community Boards' 3 and 4. After documenting the voices of parents, community members, teachers, and students we have reimagined our initial proposal to meet the needs of the community.

Below you will find the updated version of Wildflower Schools' model. This should support you in crafting the support letter.

Hope to hear from you soon. Again, thank you for your time and commitment to our community.

Mario Benabe

On Fri, Mar 2, 2018 at 10:50 AM, Mario Benabe [REDACTED] wrote:

Hi Xochilth,

Thank you again for your response, truly means a lot to me. There is a few things that I could send you to inform you on the school's model, and learning. We could potentially set up a call in which you could have your mom be a part of as well. The document is lengthy, and I know all our time as people is crucial. I would rather discuss them with you, and the family. Usually my conversations with families are around 45 minutes or less. If you feel like you all have the time, could you send me two possible dates and times.

Again, no rush okay.

Much respect,

Mario Benabe

On Tue, Feb 27, 2018 at 8:47 PM, Xochilth Cosme [REDACTED] wrote:

Hi Mario,

Thanks for the information. We are okay. We are already settled on a school for Mateo, but we can certainly schedule a meeting to learn more so that we can try to support you any way we can.

Let me know your availability.

Best,

On Mon, Feb 5, 2018 at 9:20 AM, Mario Benabe [REDACTED] wrote:

Hi Xochilth,

I'm sure you are probably a bit busy with work so I don't want to take up too much time. Firstly, how are you? The Family?

Secondly, I'm reaching out because I'm helping design a school for children ages (3-6) and it's a micro (10-24) children shopfront school. Shopfront school is like having a school between the local bodega and barbershop, where the school co locates with the neighborhood.

I thought of Mateo as a potential child for the school, but more importantly I'm looking to get parent support on the model. I would be happy to share about the school, and if you're interested in writing a short letter of support in

Spanish or English would be greatly appreciated.

Let me know if this is something you, or your mother would be interested in hearing about. As well as if you have the time to potentially write a parent support letter.

Thank you,

Mario Benabe

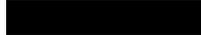
Sent from my iPhone

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XOCHILTH COSME

Operations Manager

HARLEM PREP HIGH SCHOOL



Work Hard. Go to College. Change the World!

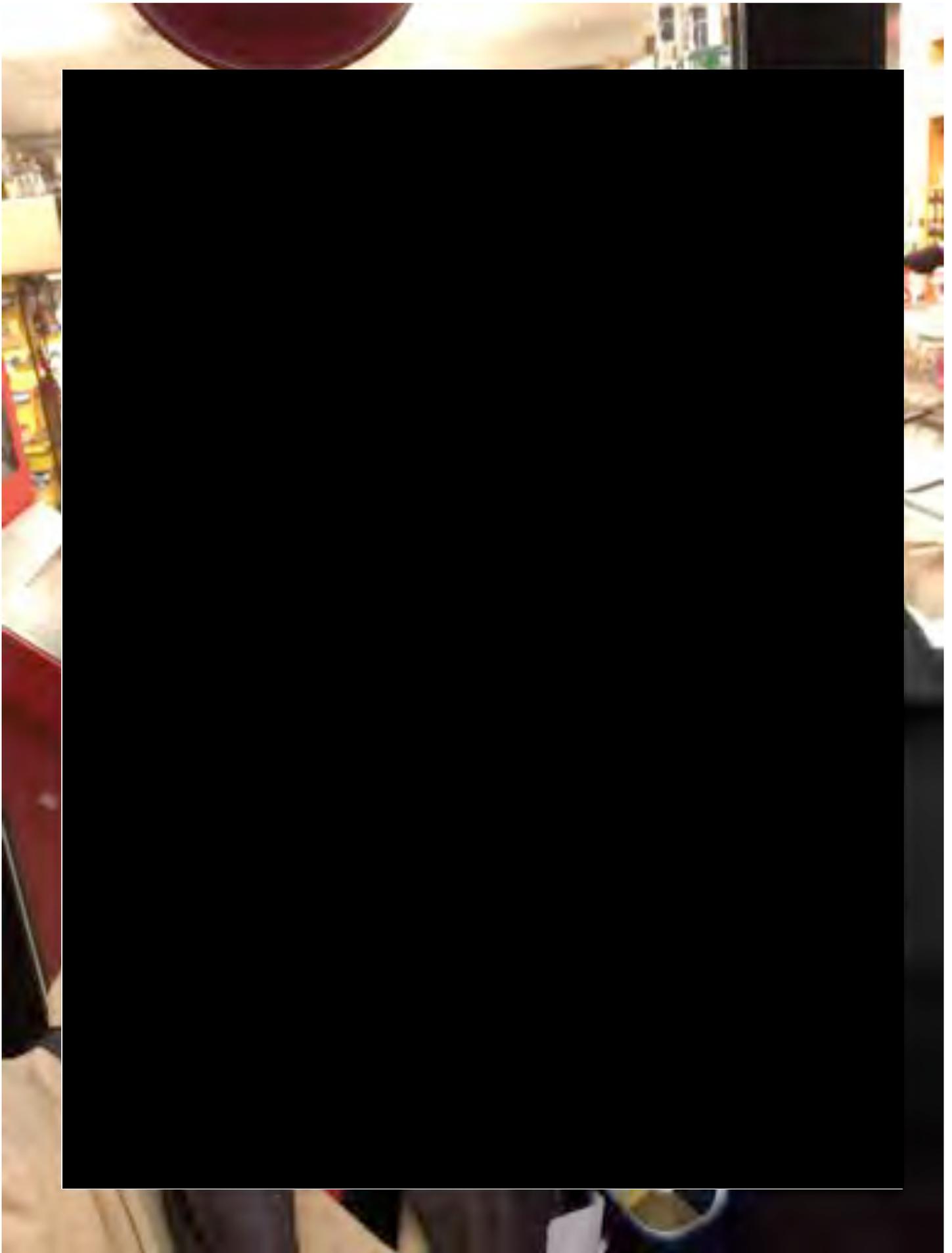
 **Wildflower Schools Information .pdf**
1067K

APPENDIX H

Information Session Flyers









Parent and Community Survey For Wildflower Schools New York

Dear Parents and Community members of CSD 9

As you recall, the Bronx Community Boards three and four voted in favor of supporting Wildflower Schools New York's teaching and learning model. As we finalize our application to SUNY CSE all feedback from the community is helpful in our design.

The scholars of Harlem Prep High School have volunteered their time to support Wildflower Schools New York facilitate parent and community surveying on **May 28th, 2018 between 10AM - 1PM.**

All community members interested in taking the survey please see map below for specific boundaries in CSD 9 where students will be positioned.

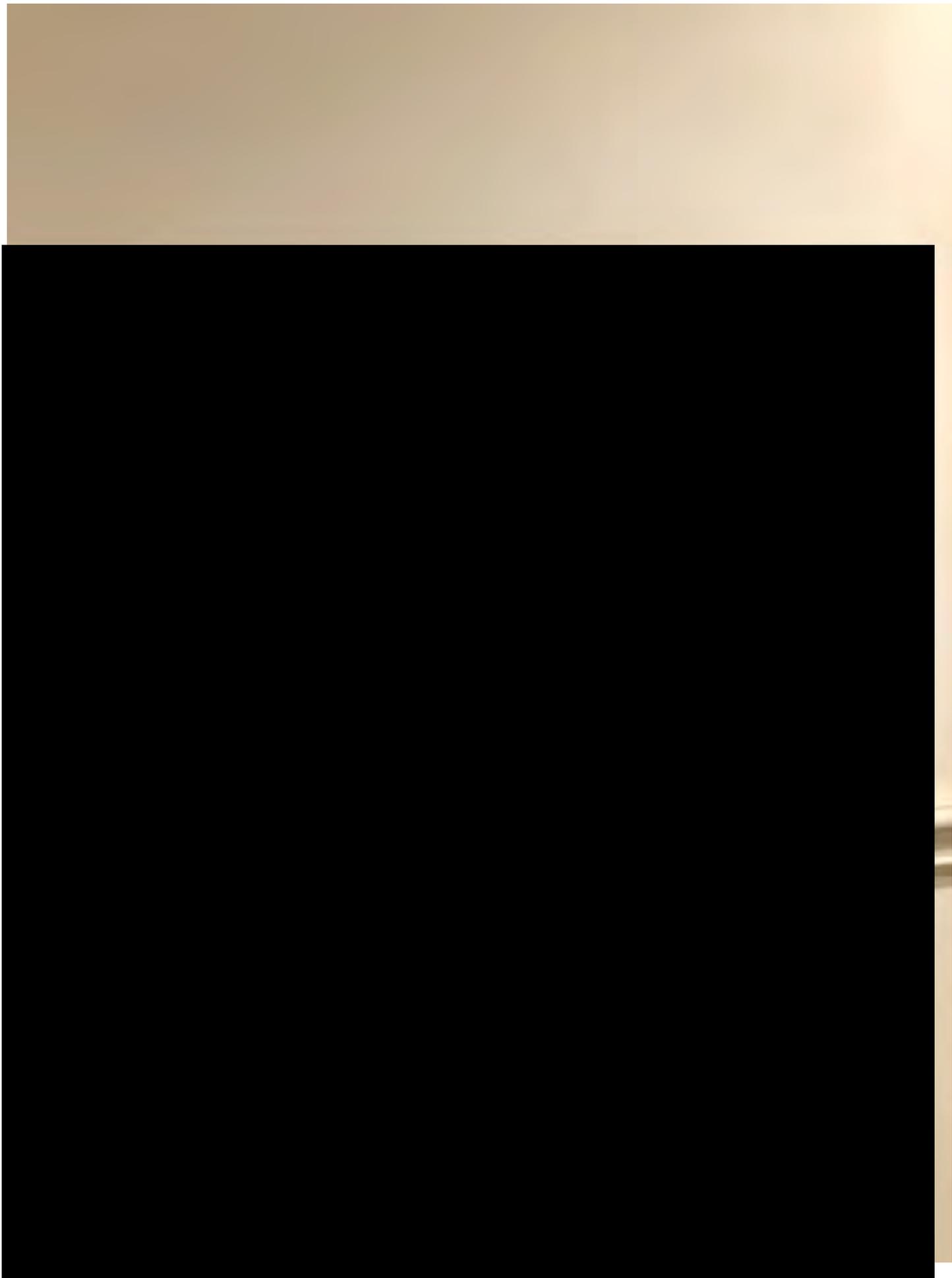


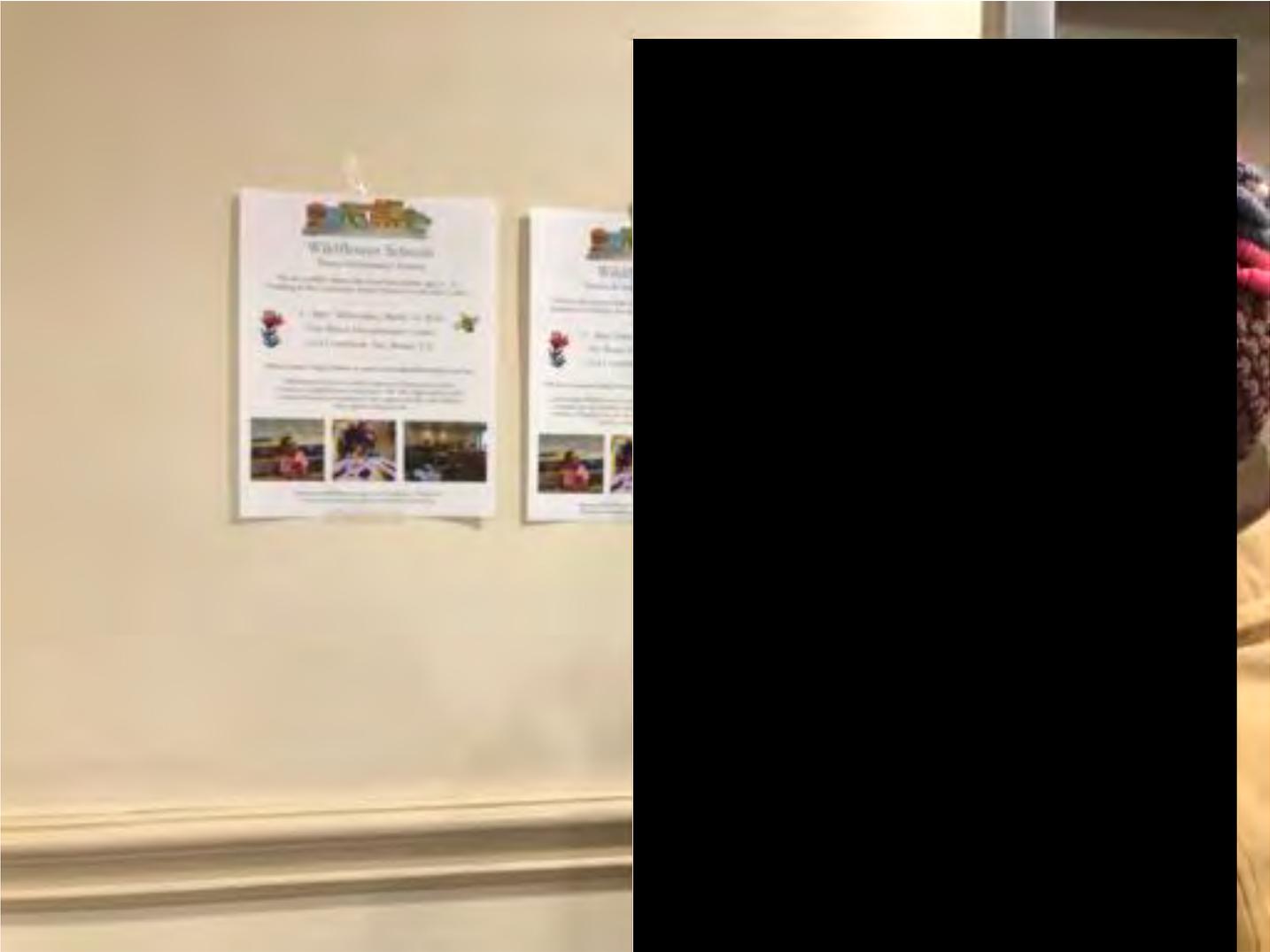
Start: Estelle Dign Park 264 E 147th St. Bronx, NY 10430

Surveying will cover the NYCHA's Government Homes Housing Development on Washington Avenue, and NYCHA's Budget Homes on Webster Avenue.

End: Day Ave & E. 170th St. Bronx, NY 10457









Wildflower Schools

May 2024

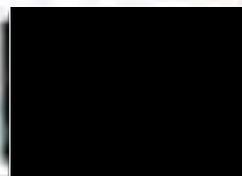
Parent and Community Information Session / Presentation For Wildflower Schools New York

Dear Parents and Community members of CSD 9,

As you recall, the Bronx Community Boards three and four voted in favor of supporting Wildflower Schools New York's teaching and learning model. As we finalize our application to SUNY CH all the feedback from the community is helpful in our design.

We'll host several community information sessions that will consist of guiding the community to see directly into the learning model. We will display the Montecore materials for the community to review and share how a lesson would be facilitated to children. All community members interested in learning more please see the following dates and times these sessions will take place:

WEDNESDAY May 15th 10:00 AM or 11:00 AM Location: Belmont 144th St. and 140th St. Third Ave 100 Bronx, NY 10458	THURSDAY May 16th 10:00 AM or 11:00 AM Location: 227 Westport 140th St 140th Street, Bronx, NY 10458	FRIDAY May 17th 10:00 AM or 11:00 AM Location: 201 Belmont 140th St 201 Belmont, Bronx, NY 10458	MONDAY May 14th 10:00 AM or 11:00 AM Location: Belmont 144th St. and 140th St. Third Ave 100 Bronx, NY 10458
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LEARN ABOUT THE
COMPUTER
SCIENCE MATERIALS
AND CURRICULUM

LEARN ABOUT THE
AGRICULTURAL LEARNING

LEARN ABOUT THE
MONTICORE
TECHNOLOGY

Contact: info@wildflowerschools.org | Phone: (914) 391-9001



Wildflower Schools

Sesión de Información Para Los Padres

Somos una escuela pública de charter sirviendo niños edades 3 - 12
Apertura en el Distrito Escolar de la Comunidad 9 en el otoño de 2019



6 - 8pm Miércoles, Marzo 14, 2018

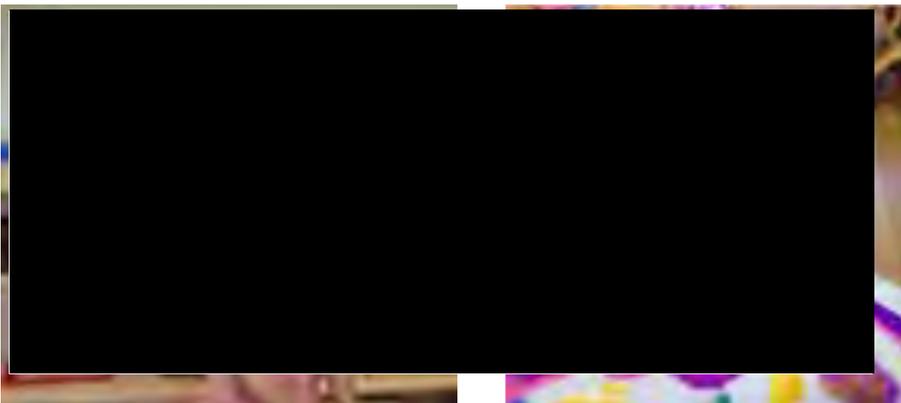
The Bronx Documentary Center

614 Courtlandt Ave, Bronx, NY



Por favor contactar Mario Benabe at mario.benabe@wildflowerschools.org

Las Escuelas Wildflower son escuelas pequeñas afiliados con Montessori y ubicadas en comunidades vecinales dirigidas por maestros. Ofrecemos entornos de aprendizaje de alta calidad centrados en el niño que ayudan a familias y niños de diversos orígenes.



Síguenos @Wildflowernewyork on Instagram | Facebook
Para más información visite www.wildflowerschools.org



Wildflower Schools

Parent Information Session

We are a public charter school serving children ages 3 - 12
Opening in the Community School District 9 in the Fall of 2019



6 - 8pm Wednesday, March 14, 2018

The Bronx Documentary Center

614 Courtlandt Ave, Bronx, NY



Please contact Mario Benabe at mario.benabe@wildflowerschools.org

Wildflower Schools are small, teacher-led Montessori schools nestled in neighborhood communities. We offer high-quality, child-centered learning environments that support families and children from diverse backgrounds.



Follow us @Wildflowernewyork on Instagram | Facebook
For more information visit www.wildflowerschools.org



**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Wildflower New York Charter School

2. Full name: William Stephen Haft
Home Address: [REDACTED]; White Plains, NY 10606
Business Name and Address: Same
Home telephone No.: N/A
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, Democracy Prep Charter School (NY) (previously); Chicago Collegiate Charter School (IL) (previously).

No other current school district or charter school education corporation service.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
I know the other trustees only through service on the Wildflower New York Charter School board.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes, .
I know prospective employees of the education corporation exclusively through my service on the board.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, I know Paul O'Neill who is providing application development and legal support to the education corporation. I have known him as a work colleague for approximately 15 years; have occasionally contracted with him for services during that time and have been a guest presenter at a course he teaches (Teachers College). The Wildflower Foundation had engaged Mr. O'Neill for services prior to my joining the board of Wildflower New York Charter School.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .

I do not anticipate conducting business with Wildflower Charter School New York. It is possible that I will conduct business with the Wildflower Foundation, a partner organization (national CMO) to the education corporation. If I conduct such work for the Wildflower Foundation, I expect it to be in support of schools other than Wildflower New York. Regardless, in the event that I conduct such business, I will adhere to Wildflower New York's conflict of interest procedures for disclosure and non-participation in decisions for which there is an actual conflict or could be the appearance of conflict.

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes, I know several members of the management/partner organization, Wildflower Foundation, through my contracted services work for Wildflower (See responses to #11, #13 and #14). One employee of the Wildflower Foundation, Katie Piehl, is a former direct report of mine at the National Association of Charter School Authorizers (NACSA). Katie has no responsibilities related to the Wildflower Foundation's work in New York.

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,

I have previously conducted business with the Wildflower Foundation on a contract for services basis (see # 11, above). It is possible that I will conduct business with the Wildflower Foundation, a partner organization (national CMO) to the education corporation. If I conduct such work for the Wildflower Foundation, I expect it to be in support of schools other than Wildflower New York. Regardless, in the event that I conduct such business, I will adhere to Wildflower New York's conflict of interest procedures for disclosure and non-participation in decisions for which there is an actual conflict or could be the appearance of conflict.

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

I have previously conducted business with the Wildflower Foundation, a partner organization (national CMO) to the education corporation, on a contract basis in support of development of the Wildflower New York application (see #11). It is possible that I will conduct business with the Wildflower Foundation in the future. If I conduct such work for the Wildflower Foundation, I expect it to be in support of schools other than Wildflower New York. Regardless, in the event that I conduct such business, I will adhere to Wildflower New York's conflict of interest procedures for disclosure and non-participation in decisions for which there is an actual conflict or could be the appearance of conflict.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would consult the board's conflict of interest policy. I would identify my concern for the board and engage in discussion of the situation. I would work with the board to identify a board designee or committee to discuss the appropriate course of action with legal counsel. I would expect the board member(s) in question to be recused from participation in discussion of the process and appropriate course of action; however, they should be engaged in any fact-finding process to ensure that the board fully understands the situation and circumstances before deciding on a course of action. Based on the conflicts policy and applicable law, I would work with the board and legal counsel to determine whether there is self-dealing or other conduct that raises conflicts concerns; and, if so, decide an appropriate course of action to resolve the conflict(s) consistent with board policy and applicable law.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.
None.

Certification

I, William Stephen Haft, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.



Signature

6/20/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Wildflower NY Charter School

2. Full name: Emily Gelb
Home Address: [REDACTED] NY NY 10023
Business Name and Address: [REDACTED] NY, NY
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
x Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. x I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. x Yes, . I previously was on the board of PAVE Academy and I am currently on the Board of OneGoal NY. I am also on the Young Leadership Committee for the Alzheimers Association.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. x Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
x Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. x Yes, . I know Claudia Hamilton as we were both parents at our kids Montessori school together.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. x Yes, . I worked with Maryanne Kiley and Matt Kramer at Teach For America.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. x I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. x I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. x I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. x I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. x I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. x Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. x None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would confront the trustee to understand if my belief was founded. If that was the case I would disclose to the Board Chair or the pertinent authoritative person.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). x I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Emily Gelb, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Wildflower NY Charter School is true and correct in every respect.

Emily Gelb _____ Date 6/20/18 _____
Signature Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:
 SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Wildflower New York Charter School

2. Full name: Vivian Louie
Home Address: [REDACTED] Woodside, NY 11377
Business Name and Address: [REDACTED] New York, NY 10038
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *See Addendum 1.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Vivian Louie, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Wildflower Charter School is true and correct in every respect.



Signature

6-19-18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Wildflower New York Charter School

2. Full name: Stephanie Lancet

Home Address: [REDACTED] Brooklyn, New York, 11221

Business Name and Address: [REDACTED]

Home telephone No: [REDACTED]

Work telephone No: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would first communicate with the involved trustee/s to establish greater clarity and to better understand the context, making sure to document such communication. I would then communicate with the Board Chair about subsequent action, if s/he is not involved trustee in question. In the case that that the Board Chair is the involved trustee in question, I would communicate with the Board Secretary and Board Treasurer, so we could collectively think through any subsequent action. If the situation were to warrant subsequent action, I would work with fellow trustees to reach out to SUNY, to inform the authorizer of the situation and initiate any official processes.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, Stephanie Lancet, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Wildflower New York Charter School is true and correct in every respect.



 Signature

June 20, 2018
 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

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Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Terence Nance, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.



 Signature

06-18-18

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Wildflower New York Charter School
2. Full name: *Claudia Hamilton*
Home Address: [REDACTED] *New York, NY 10024*
Business Name and Address: *N/A*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, *Metropolitan Montessori School, New York, N*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, *personal friendship with Emily Gelb*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would both speak with the trustee and with fellow board members to understand the situation and discuss a resolution.
Other

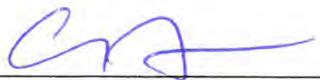
18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Claudia Hamilton, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.

Wildflower New York Charter School


Signature

6/20/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Wild Flower
2. Full name: *Jessica Saldana*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. No / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 No / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. No / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. No / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 No / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. No / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. No / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

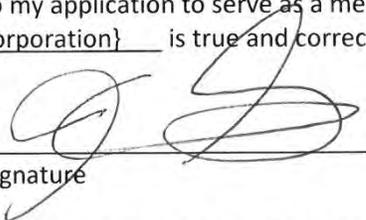
Other An action as described above should be immediately brought to the Board in an "emergency" meeting. At this time any hearsay or evidence should be presented accordingly.

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Saverio Saldana, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.


Signature

6/20/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Wildflower Charter School

2. Full name: Lucecita M. Castillo

Home Address: [REDACTED]

Business Name and Address:

Home telephone No.:

Work telephone No.:

E-mail address:

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes, Jersey City Montessori Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Lucecita M. Castillo, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.

Signature

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

R-04AB – ENROLLMENT

CONTENTS

A. ENROLLMENT NARRATIVE RESPONSE

B. ENROLLMENT TABLE

A. ENROLLMENT NARRATIVE RESPONSE

In a narrative response, describe the following aspects of the school's enrollment plan:

- *The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*
- *A statement regarding whether the school might seek to apply for a full-day universal pre-K program. (Note, pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.)*

A. Enrollment Narrative

Enrollment Summary

Wildflower New York Charter School (Wildflower New York or the School) will open in August 2019. Wildflower New York seeks to serve early elementary students in Kindergarten through Grade 5.

Our classes will be organized in alignment with the Montessori three-year cycle:

Primary: serving Kindergarten¹;

Elementary 1 ("E1"): serving grades 1, 2 and 3; and

Elementary 2 ("E2"): serving grades 4 and 5.

This structure aligns with Montessori mixed-age classes of 24-30 students per class.

In its Year 1 Primary class, Wildflower New York seeks to serve 8 students in Kindergarten. In its Elementary 1 class in Year 1, Wildflower New York seeks to serve 10 First grade students. In Year 2, Primary classes will increase enrollment to serve 10 Kindergarten-aged students. Wildflower New York will open a second Primary class in Year 3. Wildflower New York will backfill if needed to maintain a full class of 8 kindergarten students in Years 1 and 2, 9 kindergarten students in Year 3-5, and 8 students each in grades 1-5.

¹ Traditional Montessori Primary classes serve three year-olds pre-kindergarten, four year-old and pre-kindergarten aged students, however, eligible to serve students kindergarten and older, Wildflower New York will serve kindergarten students in its Primary class.

Wildflower New York's low student enrollment and high Teacher Leader to student ratio is intentional. Wildflower New York acknowledges that our model is innovative in traditional public schools and charter schools nationally and we seek to offer a high level of support to students and families. As detailed in the Business Plan, **R-12b – Partner Commitment** and **R-21f – Letters of Commitment**, WSF is a supporter and partner educationally, operationally and financially as equity is a core value of the Foundation and the only viable option to serving New York City's diverse population is through a charter school, as private schools are prohibitively expensive. The foundation will seek to serve more students in New York over time should Wildflower New York achieve its mission and demonstrate high academic achievement for students after its first five years.

Alignment Of Grade Configuration And Eligible Age With District Schools

Wildflower New York's K- 5 grade span in Year 1 aligns with the elementary schools in CSD 9 and our target zip codes. The elementary schools in the district are either preK-5 or K-5. This grade span allows our 5th grade students to apply to the citywide middle school enrollment process. Our goal is to support all our 5th grade students to find optimal middle school placement and to be competitive in the city's most selective secondary schools.

Our cut-off date for Kindergarten enrollment is December 31st, which matches the NYCDOE enrollment cut-off. Aligning our cut off dates for enrollment makes it easier for families to understand Wildflower New York's requirements and enroll their students at Wildflower New York.

Pattern Of Growth Over The Charter Term

A report on charter school growth and replication found that schools that utilize the slow growth model demonstrate higher academic outcomes and growth over time when compared to schools that open with their full grade span.² The slow growth model allows for strategic growth and development of school capacity and culture over time. This model allows Wildflower New York to build a strong foundation of academic and operational excellence during our early years, and then to focus on growing those systems in each subsequent year. It spreads out the need with regards to staff recruiting and development, enabling us to only recruit Teacher Leaders who are aligned to our unique school model of Teacher Leaders as social entrepreneurs who serve as both faculty and administrators of their shopfront classrooms.

We can then provide them the training required to be Teacher Leaders, including pursuing Montessori certification if needed, and develop them over time, as autonomous Teacher Leaders accountable for students served in their class and partners to the other Teacher Leaders under the charter. By growing slowly, we can create strong foundational academic skills and an outcomes-focused school culture, and then expand on it by adding new students each year.

Attrition And Intake Of New Students

As a public school, we will continuously enroll new students to fill vacant seats, through all grades served. We expect annual attrition rates of 5-7%, based on the experiences of other elementary charter schools, which translates to approximately 1 new student in each grade each year. Although these students may enter Wildflower New York with academic and behavioral challenges, our small class size

² Peltason, Emily H., and Margaret E. Raymond, Ph.D. "Charter School Growth and Replication." CREDO, 30 Jan. 2013. Web. <<https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>>.

and data driven instruction will allow us to quickly identify a student’s needs, create a targeted plan and provide individualized attention to all students.

Growth In A Future Charter Period & Three And Four Year Old Pre-K

If at the time of charter renewal we have the academic results and the community support, we would consider expanding Wildflower New York to serve students through 8th grade. This would allow us to provide a longer foundation of academic rigor and skills, and then send our graduates to the most competitive high schools in New York City. We will evaluate this decision at the time, based on our performance and the community need.

We will seek to offer full-day universal Pre-K beginning in Year 1 and plan to submit an application in December 2018. We will seek to offer three Pre-K beginning in Year 1 or as soon as charter schools are eligible to do so. This would allow us to create a stronger academic foundation for our students in line with the Montessori method and multi-age cycles of learning (i.e., Primary, E1 and E2), as well as to meet the needs of the community.

B. ENROLLMENT TABLE

Complete the student enrollment table provided in the budget template and include a copy of it here.

B. Enrollment Table

Note that the budget template and current New York State charter law does not allow for three year-olds and four year old pre-kindergarten enrollment. The total proposed enrollment including three year-olds and four year old pre-kindergarten is Year 1: 34, Year 2: 41, Year 3: 80, Year 4: 91, Year 5: 115.

WILDFLOWER NEW YORK CHARTER SCHOOL
2019-20 through 2023-24

		CHARTER ENROLLMENT BY GRADE					
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	8	8	18	18	18	4-6
1st Grade	Elementary School	10	8	8	18	18	5-7
2nd Grade	Elementary School		9	8	8	17	6-8
3rd Grade	Elementary School			8	8	8	7-9
4th Grade	Elementary School				8	8	8-10
5th Grade	Elementary School					8	9-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		18	25	42	60	77	

R-05AE - CURRICULUM AND INSTRUCTION

CONTENTS

A. CURRICULUM SELECTION AND PROCESS

B. ASSESSMENT SYSTEM

C. INSTRUCTIONAL METHODS

D. COURSE OR SUBJECT OVERVIEW

E. PROMOTION AND GRADUATION POLICY

A. CURRICULUM SELECTION AND PROCESSES

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- *Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- *Discussion of how the school's curriculum is aligned to New York State standards;*
- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;*
- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,*
- *The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

A. Curriculum Selection And Processes

Summary of Montessori Curriculum

Wildflower New York will use an authentic implementation of the Montessori curriculum. The curriculum supports Wildflower New York key design elements *Montessori Method*, *Montessori in an Enriched Environment* and *Schools Interconnected With the Community Beyond the Classroom* described in **R02ab-Addressing the Need** and advances our mission of developing strong academic foundations for students, skills in the areas of critical thinking, collaboration, creativity and communication and how we support student development into curious, capable contributors to their communities and the world.

The Association Montessori International USA (AMI/USA) demonstrated the alignment of this curriculum to Common Core State Standards (CCSS) in 2014. The alignment documents have undergone multiple levels of review, including two levels of team review, senior elementary trainers, and AMI's Scientific Pedagogy Group. For a full scope and sequence of the Montessori curriculum and activities and mapping to New York State Standards and the Common Core Standards, please see **R23b- Montessori CCSS Language Arts Literacy** and **R23b- Montessori CCSS Math Geometry**. Teacher Leaders will use the

scope and sequence to know what to teach and when to teach it and the school will provide all the Montessori materials to support the delivery of instruction. Below is a short summary of the approach and curriculum.

Introduction to the Montessori Approach

The Montessori Approach of education was developed by Dr. Maria Montessori, one of the first women to become a medical doctor in Italy. The approach dates back to 1907, when Dr. Montessori opened the Casa dei Bambini, or Children's House, in a public housing development in Rome. She first gained recognition for her success in supporting children with learning disabilities to meet government-issued achievement tests to enter the traditional school system. Now, over a century later, there are more than 5,000 private, public and charter Montessori schools in the United States, and over 22,000 worldwide. Maria Montessori based her educational methods on scientific observation of children's learning processes, from birth through adulthood. Guided by her discovery that children teach themselves, Dr. Montessori designed a "prepared environment" (classroom) in which children could freely choose from a number of developmentally appropriate activities.

The Montessori approach values the human spirit and the development of the whole child—physical, social, emotional, and cognitive through concrete experiences. The teacher, child, and environment (classroom) create a learning triangle. The classroom is prepared by the teacher to encourage independence, freedom within limits, a sense of order and appreciation for our cosmic universe and cultural diversity. The child, through individual choice, makes use of what the environment offers to develop himself, interacting with the teacher when support or guidance is needed. Multiage groupings are a hallmark of the Montessori Approach: younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered. This arrangement also mirrors the real world, where individuals work and socialize with people of all ages and dispositions. Dr. Montessori observed that children experience “sensitive periods”, developmental windows of opportunity, as they grow. As their students develop, Montessori teachers match appropriate lessons and materials to these sensitive periods when learning is most naturally absorbed and internalized. In early childhood, Montessori students learn through sensory motor activities, working with materials that develop their cognitive powers through direct experience: seeing, hearing, tasting, smelling, touching, and movement. In the elementary years, the child continues to organize his thinking through work with the Montessori learning materials and an interdisciplinary curriculum as he passes from the concrete to the abstract. He begins the application of his knowledge to real-world experiences. This organization of information—facts and figures—prepares the child for the world of adolescence, when thought and emotion evolve into understanding more abstract, universal concepts such as equity, freedom, and justice.

Montessori: Supporting Child Development & Academic Confidence

Components necessary for a program to be considered authentically Montessori include:

- Teachers trained in the Montessori method
- Multi-age classrooms, organized around intentional developmental stages
- Uninterrupted “work cycles”: usually three hours in the morning and three in the afternoon
- Child-directed (and teacher-guided) choice of learning activity

In addition, a full complement of specially designed Montessori learning materials are meticulously arranged and available for use in an aesthetically pleasing environment. This educational approach also considers the following concepts:

- Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are free to learn at their own pace,

each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.

- Montessori students develop a strong capacity for order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual's emerging "self regulation" (ability to educate one's self, and to think about what one is learning), from Pre-K through adolescence.
- Students are part of a close, caring community. The multi-age classroom—typically spanning three years—recreates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.
- Montessori students enjoy freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessori teachers understand (and research supports) that internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions while continually building their knowledge base in a variety of subject areas. Early access and instruction in the use of research tools broaden the possibilities for self-learning.
- Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors. Additionally, children become comfortable in providing constructive feedback to their peers in an effort to work out social and academic problems.

These concepts are the cornerstone of the Montessori approach and align with New York State Standards and the Common Core Standards outcomes for college and career ready children:

- Demonstrate Independence; demonstrated through Montessori's activities in self-choice, open exploration and self-correcting concrete materials.
- Build strong content knowledge across a wide range of subject matter; demonstrated through the daily activities in practical life, sensory-motor, mathematics, language, science, culture, art, and music as well as through social interactions in a multi-age group setting
- Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills; demonstrated in Montessori's classroom structure through multi-age groupings, conflict resolution, peer mediation, cultural awareness and sensitivity, and early research.
- Ability to comprehend as well as critique
- Value evidence; demonstrated through the support of each child's sensitive periods and innate curiosity of the world,
- Use technology and digital media strategically and capably: as demonstrated through early access to research tools and to encourage problem-solving strategies
- Come to understand other perspectives and cultures: as demonstrated through early conflict resolution, cultural identification and experiences as well as access to wide range of cultural materials and books.

Montessori Classroom Materials

The Montessori materials are used to implement the Montessori curriculum. Once in a WSF classroom, one can begin to appreciate just how different the materials are from a traditional classroom.

Montessori materials are crafted to be intentionally appealing to all the senses in order to draw in the

child to explore. Maria Montessori believed, and research has shown, that moving, feeling, hearing, smelling, and seeing are deeply connected to cognitive growth, and the Montessori materials reflect this.

The materials in a three to six year-old classroom Montessori classroom are made of polished or painted wood, smooth metal, sandpaper, and other materials, fabrics, and textures. They draw the student to explore the materials with multiple senses, which helps students translate abstract ideas into concrete form and vice versa. The “golden beads” found in Montessori classrooms are a good example. Students learn counting, addition, and multiplication (among other concepts) by physically manipulating the ones, tens, and hundreds beads.

Materials ‘follow’ a child as they grow and develop academically and Montessori teachers help guide students to shift their interactions or use of a material to access deeper learning and understanding in a way that is now referred to as “scaffolding.” For instance, the classic “Pink Tower” can be used at early ages to practice stacking or alignment while at the older levels it enables students to explore and understand proportions.

Montessori classrooms include materials both below and above the age range of students in the classroom, allowing teachers to scaffold to the learning needs of children. For example, if a child hasn’t mastered numeracy skills to properly use the Montessori “number rods”, the teacher may introduce the child to the next material in the mathematics sequence, spindle box, as a strategy for helping the child learn and master number rods. Montessori classroom also include materials below and above the age range of students to support the individualized learning needs of students below grade level and students above grade level.

As part of Wildflower New York’s Equity Principle, the School will intentionally teach tolerance and embed social and racial justice teaching and culturally responsive materials into the curriculum. Student motivation, interest and ability to engage in culturally responsive content coupled with students’ belief in themselves as capable learners not only builds academic skills and concepts, but develops lifelong learners.

Primary Curriculum (ages 3-6, preK-Kindergarten)

Montessori classrooms offer prepared environments in which children’s natural curiosity draws them into work with the educational materials, in ways that are in alignment with each child’s developmental stage. The sensitive period for *language development* and *physical touch* overlap in ages 3-6, so children use textured “sandpaper” letters and a “movable alphabet” to develop the foundations of writing. Anyone who has witnessed a five year-old’s hunger for a precise sequence of activities at bedtime, or insistence that no items of food touch each other on a plate is witnessing the sensitive period for *order*. This creates ideal conditions for early numeracy exercises using wooden rods and golden beads, which leads into the use of longer bead chains, squares and cubes to teach place value. Eventually, children work with bead frames to teach addition and subtraction and the use of extended bead chains to teach “skip counting” as the gateway to multiplication. The entire method at this level is designed to work with the unconscious learning method (i.e., the absorbent mind) of children at this age. As noted above, the Primary materials and lessons cover all CCSS standards through work in five curricular areas: Practical Life, Sensorial, Geography/Science, Language and Mathematics.

Lower Elementary Curriculum (LE, ages 6-9, Grades 1-3)

In the lower elementary classroom (LE), student work is divided into Language Arts, Math, and Cultural Studies (which includes physical and social sciences). In the elementary Montessori classroom, children do a great deal of reading and become immersed in real literature. They build reading and writing skills by doing independent research, creative writing and letter writing.

- Introduction to letter sounds, vowels, consonants, reading
- Reading with comprehension questions
- Comprehension, fluency, and expression
- Class library (varying collections of children’s literature)
- Literature groups
- EIR support materials
- Comprehension Toolkit
- Writing for content
- Writing process
- Grammar and spelling
- Introduction to research
- Creative writing

In Math, concrete materials (for example: golden beads, stamp game, bead frame, checker board, test tubes, 100 board, teens and tens board, snake game, bingo charts, finger charts, strip board) are used to represent all types of quantities as a child learns the basic mathematical operations. The aim of this sequence is to abstract the information—to be able to do math problems with a pencil and paper without using the “hands on” manipulatives.

- Numeration
- Addition
- Subtraction
- Multiplication
- Division
- Introduction to decimals
- Fractions
- Measurement (linear, temperature, liquids)
- Money
- Graphing
- Randomness and probability
- Roman numerals
- Problem solving
- Memorization of math facts (i.e. times table)

The Cultural Studies program has a foundation in evolution theory. Through the presentation of The Great Lessons and the use of timelines, students learn the concept of time (calendar, years, eras); scientific evolution (Big Bang theory, creation stories); history; political and physical geography (nation study); and geology (basic land forms). The timelines help to show how events build on one another and how humans meet their needs. It teaches that all humans have the same basic needs and the way they meet those needs depends on where and when they lived. One way students experience the curriculum is through individual and group research projects which are shared with the class.

- History
- Time
- Political and physical geography (social studies)
- Science
- Astronomy
- Biology (Botany and Zoology)
- Geology
- Physics
- Weather
- Engineering

Upper Elementary Curriculum (UE, 9-12, Grades 4-5)

In the upper elementary classroom (UE) the curriculum is again divided into Language Arts, Math, and Cultural Studies. The language curriculum at the UE level begins with the analysis of words and sentences. Students are introduced to the study of etymology, which involves examining the root and parts of a word to discover its origin and meaning. Working with etymology increases a child’s

vocabulary and can be incorporated into both the culture (discovering the geographic origin of a word) and mathematics (analyzing geometry terms) curricula.

- Writing
- Spelling
- Advanced grammar (particles, gerunds)
- Sentence analysis (direct object, indirect object, predicate, etc.)
- Word study (antonym, synonym, prefix)
- Vocabulary
- Etymology
- Research projects Creative writing, journal writing, letter writing
- Reading
- Oral book reports
- Poetry study
- Reading with comprehension quiz
- Comprehension Toolkit Lessons
- Junior
- Great Books

Students continue to use Montessori math manipulatives at the UE level, reinforcing the concrete understanding of the mathematical process. Children in these grades can understand and use abstract mathematical concepts, and depending on their level of understanding, are guided by the teacher toward that goal. Topics in UE math include basic math operations as well as understanding decimals and fractions, estimation and rounding, and further exploration of geometry.

- Mathematics
- Addition
- Subtraction
- Multiplication
- Division
- Fractions
- Multiples
- Factors
- Graphing
- Addition, subtraction, multiplication and division operations with mixed numbers
- Decimals:
- Naming, forming, symbolizing
- Addition, subtraction, multiplication, division
- Rounding
- Powers and exponents
- Percentages
- Randomness and probability
- Graphing
- Measurement
- Study of Polynomials
- Multiplying, Squaring, Algebraic
- Study of integers
- Cross multiplication
- Short and group division
- Square root
- Cubing and cube root
- Geometry
- Detailed knowledge of geometric figures
- Concepts of congruence
- Similarity and equivalence
- Ratios and proportions
- Insets of equivalence
- Theorem of Pythagoras
- Study of area
- Study of circle
- Study of volume

In Cultural Studies, the UE student, now familiar with The Great Lessons from her/his LE classroom, will be reintroduced to The Great Lessons in greater detail and encouraged to delve deeper into the questions they engender. Pondering these questions will provide students with an understanding of how history has had an impact on human cultures and how we might impact the future ourselves.

- History
- Timeline of life
- Early humans
- Ancient civilizations
- Biology
- Botany
- Ecology/biomes
- Geology

- United States History
- Political and physical geography
- Science
- Astronomy
- Earth systems
- Living systems
- Zoology

Consistent with **R02a- Addressing the Need:** Key Design Element IV, please See **R0-5 Assessment** for a full description of WSF's plans to innovate with a goal of strengthening Montessori method's highly personalized approach with our cutting-edge technology.

Supported By A Culturally Responsive Pedagogy: As described in **R-02B Key Design Elements**, Wildflower New York will embed social and racial justice teachings into the curriculum and offer culturally responsive materials. Culturally relevant pedagogy has ignited a body of research, and is assuming an increasingly important role in teacher education, inspiring a generation of teachers to enter the classroom with a renewed commitment to affirming students' cultural, racial, and ethnic identities.

Ladson-Billings and her colleagues argue for certain practices to fully enable a culturally responsive environment. Those practices include:

- Ensuring a pluralistic, representative curriculum
- Creating opportunities for students to see themselves in the curriculum
- Helping students to develop and maintain a positive academic self-image
- Connecting learning opportunities to the real world
- Providing learning opportunities that enrich students' present and future lives
- Providing learning opportunities that allow students to explore their personal and peers' socio-cultural and racial identities
- Creating a welcoming, positive, and accepting school and classroom culture
- Creating a culture of success
- Supporting diverse learners' communication and learning styles
- Inviting counselors and mentors into the school and classroom
- Nurturing strong relations between home and school
- Ensuring equitable access to learning and social resources and supports

Students' ability to engage in culturally responsive content coupled with students' belief in themselves as capable learners not only builds academic skills and concepts, but develops lifelong learners who can flourish in our diverse economy and global community.

How Teachers Will Know What To Teach and When To Teach It

For the full scope and sequence of the Montessori curriculum and activities and mapping to New York State Standards and the Common Core Standards, please see **R23b- Montessori CCSS Language Arts Literacy** and **R23b- Montessori CCSS Math Geometry**.

During Montessori teacher training through either the Association of Montessori International USA (AMI) or American Montessori Society (AMS), teachers create albums of Montessori standard aligned lesson plans. In order to achieve Montessori certification, a teacher's albums of lesson plans are reviewed by AMI or AMS as aligning to Montessori curriculum and meeting Montessori standards.

Please see **R-06ca- Calendars and Schedules: Alicia's Typical Student School Day and Mr. K's School Day** for examples of

- Montessori and CCSS-aligned lesson plans,
- How Teacher Leaders and students use the two three-hour daily work cycles to introduce lessons, observe student practice and assess mastery, and
- How Teacher Leaders use Transparent Classroom to track observations to meet the needs of students who are require access to advanced materials, as well as those who are at risk of falling behind, with additional support for English Language Learners or and students who require special education services.

Research-based Evidence of Effectiveness of Montessori

Research has proven the Montessori method is effective at raising the academic achievement of students that educate a similar target population to the one Wildflower New York seeks to serve in the South Bronx. Montessori's child-responsive method works for children of all backgrounds, not just those in wealthy households; in fact, Dr. Montessori designed and refined this method first with children with severe cognitive delays in an Italian state-run hospital. When those children successfully passed state tests for entry into public school, Montessori was asked to develop an approach to support children living in public housing in the poorest neighborhoods of Rome. A 2003 meta-analysis of 29 school reform models found Montessori to be among the top five most effective reforms in terms of student outcomes. (Borman, G. D., G. M. Hewes, L. T. Overman, and S. Brown. "Comprehensive School Reform and Achievement: A Meta-Analysis." *Review of Educational Research* 73.2 (2003): 125-230. Web.)

More recently, the largest study yet conducted of authentic Montessori practice in a high-needs public school setting found that Montessori education greatly reduced the achievement gap across the preschool years. This study of public schools in Hartford, CT showed that household income was much less predictive of outcomes for preschool students who gained entrance through the lottery to a public Montessori school compared with those who did not gain entrance to the school through the lottery. According to this study, Montessori education significantly reduced the income-achievement correlation and was particularly effective for subgroups that typically underperform. Beyond standardized academic performance, the study found students with a Montessori education had not only steeper growth trajectory in academic achievement, but also theory of mind and better executive control." (Lillard, Heise, Richey, Tong, Hart, & Bray. (30 October 2017) *Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study*. *Frontiers in Psychology*).

Research also indicates these impacts hold for all students: a 2017 study of public schools in Hartford, CT showed that household income was much less predictive of outcomes for preschool students who gained entrance through the lottery. (Lillard, Angeline. 2017)

Montessori education has proven impactful with elementary students. A recent study conducted by the Riley Institute at Furman analyzed public Montessori programs in South Carolina—the state with the second most public Montessori schools behind California—from 2011 to 2016 and found that, "When compared to non-Montessori public school students across the state, public Montessori students were more likely to have met or exceeded the state standards in each of the four subjects, [mathematics, English language arts, science, and social studies]." Further, on the impact of public Montessori schools on children from low-income backgrounds, students in public Montessori schools in South Carolina outperformed other students in both English and math, and improved more than demographically

similar non-Montessori students. Montessori schools also had higher attendance and lower suspension rates. (The Riley Institute at Furman (2018). An Evaluation of Montessori Education in South Carolina's Public Schools.)

Gains even appear to persist for many years after a student leaves Montessori: a 2007 study on long-term impacts in Milwaukee found that students who attended Montessori schools from ages three to 11 outperformed on Math/Science ACT tests in high school. (Dohrmann, Kathryn Rindskopf, Tracy K. Nishida, Alan Gartner, Dorothy Kerzner Lipsky, and Kevin J. Grimm. "High School Outcomes for Students in a Public Montessori Program." *Journal of Research in Childhood Education* 22.2 (2007).)

The Montessori method has been proven to develop skills in the areas of critical thinking, collaboration, creativity and communication of Wildflower New York's mission. The Wildflower New York model was designed to prepare children to persist through challenges, follow their own curiosity, and become self-regulating not out of fear of punishment, but because of an understanding of the interconnectedness between themselves and the world around them. These are traits neuroscientists call "executive function" and employers call "21st century skills". The World Economic Forum estimates, for example, that 65% of students entering primary school will work in jobs that do not exist today.¹ The rapid pace of change in the workforce requires our students to have a set of flexible thinking skills. In research studies by the Partnership for 21st Century Skills and in the World Economic Forum's *Future of Jobs* report, critical thinking, collaboration, creativity and communication skills top the list.² Children in Montessori schools have been quietly learning these skills for 100+ years, and the demand for public Montessori is growing. Key design elements *Montessori Method*, *Montessori in an Enriched Environment* and *Schools Interconnected With the Community Beyond the Classroom* describe how the Wildflower New York model advances our mission of developing strong academic foundations for students, skills in the areas of critical thinking, collaboration, creativity and communication and how we support student development into curious, capable contributors to their communities and the world. Key design element *A New School Model Committed To Innovation and Teacher Leadership* describes how WSF schools are structured and supported by WSF.

Research on the Montessori method has proven to increase the executive functioning and creativity of students attending Montessori schools. The Montessori model has a particularly strong effect on children's executive functioning skills, giving them the ability to self-manage and regulate, juggle tasks, and plan towards goals. A 2006 study of a public Montessori school primarily serving low-income children in Milwaukee, WI found that 3-6-year-olds showed more advanced executive functioning (0.22 effect size) than peers who entered the lottery but were not admitted. ((Lillard, Angeline, and Nicole Else-Quest. "The Early Years: Evaluating Montessori Education." *Science* 313.5795 (2006)

Further, on the impact of public Montessori schools on children from low-income backgrounds, students in public Montessori schools in South Carolina performed better on assessments of creativity and executive function. (The Riley Institute at Furman (2018). An Evaluation of Montessori Education in South Carolina's Public Schools.)

¹ *The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*. World Economic Forum. 2016.

² *Ibid.*

21st Century Skills, Education & Competitiveness. Partnership for 21st Century Skills. 2008

A similar study that controlled for Montessori implementation fidelity found that children in high-fidelity preschool Montessori had even stronger executive functioning gains (0.38 effect size) than those in partial Montessori or conventional programs. (Lillard, Angeline S. "Preschool Children's Development in Classic Montessori, Supplemented Montessori, and Conventional Programs." *Journal of School Psychology* 50.3 (2012): 379-401. Web.) This, and the other research cited in our proposal, is why Wildflower New York is committed to implementing the authentic Montessori method as described at the beginning of this section: mixed-age classrooms, uninterrupted morning and afternoon work cycles, and child-directed (under the guidance of a teacher) choice of activities with Montessori materials.

Consistent with the School's mission, research supports student development as community contributors.

Children in Montessori classrooms have shown better social problem solving ability, a stronger sense of community and social justice, and more positive perceptions of classmates, and they used more positive social problem-solving strategies (Rathunde, K., & Csikszentmihalyi, M. (2005b). The social context of middle school: Teachers, friends, and activities in Montessori and traditional school environments. *The Elementary School Journal*, 106(1), 59-79), (Lillard, A.S. & Else-Quest, N., "Evaluating Montessori Education," *Science* 131: 1893-94 (Sept. 29, 2006)), (Lillard, A.S., "Preschool Children's Development in Classic Montessori, Supplemented Montessori, and Conventional Programs," *Journal of School Psychology* 50:379-401 (June 2012)).

In his 1977 book, Professor of Architecture Christopher Alexander introduced a theory of design that relies on a set of interconnected patterns or a "Pattern Language" to build a community for maximal authenticity, enjoyment, and function. Alexander advocated for an organic and biological, rather than industrial, conception of design and growth. People could accomplish their daily activities in walkable streets on "human-scaled" neighborhoods. Schools would be nested into neighborhood shopfronts, and their small scale would enable them to nimbly respond to the needs of families, and genuinely collaborate with local businesses and organizations.. The shopfront setting of Wildflower New York serves students by having children feel more connected to their community of origin and also, in turn, can catalyze the growth and development of the surrounding neighborhood (Alexander, 1977).

Ongoing Development, Improvement, And Refinement Of The Curriculum

Wildflower New York Teacher Leaders will use record-keeping and observation tools for each of the above curricular areas to connect their observations of student learning to standards mastery throughout the year, using a comprehensive set of tools developed by WSF. Further, the teachers will use pacing guides, output from WSF's observation support technology, and their own formative assessments to confirm teacher observations about children's progress.

Teacher Leaders take responsibility for implementing the curriculum with fidelity, and making necessary adjustments to ensure all students progress toward mastery. Because content area, engagement and pacing in a Montessori classroom is student driven, a teacher's role is to introduce, observe and assess each student's needs and progress and use that information to adapt lessons, provide additional instruction as needed and guide the individual student toward the materials and experiences that will benefit him/her the most.

WSF also engages in important research beyond that conducted by individual teachers. One example of this is an initiative led by childhood development researcher Angeline Lillard and AMI Executive Director emeritus Virginia McHugh. WSF is collaborating with other groups such as city gardens, etc. And because WSF follows the Montessori curriculum, it benefits from the on-going research and dialogue of

associations such as Association Montessori International USA and the American Montessori Society, which will be at the disposal of all Teacher Leaders.

Consistent with our core principle of innovation, WSF invests in an active program of research and development on a number of different fronts. We stay in dialogue with academic researchers and innovators across a broad range of relevant disciplines (education, developmental psychology, neuroscience, education technology, artificial intelligence, etc.) and we are constantly sourcing new ideas that have the potential to help our teacher leaders serve their students. We have a structured internal process for exploring these ideas, often in partnership with these collaborators, which allows us to explore both more speculative ideas and more proven approaches (research, develop, scale). Examples include a formalized research partnership with the leading national Montessori researcher, Angeline Lillard of the University of Virginia, as well as our ongoing partnership with innovators at the MIT Media Lab. We then contribute whatever we can back to the broader research and innovation community through data sharing and our commitment to open source principles, creating a virtuous cycle of collaboration.

We also invest in ongoing collaboration and mutual learning with an informal network of public Montessori programs across the country including Montessori For All, City Garden Montessori School, Baltimore Montessori Public Charter School and Lee Montessori including monthly calls on a rotating set of problems of practice and information sharing.

B. ASSESSMENT SYSTEM

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- 4Describe each assessment’s purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;
- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results:
 - Teachers;
 - School leaders;
 - The education corporation’s board of trustees; and,
 - Students and parents; and,
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency and nature of the feedback.

B. Assessment System

Assessment Overview

Domain	Assessment Focus	Source	CCSS Aligned	Purpose	Grades	Frequency
	Montessori	Montessori	Y	Assess work process	Three year-old	Recorded daily in

ELA	Language standards	curriculum		and mastery	Pre-K to 5th grade	Transparent Classroom
	Reading, writing, speaking, and literacy standards	Battelle Development Inventory	Un-graded	Assess early ELA skills development	Three year-old Pre-K to K	2 times/ year
	Benchmark literacy assessment	Fountas & Pinnell	N/A	Assess reading readiness, especially for struggling readers.	K-5	3-4 times/ year
	Measures of Academic Progress	NWEA	Y	Leading indicator of growth and mastery for NYS assessments.	K-5	2 times/ year
	NY State ELA standards	Common Core	Y	Assess NYS standards mastery.	3 to 5	Annual
	English learner fluency	NYS Identification Test for English Language Learners (NYSITELL)	No	Identify students who are entitled to bilingual/ English as a Second Language (ESL) programs	K to 5	On entry to school
	Fluency in reading, speaking, listening, and writing English	NYS English as a Second Language Test (NYSESLAT)	No	Assess progress in developing English language proficiency	K to 5	Annually for ESL students
Math	Montessori mathematics	Montessori curriculum	Y	Assess work process and mastery	K to 5	Recorded daily in Transparent Classroom
		Battelle Development Inventory	N/A	Assess early mathematics development	Three year-old Pre-K to K	2 times/ year
	Measures of Academic Progress	NWEA	Y	Leading indicator of growth and mastery for NYS assessments	K-5	2 times / year
	NY State mathematics standards	Common core	Y	Assess NYS standards mastery	3-5	Annual
Science	Montessori Practical Life and Sensorial work	Montessori curriculum	Y	Assess work process and mastery	Three year-old Pre-K to 5th grade	Recorded daily in Transparent Classroom
	Measures of Academic Progress	NWEA	Y	Leading indicator of growth and mastery for NYS assessments.	K to 5	2 times / year

	NY State science standards	Common core	Y	Assess NYS standards mastery	3 to 5	Annual
Executive Function	Montessori Practical Life and Social & Emotional Development work	Montessori curriculum	N/A	Assess progress on career and life skills development	Three year-old Pre-K to 5th grade	Recorded daily in Transparent Classroom
	Minnesota Executive Function Scale (MEFS)	Reflection Sciences	N/A	Assess executive function skills	K-5	4 times/year
Social/ Emotional Development	Montessori Social/ Emotional work	Montessori curriculum	N/A	Assess work process and mastery	Three year-old Pre-K to 5th grade	Ongoing

Montessori Assessment Purpose, Design, Format and Rationale

For WSF Montessori, assessment is detailed, rigorous, and ongoing, consistent with authentic Montessori practice. All Montessori materials and work serve a specific purpose. Although children will be self-directed in terms of their choice of work, whatever work they choose has an appropriate use and a clearly defined objective. Indeed, Montessori work often has both an immediate primary objective and a secondary purpose to develop skills or competencies that relate to subsequent learning. As Lillard observed, "[N]o other single educational curriculum comes close to the Montessori curriculum in terms of its level of depth, breadth, and interrelationship across time and topic." (Lillard, 2016).

For Montessori, there is little if any separation between the work and the assessment. The purposes and objectives for each activity align to Dr. Montessori's observations of child development and to mastery of particular skills and competencies. Montessori teachers conduct ongoing observation and assessment in order to monitor and understand what materials children are choosing to engage with; the nature of their engagement with those materials; and their mastery of the object of the activity consistent with the child's current development.

Interim Assessment Purpose, Design, Format and Rationale

Even as we document and develop alignment between Montessori standards and NY State common core standards, we also want to have additional indicators of children's progress against those standards.

Aligned to common core standards or pre-K and Kindergarten, we will use Battelle Development Inventory to assess English language arts and mathematics skills development.³ Beginning in Kindergarten, we plan to use Fountas & Pinnell and NWEA MAP for interim assessments. We have selected each because it aligns to New York's common core standards.⁴

³ http://www.ohioleadership.org/up_doc_cms/2012_AF_CC_ELA_Example.pdf

⁴ http://www.fountasandpinnell.com/shared/resources/Alignment_CCSS_ELA_and_FPLcontinuum_09-2017_web.pdf

Based on both anecdotal and formal research, we believe that Fountas & Pinnell will be particularly valuable for identifying struggling readers and diagnosing appropriate interventions. The Leveled Literacy Intervention system is a reading intervention designed to target struggling readers and increase their reading level. It is designed to fit into the Tier II intervention of the Response to Intervention (RTI) model (Howard, 2009). We will administer Fountas & Pinnell three times per year.

NWEA has developed a crosswalk of performance equivalencies from the MAP to the NYSTP.⁵ A 2017 study demonstrates that MAP scores can accurately predict whether a student could be NYS Level 3 or above on the basis of his/her MAP scores and also used the 2015 NWEA norming study results to project a student's probability to meet proficiency based on that student's prior MAP scores in fall and winter. These results will help educators predict student performance in NYSTP tests as early as possible and identify those students who are at risk of failing to meet required standards so that they can receive necessary resources and assistance to meet their goals. We will administer the MAP twice each year.

The primary purpose of the external interim assessments is to have indicators of how well students are progressing on and preparing for standardized state assessments. To the extent that we find either that interim assessments we have selected are not valid and reliable indicators or that the state assessments themselves change, we will be adaptable and will reassess our choices annually based on the best information we have available.

Additionally, Wildflower New York will administer the Minnesota Executive Function Scale (MEFS), a standardized assessment of Executive Function skills designed for children ages 2 and up, to assess the essential foundation for academic readiness and achievement, as well as lifelong positive outcomes. MEFS will be administered four times per year. The assessment is adaptive, is administered individually on an iPad or Android touch-screen tablet and takes 2-7 minutes to complete. MEFS is shown to be a valid measure of Executive Function in pre-k and kindergarten (Carlson & Harrod, 2013).

WSF is committed to equity and to meeting the needs of English learners. Within the first 10 days of entrance at the school, students in K-5 will take the NYS Identification Test for English Language Learners (NYSITELL) in order for the school to identify students who are entitled to bilingual/English as a Second Language (ESL) programs. WSF will annually assess progress in developing English language proficiency for K-5 students participating in bilingual/ESL programs. Those students will take the New York State English as a Second Language Test (NYSESLAT) Reading, Writing, Listening assessment annually during the testing window (currently May 7 to 18).

Collecting And Analyzing Results + WSF Innovation to Accelerate Montessori's Commitment to Individualized Instruction

Observing students is at the very heart of the Montessori approach. While Dr. Montessori took advantage of the many technologies of her time, information technology is an area where much has changed over the last century. Those closest to the children, Teacher Leaders, are responsible for conducting ongoing assessment through observation and analysis, then making adjustments to engagement with the child or with the class as a whole. To date, most Montessori collection of observational (assessment) data has remained rooted in Maria Montessori's practice of keeping a manual journal. While Montessori herself was meticulous in this practice, this is an area in which

⁵ <https://www.nwea.org/content/uploads/2017/01/NY-MAP-Linking-Study.pdf>

technology provides opportunities to streamline a cumbersome process and to make rigorous, high quality ongoing assessment more accessible to all Montessori teachers.

One of WSF's innovations to authentic Montessori instruction is in the use of technology to facilitate ongoing data collection and assessment. From the day Wildflower New York opens, Teacher Leaders will have use of Transparent Classroom, a platform specifically designed by and for Montessori teachers to record and assess student progress on Montessori work. Using tablets, Teacher Leaders will be able to record assessment observations of student work in real time and will have those observations incorporated immediately into the online database of individual and classroom assessment information.

WSF has a strategic partnership with Transparent Classroom to make software more suited to tracking progress against standards. Standards alignment has been a challenge for public Montessori just as it is a challenge for virtually any personalized or student-centered approach to learning. To address this challenge, and based on the work of AMI 's mapping of Montessori curriculum and activities to the New York State Standards and the Common Core Standards (see **R23b- Montessori CCSS Language Arts Literacy** and **R23b- Montessori CCSS Math Geometry**), WSF is building into Transparent Classroom a crosswalk from Montessori standards to relevant common core and state-specific standards. Part of the pre-opening work for the New York schools will be to complete this work for New York State standards. For example, when a teacher is assessing a child's work with the number rods and writing numbers, the teacher will see in Transparent Classroom the New York standard for first graders to "[c]ount to 120, starting at any number less than 120. In this range read and write numerals and represent a number of objects with a written numeral." As part of our preparation to open, Teacher Leaders in New York will assess the degree to which the number rods, golden beads, and other Montessori counting materials incorporate this and other related state standards.

As Teacher Leaders identify state standards that could be supported by other Montessori materials or other interventions, such as Fountas & Pinnell, they will be responsible either for adapting or supplementing Montessori materials, doing so in ways consistent with child-directed principles of Montessori learning. Transparent Classroom will be a shared resource for documenting both the standards analysis and the ways Teacher Leaders are adapting learning materials and guidance across the New York schools to incorporate state standards. Much of this work may even be applicable for WSF schools across states with similar versions of the common core.

WSF's innovation work focuses on blending machine learning with the structured pedagogy and physical environment of Montessori to make continuous formative assessments without stopping the learning process. While a Montessori student experiences the feeling of "choice" in selecting their work, they in fact move (with the guidance of a Teacher Leader) through a predictable sequence of increasingly challenging materials. This offers an opportunity to embed unobtrusive wireless sensors and cameras in the classroom environment, and leveraging recent advances to add layers of interpretation to this sensor data. This can work for students as young as 2-3 years old for early literacy and numeracy development, and we anticipate different ways to use it for students in middle school and high school, where research has demonstrated the power of using manipulatives to teach secondary math (including trigonometry and calculus) and hard sciences (including engineering, chemistry and physics), and shows particular power for students with learning disabilities and for English Language Learners.

Technology will allow Teacher Leaders to see not only where each student is along the many different strands of the scope and sequence but also what choices each student is making: how often they are coming back to certain tasks, how they are responding to the introduction of a new lesson, how long

they are spending on a task, when they appear to be concentrating, where they physically spend time in the classroom, and more. By capitalizing on recent advances in voice recognition and linguistic analysis, we can understand how students are advancing in the fluency and richness of their language (or languages for multilingual classrooms) and how this relates to the tasks they are engaging with, the other students they are interacting with, etc. Across all of these areas, we will be able to log activities, assess mastery, diagnose misunderstandings (where in a physical sequence did a student make a mistake) and construct new types of measures of non-academic skills (e.g., how long does a student persist in an activity that they are struggling with? How deeply does a student typically dig into an activity that offers additional layers for exploration?). As our data grows, our aspiration is to be able to analyze patterns and provide Teacher Leaders with predictions and recommendations (e.g., based on their recent pattern of interactions with a particular task, this student is unlikely to master the task in the next two weeks on their own but is very likely to do so with a simple, suggested intervention). Importantly, we will be able to do all of this without screen time or additional tests, allowing students and teachers to interact authentically and organically with each other and with the learning environment. These piloting of innovations in has been underway in our Cambridge schools for a year.

As described in **R02- Addressing the Need**, as an Innovative Lab School and in our work to continuously improve, Wildflower New York's aim is to be an experiment in new learning environments, blurring the boundaries between scientists and teachers. As the classroom guide is teaching the children, they are also using the empirical data from the observation support technology to learn and improve their own Montessori practice and craft.

Preparation For Success On State Assessments

With Montessori curriculum mapped and fully aligned to New York State common core standards, the Transparent Classroom platform is being enhanced to facilitate effective monitoring and analysis of student progress, as described above, that will provide Teacher Leaders a clear understanding of student preparation for success on state assessments. WSF's program design does not require Teacher Leaders to use additional interim testing to evaluate student preparation. That said, to the extent that Teacher Leaders determine, as they want or need additional information, they may choose gather it. The New York Teacher Leaders propose using Battelle Development Inventory for early literacy, Fountas & Pinnell to assess reading readiness, especially for struggling readers and NWEA MAP as leading indicator of growth and mastery for NYS assessments.

WSF's approach to interim assessments provides an example of how the principle of teacher-led schools plays out in practice. WSF will ensure that Teacher Leaders have access to strong assessment data aligned both to authentic Montessori education and to state standards. With that foundation and control of their annual budget and resource allocation (monitored with the Board), when Teacher Leaders make decisions about whether they need to conduct additional assessments and, if so, what kinds to use, WSF will support Teacher Leaders as needed in identifying assessments that are valid and reliable for that purpose.

Considerations For Assessments Aligned to Wildflower New York's Mission Not Yet Identified

WSF has other principles and values that are important and for which we would, ideally, conduct ongoing internal assessment but for which such assessment presents substantial challenges and risks. Wildflower New York will administer the Minnesota Executive Function Scale (MEFS), a standardized assessment of Executive Function skills designed for children ages 2 and up, to assess the essential foundation for academic readiness and achievement, as well as lifelong positive outcomes. We also want our students to be capable contributors to their communities and the world and we want to know

whether we are living up to our principles of equity and beauty, but we are not aware of any valid and reliable assessments for such values. We expect our children to be creative problem solvers and to foster peace, but we will not attempt to develop metrics that artificially define or constrain how these qualities can be expressed. In our view it would be far preferable to do so exclusively through the rigorous, well-aligned assessment integral to Montessori education – knowing that those results are difficult to transfer or compare – than to use flawed assessments for the sake of having a veneer of comparability.

Through Net Promoter Score, we will assess parent satisfaction. We also intend to formally evaluate student engagement and satisfaction because these are important components of the WSF philosophy, and we believe valid and reliable assessments exist that are consistent with Montessori education. We are currently considering the Student Engagement Instrument and the Tripod Survey as potential options at least through sixth grade. We have identified these as strong options due to their design specifically for young children and the rigorous research indicating their validity and reliability.

Thus, Wildflower New York will conduct rigorous assessment as it is integral to Montessori; required of a public charter school; and deemed necessary by Teacher Leaders to better understand preparation for success on state assessments. We will proceed cautiously on any other types of assessment; will start by gathering data that seems relevant without overlaying judgments or targets; and will consider such additional assessment to be in the service of internal organizational rather than external public accountability.

Assessment Access and Use

One of Wildflower New York's guiding principles is transparency. We will apply this principle to assessment access and use consistent with FERPA protections on information about individual students. Teacher Leaders will have ongoing access to assessment information that they have documented through Transparent Classroom.

The Board will have an academic accountability committee that will be responsible for ongoing communication with Teacher Leaders and WSF about both the integrity of the educational program, based on the principle of authentic Montessori, and about the educational outcomes for which the school is publicly accountable. In addition, through monthly dashboard reporting, the Board as a whole will receive reports on the results of state and other standardized assessments, the results of student parents and community surveys at the next meeting after results are available, as well as monthly information on the financial and operational health of the School. Teacher Leaders will be responsible for presenting and leading discussion with the Board on the results, their significance, and any implications for the educational program. Board governance, non-profit and financial management, and school improvement experts as well as WSF can either be retained by the Board or available to advise as needed.

Students and Parents

Montessori students are responsible for keeping journals related to their work. In addition to keeping their own journals that include documentation and assessment and with Teacher Leaders having Transparent Classroom data in hand, students will meet with teachers regularly through teacher-student conferences that take place each week as a regular part of the Montessori classroom structure.

Consistent with our principle of connecting school to home, Teacher Leaders will be in regular contact with families about their children's progress. An important component of this connection will be education for families about Montessori education. A key feature of the Wildflower New York school

day is the time allocated during student and arrival and dismissal when Teacher Leaders, parents and students can connect about the student day, skills, content and behavior. This twice-a-day time for Teacher Leaders and parents is an opportunity to build relationships, trust and knowledge about the Montessori method. Parent teacher conference also happen twice a year at Wildflower New York which allow for a more structured, dedicated time for Teacher Leaders and parents to review academic, social emotional and behavioral data.

With respect to ongoing feedback to families about individual student progress, Teacher Leaders will be responsible for developing systems and structures that work for their communities. Wildflower New York's expectation will be that families feel well-informed about and engaged in their children's progress. This will be part of Wildflower New York's survey-based assessment of engagement and satisfaction referenced above.

C. INSTRUCTIONAL METHODS

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the proposed school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 5(a); and,*
- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

C. Instructional Methods

Maria Montessori was an Italian physician and educational theorist in the early twentieth century whose observations of children revolutionized the field of early childhood education.

In identifying Montessori as the educational philosophy for Wildflower New York, we were drawn to the unique combination of several factors. The Montessori method emphasizes the potential of the child, if served well, to change the world. We value its intrinsic respect for that potential, its promotion of peaceful communities, and its specific pedagogical structures. As a model which prioritizes the development of the individual child, we value the balance of Montessori's scientific approach to children's development and its assertion that childhood is a unique period of growth to be protected at its own pace.

Montessori schools offer a time-tested, empirically validated, child-centered, personalized learning alternative to the highly structured direct instruction models currently dominating public education. The case for Montessori education—that children educated in authentic Montessori schools gain a fundamental conceptual understanding of academic ideas, an intrinsic interest in academic learning, and superior executive functioning and social capacities—is grounded in an increasingly compelling research base. This research substantiates the necessity of highly enriched, exploratory learning environments in which students develop independence, self-regulation, passion for knowledge, respect for self and others, and flexible thinking. High-functioning Montessori schools offer just such environments, and they produce learners capable of shaping their worlds. Over a century ago, Dr. Montessori recognized

these attributes as necessary for humanity to learn to live in peace. Today the mission is just as timely, and just as profound.

An Authentic Montessori Environment: *providing a peaceful, mixed-age, child-directed environment.*

The Montessori method emerges from the belief that children are naturally good, peaceful and curious and that in the context of a supportive environment, all children engage instinctively in the work of self-construction. Implementing with fidelity the Montessori method, Wildflower New York will deliver a century-old educational model that has proven successful in creating deeply personalized, self-directed and effective learning environments. High-quality Montessori classrooms have several common characteristics: a carefully prepared classroom environment of beautiful and organized materials; children in multi-age environments with a three-year age span; and, children in the classroom working at different levels with materials. Wildflower New York is committed to delivering authentic Montessori education characterized by:

- *Multi-Age Classrooms:* Wildflower New York will establish multi-age classrooms following the Montessori method. The primary program is for ages three to Kindergarten, Elementary 1 is for first through third grades and Elementary 2 is for fourth and fifth grades. Developmental research supports Montessori's observation that children experience periods of rapid cognitive and social growth on timelines that are specific to each child. Multi-age classrooms, paired with the Montessori practice of observation and inquiry, give teachers the flexibility to introduce concepts of increasing complexity when each child is ready to receive them, allowing children to advance past their same-age peers in some areas and get additional support and practice in others. Additionally, the multi-age classroom creates a more realistic preparation for life beyond school, where older children deepen their understanding of concepts by modeling for younger children, and younger children can observe older children practicing skills that they themselves are on the cusp of learning. Wildflower New York will begin by offering kindergarten and first grade and, at full scale, will serve students through fifth grade. Wildflower New York will also seek to offer three and four year old pre-kindergarten in Year 2 and Year 1, respectively.
- *Student-Directed Work Cycles:* Montessori classrooms are often quiet places, but they are almost never silent. Students are free to interact with one another, and ongoing lessons produce a steady hum of purposeful activity. When activity is appropriately matched to interest and readiness, students display intense focus, persistence, and, most often, joy. In addition to being meticulously set up to meet the developmental needs of students at various stages, Montessori supports concentration through extended periods of individually-paced work, an environment that discourages interruption, and a focus on self-correction that allows students to explore, experiment and repeat work until they have mastered it.
- *Focus on Sensorial and Tactile Development:* Beginning with the sensorial exercises first offered to children between ages three and six and extending through the entire developmental continuum, Montessori education is grounded in exploration of concepts through hands-on learning.
- *Scaffolded Learning:* Montessori materials are engineered to be self-correcting and to support increasing complexity of concepts. If a child makes a mistake, she will be able to discover that and self-correct using the tools. This helps students develop problem-solving skills, perseverance, and independence. Also, as a child begins to master concrete tasks, she can naturally build on her learning with more abstract tools and ideas. The ability to manipulate at the foundational level

establishes brain functional understanding for theoretical mathematical processing later on in a child's educational path.

- *Enriched, Orderly Learning Environment that Promotes Independence:* Independence is one of the most important outcomes of Montessori education. Independence does not mean working alone, though very young children often choose to do so. Rather, independence is evident in students who are able to navigate their space with confidence and self-regulation. Independence is a logical outcome of a highly enriched, orderly learning environment supported by adults who invite students into deep engagement with meaningful work. In a fully implemented Montessori classroom, students exercise independence and responsibility as they choose their work and progress in their learning.
- *Collaborative Learning Environment:* Most meaningful work in the real world requires periods of both individual concentration and productive collaboration. With students moving through the work independently and grouping and regrouping freely, the Montessori learning environment looks more like an adult workplace than a conventional classroom. And this is intentional. Montessori encourages collaboration through mixed-age groupings, environments that accommodate free movement, and assessment that emphasizes mastery over competition.
- *Teacher Demonstrations and Guidance:* Adults are integral to any Montessori environment – but their role differs quite substantially from what we normally think of as "teaching." A key premise of Montessori education is that knowledge is constructed from experience rather than delivered through direct instruction. The Montessori teacher prepares an environment that calls the child to engage, and then is responsible for assisting the child in making a constructive connection with the environment. To support education and development through the materials, Montessori teachers provide demonstrations to children on how to use the materials and care for them. Teachers create morning and afternoon "work cycles" that encourage sustained concentration. They *model* rather than dictate positive behavior, and support curiosity and "friendliness with error" as part of the journey of learning. Through their Montessori training and WSF's supporting technology, teachers observe how students engage in the materials and adjust the environment as necessary.
- *Community Classrooms:* For Maria Montessori, the ultimate outcome of education was peace. The enactment of this grand concept begins with the smallest of details: the physical beauty of the environment, where everything has a place and everything is kept in its place and where even the youngest children are invited to participate in the routines of daily living. From the moment they enter their classroom, children come to understand that the classroom belongs to them. The inclusion of beautiful, enticing, and real materials in the Montessori classroom also help create a sense of ownership for students. The combination of students wanting to engage with the materials, and their understanding of the importance of the materials further enhance the student's experience in the Montessori classroom.

Research has shown that fidelity of implementation of the Montessori philosophy and method is critical to achieving improved outcomes for students. In one study, social and academic skills were compared between three groups: students enrolled in "high fidelity" classic Montessori programs, lower fidelity Montessori programs that supplemented the program with conventional school activities, and conventional programs. Although they performed no better on the diagnostic tests in the fall, children in classic Montessori programs, as compared with children in supplemented Montessori programs and conventional programs, showed significantly greater school-year gains on outcome measures of

executive function, reading, math, vocabulary, and social problem-solving, suggesting that high fidelity Montessori implementation is associated with better outcomes than lower fidelity Montessori programs or conventional programs.⁶

D. COURSE OR SUBJECT OVERVIEW

- *Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.), and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.*

Wildflower New York will follow the Montessori curriculum, materials and instructional methods described above supported by supported by a culturally responsive pedagogy that is unique to Wildflower New York. As such, the School does not have other course or subject offerings as the Montessori curriculum will be followed exclusively.

E. PROMOTION AND GRADUATION POLICY

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

- *If the school would offer high school grades within the proposed charter term:*
- *Describe the types of diplomas the school will offer along with the credit and other requirements for each;*
- *Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,*
- *Include any additional specific graduation requirements and the rationale for their selection.*

E. Promotion Policy

The promotion policy at Wildflower New York is designed to align with our mission to have our students develop strong academic foundations and skills in the areas of critical thinking, collaboration, creativity and communication, and grow into curious, capable contributors to their communities and the world. Students will enter Wildflower New York with varying levels of academic preparation and at may enter at various times throughout the academic year. Wildflower New York's multi-age classes of Primary, E1 and E2 and classrooms are equipped with instructional materials that support struggling and advanced students.

⁶ Angeline Lillard, "Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs," *Journal of School Psychology* June 2012: 379-401.

Student promotion will be viewed from a holistic approach, and will be mindful of social and emotional as well as cognitive development. Teacher Leaders will make a recommendation for each child's promotion, based upon many factors that include:

- Observations
- Reading comprehension and decoding skills
- Montessori and other formative and standardized assessments

Teacher Leaders will have the responsibility of assessing each child's proficiency and ability to be successful in the next age grouping. It is anticipated that children will show mastery of the Montessori curriculum within the three-year cycle. Children will need to demonstrate proficiency in the areas of language and math, as well as in the area of social and emotional development to be promoted.

Students at risk of retention will be identified before the second parent teacher conferences are held and families will be notified by Wildflower New York Teacher Leaders in order to develop an improvement plan for those students.

Special Education

In compliance with IDEA, all students with IEPs or 504s will need to meet all promotion criteria for Wildflower New York unless their IEP indicates separate goals in particular content areas. If this is the case, satisfactorily meeting those goals will satisfy that component of the promotion criteria of Wildflower New York.

R-05F - PROGRAMMATIC AUDIT

Describe a plan of annual programmatic audits of the implementation and effectiveness of the School's education program. Programmatic audits should include an evaluation of the effectiveness of the School's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some School districts. The plan should include, but is not limited to, the:

- *Purpose and objectives;*
- *Areas to be audited;*
- *Schedule of events;*
- *Responsible persons, which may include outside consultants;*
- *Description of written end product;*
- *How and to whom such written end product will be disseminated; and,*
- *Any plans to hire outside consultants to perform such audits.*

Programmatic Audit Purpose and objectives

The practice of “self-study” is inherent to the Montessori method, so based on information gained through regular observation and inquiry, Teacher Leaders will conduct a programmatic audit at the end of the school year. The purpose and objectives of the audit will be for Teacher Leaders to evaluate the academic, governance and operational effectiveness of the School in addition to fiscal soundness as to these areas. Teacher Leaders will evaluate the School against SUNY's Renewal Benchmarks, especially those related to academics, operations and governance, with consideration of progress toward meeting the School's Accountability Plan goals and feedback provided by the School's authorizer with the goal of understanding the School's progress toward renewal and the overall strength of its program. Based on the findings from this audit and their reflections, Teacher Leaders will identify the actions that will enable Wildflower New York to more fully live into its mission as well as the School's accountability plan. They will share this plan with the Board, along with updates on progress at monthly Board meetings. Teacher Leaders will share this plan with the Board, which will monitor progress during Board meetings through updates by the Teacher Leaders. Concurrently, the Board of Trustees will evaluate itself at the end of each school year, with an internal report on its findings, including an action plan if the self-evaluation determines that any changes are necessary.

If, based on programmatic audit findings, Wildflower New York finds that it needs to make a revision to its charter, it will work in collaboration with the SUNY Charter Schools Institute to receive approval for the revisions.

Schedule Of Events & Responsible Persons

The annual programmatic audit will combine inputs from:

1. Ongoing review of academic and school culture data
2. Ongoing review of operational, financial and governance goals for each monthly Board meeting
3. Annual financial audit
4. Annual strategic planning cycle to determine the organization's annual goals and key performance indicators

The annual programmatic audit will combine and synthesize the findings from the first three components and serve as an input to the planning cycle and the next year's organizational goals. The table below lists the schedule of key events and the position responsible for each.

Wildflower New York Programmatic Audit Events And Owners			
Events	Owner	Support	Timeline
Gather and review data on the organization's academic and school culture goals	Teacher Leaders	Charter School Site Coordinator	Every 6 weeks for Data Days
Gather and review data on the organization's operational, finance and governance goals	Teacher Leaders	Charter School Site Coordinator	Monthly for Board meeting
Financial audit	Treasurer		End of Year
Governance review	Board Chair	TBD, External Consultants	End of Year
Conduct annual walkthrough of the School collecting qualitative data on the academic program, school culture and operational effectiveness of the School	Teacher Leaders	External Consultants	Spring
Synthesize end of year qualitative and quantitative data on the organization's effectiveness against its annual metrics and renewal criteria as stated in the Accountability Plan into one dashboard	Teacher Leaders	Charter School Site Coordinator	End of Year
Review the data internally, synthesize findings and make recommendations for the following year's organizational goals (end of year)	Teacher Leaders	Charter School Site Coordinator	End of Year
Review the data with Board of Trustees, previewing appropriate sections with Finance, Academic and Governance committees	Teacher Leaders	Board of Trustees	End of Year
Determine and finalize the following year's organizational goals and key performance indicators	Teacher Leaders	Board of Trustees	End of Year
Review the organization's goals	Teacher Leaders ¹	Charter School Site Coordinator	Summer Orientation

Description Of Written End Product And Dissemination

Each of the events in Wildflower New York's data and innovation cycles will have a customized data dashboard. The format for the academic and School culture dashboard will be determined at the start of the year. It will include the targets set at the start of the year and a comparison to any formative data that is gathered along the way. Academic data will always be analyzed for specific sub-groups, including students with special needs, students who receive free or reduced lunch, and English Language learners. Dashboards will also include a page that states when formative data will be available to ensure that the dashboard is always up to date. Board members and Teacher Leaders will receive training on how to read the dashboards and will provide input to make the dashboards more user friendly.

¹ Note that per R-23B- Wildflower School Start Up Journey Manual, each pair of Teacher Leaders determine roles and responsibilities across the team given the many responsibilities of Teacher Leaders.

The annual financial audit will follow generally accepted accounting principals and the external auditor that is hired by the Board will produce their own report and determine the format of the report. The annual governance audit will use templates and best practices on Board governance that will be established by the Board at the start of the year. The Board may work with external consultants with expertise in charter School Board governance, such as Charter Board Partners or The High Bar.

When data from the ongoing cycles of analysis are synthesized into the end-of-year programmatic audit, the findings will be shared in several formats. The findings will include a written narrative analysis that interprets the data, analyzes the strengths and challenges of the School, and provides recommendations for next steps. This written narrative will also be produced in a slide show for discussion during the Board meeting. All Board materials will be shared with the Board at least one week in advance of the Board meeting in which they are discussed and will be available as a handout during the Board meeting. The organizational goals and metrics that are derived from the programmatic audit, along with clear roles and responsibilities for each, will be synthesized into a deck, and in the spirit of radical transparency, same deck will be shared with the Board, Wildflower and school staff so all stakeholders are aligned and working towards the same goals and metrics.

The School's programmatic audit will also inform the submission of an annual report, which includes an accountability plan progress report, to the SUNY Charter Schools Institute and the New York State Education Department, in accordance with Education Law §2857(2). This will include comparative academic and fiscal performance in addition to the School's federal and state revenue sources, salary expenditures, capital expenses, student services, student suspension, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other pertinent information. As indicated, the annual report will include an accountability plan progress report, which will present a discussion of the School's progress toward meeting the goals identified in the accountability plan.

Role Of Outside Consultants

Outside consultants will provide an important source of input into the programmatic audit. Experienced external auditors will conduct the financial audit. Wildflower New York' Board will engage the auditor by seeking the name of several reputable firms that work with other charter Schools in New York City. The Board will interview the audit firms, obtain quotes and conduct reference checks before choosing a vendor.

Wildflower New York may hire an external consultant or organization during its first year to help identify strengths and weaknesses of the program in relation to SUNY's renewal benchmarks, and to train staff on understanding the benchmarks, as well as Accountability Plan metrics. The School has identified consultants who could perform this audit: SchoolWorks has the skills and experience to evaluate the instruction and School leadership, Tugboat Education and The High Bar have the skills and experience to evaluate the School governance and Charter School Business Management has the skills and experience to evaluate the finances and operations. Should the Board determine that they would like to hire consultants, the consultants would report directly to the Board. The consultants would provide a written report for the Board that includes areas of strength and improvement, recommendations for next steps for areas of improvement additional improvement and training on how the School can effectively audit its own program over time.

R-06AC - CALENDAR AND SCHEDULES

CONTENTS

A. SCHOOL CALENDAR

B. SAMPLE STUDENT SCHEDULE

C. SAMPLE TEACHER SCHEDULE

A. SCHOOL CALENDAR

Provide a copy of the proposed school calendar for its first year of operation that clearly articulates:

- *Total number of days of instruction for the school year;*
- *Total number of hours of instruction for the school year;*
- *First and last day of classes;*
- *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
- *All planned holidays and other days off, as well as planned half days; and,*
- *Dates for summer school, orientation and other activities outside of the core academic calendar, if planned.*

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

A. School Calendar

Wildflower New York's school calendar is designed to align with our mission to have our students develop strong academic foundations and skills in the areas of critical thinking, collaboration, creativity and communication, and grow into curious, capable contributors to their communities and the world. Our students receive more instructional time, which has proven effective, particularly for children living in communities affected by low socioeconomic conditions, when that time is optimized.¹

We have a total of 180 instructional days and 16 teacher professional development days in our first year. Our first day of school is Monday, August 28, 2019 and our last day of school is Wednesday, June 24, 2019. The organization of the school year aligns with our assessment calendar and curriculum and does not follow a schedule aligned with semesters, trimesters or quarters. We have the following planned holidays and other days off: Labor Day, Thanksgiving including the Friday following Thanksgiving, Winter Break, Martin Luther King Jr. Day, Mid-Winter Break, Spring Break, Eid and Memorial Day. Students have Columbus Day and Veterans days off, but they are Professional Development ("PD") day for teachers. On the first two days of school, August 28 and 29, the school uses the shortened Friday schedule so that Kindergarten and 1st Grade students can adjust to attending a new school and build their stamina during work cycles.

¹ <https://chalkboardproject.org/sites/default/files/Extended-Learning-2.pdf>.

Assessments: Our calendar also includes a robust set of assessments. The primary assessments are the Battelle Developmental Inventory, Fountas and Pinnell Literacy assessment, the NWEA MAP assessment in Reading and in Math and the Minnesota Executive Function assessment.

The Battelle Developmental Inventory assessment is administered two times during the year, in September and June. Administration can be completed in 60 to 90 minutes, while the screener test can be administered in 10 to 30 minutes.

The Fountas and Pinnell Literacy assessment is administered at the start of the year to gather baseline data and then two more times throughout the year to measure student progress, and up to three times as needed per child. The assessment is administered 1:1 with a staff member and a child. Each of these days will still follow a normal schedule and be regular instructional days, with students pulled out individually to take the F&P assessment.

The NWEA MAP assessment is administered two times during the year, in September and June. Each test is about 90 minutes with Math and ELA administered on different days. Where possible, we give assessments on Fridays when we already have an altered daily schedule, as described below.

Minnesota Executive Function assessment is administered at the start of the year to gather baseline data and then three more times throughout the year to measure student progress. The MEFs assessment takes five minutes to complete.

Parent/Teacher Conferences: The school year will also include Parent/Teacher conference days to allow teachers to engage with parents during the time that works best for them, not during a time that fits around the school day. Parent/Teacher conferences will be held throughout the day, no instruction is planned for these days.

Professional Development: The School will have 9 professional development days in advance of the first day of school to prepare classrooms for students and to engage in annual planning further described in **R-02ab - Addressing Need** and **R05f - Programmatic Audit**. Teacher professional development data days will be held 2-3 days in advance of Parent/Teacher conferences to review student data and prepare for conferences. As described in **R-08ad - Instructional Leadership** as part of the Wildflower New York's affiliation with WSF, the school will participate in WSF Certification Process conducted annually. Teacher Leaders from other WSF schools across the country will visit Wildflower New York's sites twice each school year, planned in 2019-20 for December 5-6, 2019 and May 8-9, 2020. During the first day, Teacher Leaders from other WSF schools will observe the school and regular school instruction will be held. During the second day, Teacher Leaders from other WSF schools will share advice and feedback with campus Teacher Leaders. The second days of the Certification process visit will be considered professional development days and school will not be held. Each Teacher Leader will visit other high performing WSF schools as part of their professional development. These days planned in 2019-20 for April 20, 2020 after the Spring Break and school will not be held at Wildflower New York's. The School will have 2 professional development days after the last day of school to review the school year as further described in **R-02ab - Addressing Need** and **R05f - Programmatic Audit**.

Wildflower New York's Teacher Leaders will gather for Leadership Committee meetings semi-monthly on Friday's when there is a shortened instructional day for students. On alternating Friday afternoons, Teacher Leaders use the time on their administrative tasks and communicating with one another.

Summer School and Other Activities Outside of the Core Academic Calendar: Wildflower New York's will offer Summer School when we serve students in grades three and above. All students will be welcome to attend but it will be strongly recommended for students who are at risk of promotion to the next grade level base on the promotion criteria described in **R-05E Promotion and Graduation Policy**. It is anticipated that Summer School will be held in the first two weeks in July. Since we are opening with Grades K-1, Summer School is not reflected in our Year 1 calendar.

Wildflower New York's Teacher Leaders are each empowered to develop and offer out-of-school time and summer school programming based on the needs of their students and families. Such programs will be developed after seeking advice from families and the Board of Trustees. WSF schools in other states offer summer enrichment programs, and Wildflower New York's will have the benefit of learning best practices from the broader ecosystem of WSF schools.

2019-20 WNYCS Academic Year Calendar

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days 3
PD Days 10

September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional Days 20
PD Days 0

October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days 23
PD Days 0

November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Instructional Days 18
PD Days 1

December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days 14
PD Days 1

January 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days 19
PD Days 0

February 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Instructional Days 15
PD Days 1

March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days 20
PD Days 1

April 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days 18
PD Days 1

May 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days 14
PD Days 1

June 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days 18
PD Days 2

July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days 0
PD Days 0

Key

Federal holidays (no school)
Holidays (no school)
Assessments
Professional Development (no students)
Teacher Parent Conferences (no students)
First Day/ Last Day of School

Key School Days	
August 2019	
Staff PD	
Family Orientation	
First Day of School	
September 2019	
Sep 2, 2019	Labor Day (no school)
Sep 9-20, 2019	Assessments (BDI, F&P, NWEA, NYSITELL, MEFS)
Sep 23-27, 2019	Assessments (BDI, F&P, NWEA, NYSITELL, MEFS)
October 2019	
Oct 14, 2019	Columbus Day (no school), PD- Data Day
November 2019	
Nov 11, 2019	Veterans Day (no school), PD- Data Day
Nov 15, 2019	Parent Teacher Conferences (no school)
Nov 28, 2019	Thanksgiving Day (no school)
Nov 28, 2019	Day after Thanksgiving Day (no school)
December 2019	
Dec 5, 2019	Wildflower Schools Certification Process- Day 1
Dec 6, 2019	Wildflower Schools Certification Process- Day 2 (no school)
Dec 12-13, 2019	Assessments (F&P as needed, MEFS)
Dec 23-31, 2019	Winter break
January 2010	
January 1, 2020	New Year's Day (no school)
Jan 20, 2020	Martin Luther King Day
Feb 20-21, 2020	Mid-Winter Break
March 2010	
March 2-6, 2010	Assessments (MEFS)
March 13, 2020	PD- Data Day (no school)
March 20, 2020	Parent Teacher Conferences (no school)
April 2020	
April 13-17, 2020	Spring Break
April 20, 2010	PD- TLs observe other Wildflower schools
May 2010	
May 7, 2020	Wildflower Schools Certification Process- Day 1
May 8, 2010	Wildflower Schools Certification Process- Day 2 (no school)
May 14-15, 2020	Assessment (NYSESLAT)
May 25, 2020	Memorial Day (no school)
June 2010	
Jun 1-12, 2020	Assessments (BDI, F&P, NWEA, MEFS)
Jun 24, 2020	Last Day of School

Total Number of Hours of Instruction in the Wildflower New York School Year

Wildflower New York will have a total of 180 instructional days with 6.5 instructional hours Monday- Thursdays and 5 instructional hours on Fridays for a total of 1116 instructional hours per school year.

B. SAMPLE STUDENT SCHEDULE

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- *A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations) (for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;*
- *A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,*
- *A sample student schedule for a typical week.*

B. Sample Student Schedule

Typical Student School Day

At Wildflower New York children learn math, ELA and science, along with art, movement and music in their morning and afternoon work blocks. They do so by working with materials that present information of increasing complexity. Access to those materials is “guided” by the Teacher Leaders, who observe and responds as they progress through skill areas in each subject. Montessori Teacher Leaders spend a great deal of planning time “preparing the environment” so that developmentally-appropriate materials are out just when children are ready for them. Montessori research supports the “sticking power” of concepts learned through choice and self-direction, rather than on the schedule of others.

The Montessori school day is not broken into traditional class periods that define what a student can learn and when. The Montessori philosophy is grounded in interdisciplinary thought and the school day reflects this. The Montessori school day is made up of two long, uninterrupted work periods, called “work cycles” that are devoted to core academics. We do not interrupt these work periods with specials or any other kind of break-outs so that students can learn self-motivation and regulation. Teacher Leaders do not define when students must focus on their language skills or their math skills, rather, in a teacher-curated and prepared Montessori classroom provides a cross-disciplinary experience for students. There are very clearly defined areas of the classroom for language, math, practical life, etc. Each Montessori material has a clear focus on learning a math or language skill.

During these daily work cycles, Teacher Leaders coordinate their efforts, perhaps with one teacher working with a small group of students on a small group lesson and another teacher following the progress of other students who are working independently or in small groups. Lessons are often individual to meet each a child exactly where they are, advancing them when they are ready (not pushing too fast or holding back as group instruction can do). Small group lessons also happen, but the individual lesson is key to the Montessori philosophy. Montessori teachers observe students in the classroom environment, determine if student work and activity is purposeful (though even having an argument can be purposeful if everyone is respectful and

working toward resolution) and decide if they need to step in or if they should allow the children to proceed on their own, thereby gaining confidence and independence. Montessori-trained teachers are very skilled and confident in navigating what looks to an outsider as a busy and unstructured setting. They actively manage a Montessori classroom without infringing on the autonomy of the students to make choices. As children demonstrate the ability to appropriately manage their autonomy, more is allowed. If a child does not yet have self-management skills, teachers are more actively engaged in directing their choices.

A typical day at Wildflower New York's will have read-aloud time for all students on Monday, Tuesday, Wednesday and Thursday each week. For children of all ages, read-aloud time exposes them to new ideas that are not necessarily accessible at their own individual reading level. Many families in the South Bronx neighborhoods, where the classrooms will be located, may not have the time to sit with their children for long periods of time engaged in reading out loud. The Montessori environment will help supplement whatever time they can spend, and through active parent engagement, the Teacher Leaders will help parents see the value of read-aloud time and how easy it can be to incorporate into their own home environment. Mini-lessons will be given for all students on Monday, Tuesday, Wednesday and Thursday each week and may focus on non-instructional components of the Montessori method, culture and discipline or in response to a classroom interaction.

Students will have a long, combined recess/lunch break. It is important for the students to spend significant time outside, engaging with nature, and exploring their physical limits. Many of today's families, particularly those in the neighborhoods Wildflower New York's intends to serve, don't have the luxury to allow this kind of unstructured outdoor play in their daily lives, so we make sure it happens at school. Lunch is also an important socialization time. It is not just a time for eating.

A class meeting is held every week on Friday. The students use this time to make decisions about their class and discuss things that they want to change or improve, and any special events they want to plan. This helps children feel ownership of their environment, that it is theirs, not the teachers'. Maria Montessori believed that teachers should create a classroom for the children, a place where they feel control rather than controlled. This also helps build and maintain a strong school community and the students' ability to express themselves and work collaboratively through tough conversations and challenges.

Student arrival and dismissal windows allow time for Teacher Leaders to check in with parents on homework from the night before, skills students may have learned that need parent reinforcing outside of the school day or administrative matters.

Sample Student Schedule For A Typical Week

Student schedule Monday-Thursday:

8 am: Students arrive

8- 8:30 am: Breakfast and get prepared for work

8:30-11:30 am: Morning work cycle

11:30- 11:45 am: Read aloud

11:45 am- 12 pm: Mini-lessons (examples: movement, behavioral norms)

12- 12:30 pm: Recess

12:30- 1 pm: Lunch
 1- 4 pm: Afternoon work cycle
 4- 4:20 pm: Students dismissed and Teacher Leader, parent and student conversations

8 hour student day
6.5 instructional hours

Student schedule Friday:

8 am: Students arrive
 8- 8:30 am: Breakfast and get prepared for work
 8:30-11:30 am: Morning work cycle
 11:30- 12 pm: Class meeting
 12- 12:30 pm: Recess
 12:30- 1 pm: Lunch
 1- 2:30 pm: Afternoon work cycle
 2:30- 2:50 pm: Dismissal and Teacher Leader, parent and student conversations

6.5 hour student day
5 instructional hours

Total Number Of All Instructional Minutes Offered Per Week (Exclusive Of Lunch, Recess, Study Hall, Etc.)	Total Number Of Weekly Minutes Devoted To Core Academic Subjects In Each Grade, I.E., ELA, Mathematics, Science, And Social Studies
1860 minutes	1770 minutes

Alicia: Typical Student School Day Scenario

Alicia wakes up at 7:15 am and walks to school with her grandmother. Alicia arrives at 8 am, picks up the school breakfast provided in the front of the room, eats and gets prepared for the work day. At 8:30 am, the morning work cycle begins. In a small group, Alicia’s Teacher Leader introduces a Rhyming activity and invites the small group to practice rhyming with each other or others. The first exercise Alicia practices is *Alliteration*. She names the activity and then repeats following the Teacher Leader’s presentation, using words that begin with the same sounds, e.g. Tim tiptoes to the train, my mom makes milkshakes. The second exercise she practices is *Onset-rhyme*. She names the activity and then repeats following the Teacher Leader’s presentation by patting each leg with each hand as she say the whole word. She learns to open her left hand upwards as she says part of the word, e.g. deca-nomial or decano-mial, and then opens her right hand upwards as she says the second part of the word. She finishes by patting the whole word on legs as in the beginning and then practices predicting the second half of the word. Alicia then practices the Alliteration and Onset-rhyming exercises independently. Struggling with rhyming, Alicia and the Teacher Leader work on another concept Alicia has been practicing: sounding out words- the beginning, middle and ending sounds. Alicia then practices independently on beginning sounds.

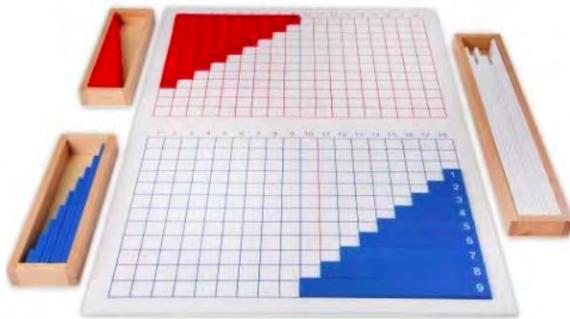
At 11:30 am, Alicia gathers with her classmates for the daily read-aloud read by a Teacher Leader. At 11:45 am, the Teacher Leader delivers a mini-lesson on behavioral norms.

At 12 pm, since it is a warm and sunny day, Alicia heads outside with her classmates and Teacher Leaders to the Estella Diggs Park across the street where there is an enclosed student playground. At 12:30 pm, the class returns for lunch where she and her classmates inquire

about the school lunch, asking Teacher Leaders about the salad and learning the word “arugula”.

At 1 pm, the afternoon work cycle begins. Having practiced and mastered using number rods to make sums, the Teacher Leader introduces to Alicia that she will make sums in a similar way today using the strip board. Alicia retrieves a mat from the bin, unrolls it onto the carpet to create a workspace. She then retrieves the Strip Board from the shelf and places it on the mat.

Description of the Strip Board: A board divided into 18 squares across from left to right and 11 squares top to bottom, each square being 2 cm x 2 cm. The top most squares are numbered from 1-18. From 1-10 are in red; then a red line divides the board vertically; the numbers from 11-18 are in blue. Two sets of numbered strips—one set is blue with a symbol from 1-9 at the end of each strip; the other set is red, sub-divided into squares by blue lines, with the symbols from 1-9 at the end of each strip. Prepared addition forms and squared paper.



Alicia chooses the number 14 from the strip board and places it as the header for the grid paper. She then places the blue strip as the first addend and as close as possible to the number 14. The Teacher Leader asks, “what do we need to make that sum?” Alicia responds “5” and then places the red corresponding strip on the board. She then writes the corresponding equation in the 5 grid box paper and reads it aloud with the Teachers Leader: “nine plus five equals fourteen”. Alicia then continues with this exercise until she has found all the ways to create 14 and then finds her Teacher Leader to count the ways that 14 was created. To demonstrate she clears the board and brings the addition control chart 1 to check her answers. Alicia checks her work, and after completing the exercise, the Teachers Leader asks which sum she will choose next. Alicia chooses the number 18 and then practices using the strip board material to create the sum 18. When the work cycle comes to a close, Alicia packs up the strip board and returns it to its proper shelf in the classroom, rolls up her mat neatly and returns it to its bin.

Just before 2:30 pm, the Teacher Leaders describe any work to practice that evening and Alicia packs up for dismissal. During dismissal, Alicia is greeted by her father.

C. SAMPLE TEACHER SCHEDULE

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- *Length of teachers’ work day;*

- *Time devoted to core teaching assignments, planning, and other activities; and,*
- *A brief scenario describing a typical teacher day and week.*

C. Sample Teacher Schedule

Teacher School Day

The school week will have a shortened day on Friday - this enables the teachers to focus some time on their administrative tasks and communicating with one another or to attend semi-monthly Leadership Committee meetings. Please see **Student School Day**, in particular *Professional Development and Summer School and Other Activities Outside of the Core Academic Calendar* detailed above for time devoted to core teaching assignments, planning, and other activities.

Sample Teacher Schedule For A Typical Week Of Instruction

Teacher schedule Monday- Thursday:

7:50 am: Teacher Leaders arrive

7:50- 8 am: Teacher Leaders prepare for students

8 am: Students arrive

8- 8:30 am: Teacher Leader and parent conversations, students have breakfast and get prepared for work

8:30-11:30 am: Morning work cycle

11:30- 11:45 am: Read aloud

11:45 am- 12 pm: Mini-lessons (examples: movement, behavioral norms)

12- 12:30 pm: Recess

12:30- 1 pm: Lunch

1- 4 pm: Afternoon work cycle

4- 4:20 pm: Dismissal and Teacher Leader, parent and student conversations

4:20-4:50 pm: Teacher Leaders prepare classroom for next day for students

4:50 pm: Teacher Leaders depart

Teacher schedule Fridays:

7:50 am: Teacher Leaders arrive

7:50- 8 am: Teacher Leaders prepare for students

8- 8:30 am: Teacher Leader and parent conversations, students have breakfast and get prepared for work

8:30-11:30 am: Morning work cycle

11:30- 12 pm: Class meeting

12- 12:30 pm: Recess

12:30- 1 pm: Lunch

1- 2:30 pm: Afternoon work cycle

2:30- 2:50 pm: Dismissal and Teacher Leader, parent and student conversations

2:50- 4:50: Teacher Leaders administrative time, semi-monthly Leadership Committee across Wildflower New York sites and prepare classroom for Monday for students

4:50 pm: Teacher Leaders depart

Wildflower New York Teacher Work Day

Mondays through Thursdays: The Wildflower New York teacher work day is 9 hours with 6.5 hours devoted to instruction; 1 hour for student recess, student lunch or teacher planning time; 50 minutes for parent conversations during arrival and dismissal; and, 40 minutes for planning or other activities.

Friday: The Wildflower New York teacher work day is 9 hours with 5.5 hours devoted to instruction; 1 hour for student recess, student lunch or teacher planning time, 50 minutes for parent conversations during arrival and dismissal and 100 minutes for Leadership Committee meetings, planning or other administrative activities.

Mr. K: Typical Teacher School Day Scenario

Mr. K arrives at 7:50 am and checks to make sure school breakfast is set out in the front of the room. At 8 am, students begin arriving and while students eat breakfast and get prepared for the work day, he checks in with a few parents on skills they practiced with their children the night before and, in particular, asks Manuel's parent whether he practiced the skills from yesterday's mini-lesson on cleaning up his work space at home. At 8:30 am, the morning work cycle begins. Mr. K invites a small group of students to practice the Phonemic Awareness skills they have been learning this week. The direct aim of the lesson is to make children aware of the individual sounds in words, sentences, and how they relate and the indirect aim is to prepare students for reading and writing. The lesson is aligned to standard(s):

- Montessori Activity 42403: Strategy for spelling, sounding out, identify consonants, syllabification
- CCSS RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Mr. K presents the Rhyming activity: he invites the children and names the activity. He provides rhyming words, e.g. mat, hat, bat, sat, jat and asks the children to join when they have an idea. When the children rhyme correctly, he asks them to repeat what they have said. He then invites the children to practice rhyming with each other or others. As described above in **Alicia's Typical Student School Day Scenario**, Mr. K introduces the small group to *Alliteration and then Onset-rhyme*. He then invites students to practice the Alliteration and Onset-rhyming exercises independently. He observes, noting in his Transparent Classroom electronic pad which students are practicing and which are mastering each exercise. Recognizing that Alicia is struggling with rhyming, he works independently with her on another concept she has been practicing: sounding out words- the beginning, middle and ending sounds. Noting that Alicia requires more practice with beginning sounds, he tells her to continue practicing independently. He notes these observations in his Transparent Classroom electronic pad and then continues to observe the classroom.

At 11:30 am, on Monday, Tuesday, Wednesday and Thursdays, the daily read-aloud is delivered by Mr. K's co- Teacher Leader. At 11:45 am, the co- Teacher Leader delivers a mini-lesson on behavioral norms, Mr. K uses 11:30 am-12 pm to talk to the Special Education teacher on his observations about Alicia's challenges with rhyming and sounding out the beginnings of words and shares his notes from Transparent Classroom. They discuss whether Alicia may require additional support using Response to Intervention techniques and the Special Education teacher plans to work one on one with Alicia during tomorrow morning's work cycle.

At 11:30 am, on Fridays, the class holds its weekly class meeting. The meeting is student-led and today includes discussion about rotating student class jobs and adding a new job to the job schedule.

At 12 pm, Mr. K heads outside with the class to the Estella Diggs Park student playground and gives gentle redirection to students on taking turns using the slide, reinforcing today's earlier mini lesson on behavioral norms. At 12:30 pm, the class returns for lunch and Mr. K asks students if they can name the various types of lettuce in today's salad and teaches them how to identify and pronounce the word "arugula".

At 1 pm, the afternoon work cycle begins. Having already introduced number rods, Mr. K observes students practicing using number rods to make sums, noting in his Transparent Classroom electronic pad which students are mastering each exercise. As a formative assessment, Mr. K watches one child count each bead and point at number matching the symbol with the beads and put them in the right order, noting that she can associate the quantity of 11 with the symbol of 11. He then asks the child to explain her work. Noting mastery in his Transparent Classroom electronic pad, he then moves her on to the next material in the sequence. Again observing students, Mr. K observes Jacob is having difficulty focusing on his number rods exercise. He redirects Jacob from the numbers rod activity and invites him to practice sewing, a great exercise to support concentration. Monday, Tuesday, Wednesday and Thursdays, the afternoon work cycle continues until 4 pm.

Because it is Friday and the work cycle is shortened to 1.5 hours, just before 2:30 pm, Mr. K describes to students any work to practice that evening. At dismissal, he speaks to Alicia's father about additional support the School is considering to support her rhyming and sounding out the beginnings of words and ask Jacob's mother to practice other concentration activities at home, citing examples.

From 2:50- 3:50 pm, two times a month Mr. K and his co-Teacher Leader complete administrative tasks such as calling the janitor, ordering gardening supplies for an upcoming science lesson and filing the certification paperwork related to a new Occupational Therapist starting next week. At 2:50- 3:50 pm, two times a month Mr. K and his co-Teacher Leader attend semi-monthly Leadership Committees with other Wildflower New York sites. At 4:50 pm, Mr. K departs.

R-07ad – SPECIFIC POPULATIONS

CONTENTS

- A. STRUGGLING STUDENTS
- B. STUDENTS WITH DISABILITIES
- C. ENGLISH LANGUAGE LEARNERS
- D. GIFTED AND ADVANCED STUDENTS

A. STRUGGLING STUDENTS

Discuss the school’s methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention (“RTI”) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

A. Struggling Students

Identifying Struggling Students and Strategies To Assist Struggling Students

As part of Montessori teacher training, classroom teachers develop a deep understanding of children’s development, including typical and atypical development. Montessori teachers are trained observers who regularly document their observations in order to assess and best support the needs of the students under their care.

Through observations and assessments, Teacher Leaders track each child’s learning growth and gaps and decide the best way to address any gaps. Lessons are a composite of the curriculum for that level and the needs of the children as evidenced in prior work and teacher observations. When a lesson has been given, the Teacher Leader observes the child doing follow up work, may give additional teaching if needed, and/or use the results to plan the next individual or group lesson. Teacher Leaders are careful to note what they are seeing (rather than opinions about what they are seeing). As student is identified by a Teacher Leader as “struggling” when a skill has been introduced multiple times using different strategies, such as introducing different materials or making adaptations, and the teacher observes the student is not grasping the concept or not able to practice the skill independently. An example of how a Teacher Leader identifies a struggling student is in **R-06ac- Calendar and Schedules: Mr. K Typical Teacher School Day Scenario**. Here is brief excerpt:

“Recognizing that Alicia is struggling with rhyming, he works independently with her on another concept she has been practicing: sounding out words- the beginning, middle and ending sounds.

Noting that Alicia requires more practice with beginning sounds, he tells her to continue practicing independently. Mr. K... talks to the Special Education teacher on his observations about Alicia's challenges with rhyming and sounding out the beginnings of words and shares his notes from Transparent Classroom. They discuss whether Alicia may require additional support using Response to Intervention techniques and the Special Education teacher plans to work one on one with Alicia during tomorrow morning's work cycle."

Response to Intervention Model

Wildflower New York's Response to Intervention (RtI) model is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including Teacher Leaders, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The following essential components will be part of the Wildflower New York RtI process:

High-quality, scientifically based instruction: All students receive high-quality, research-based instruction in the general education setting.

Ongoing student assessment: Universal screening and on-going progress monitoring will occur to provide information about a student's learning rate and level of achievement. This data will then be used when determining which students need closer monitoring or intervention. Throughout the RtI process, student progress will be monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

Tiered instruction: A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

Parent involvement: The school will provide parents information about their child's progress, the instruction and interventions used, the staff delivering the instruction, and the academic or behavioral goals for their child.

Tier 1: High-Quality Instruction, Screening, and Group Interventions

Tier 1 supports are in-class accommodations or mild modifications that are minimally intrusive. Within Tier 1, all students receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state-or district mandated assessments receive supplemental instruction during the school day. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system. At the end of this

period, students showing significant progress are generally monitored in the general education program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress with the supplemental instruction provided in Tier 1 are provided with increasingly intensive instruction. Tier 2 supports are more individualized, targeting specific student needs, and they can be provided in the context of the classroom (e.g., modified work plan, specific seating needs, additional time on tests or assignments, etc.). The instructional strategies matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions from either the school psychologist or the special education teacher that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted Tier 3 interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA allows parents to request a formal evaluation to determine eligibility for special education. A RTI process cannot be used to deny or delay a formal evaluation for special education.

Evaluating The Efficacy Of The Program To Ensure Student Needs Are Met

The individualized learning environment of Wildflower New York will allow teachers to identify and address learning deficits. Montessori materials can be presented in novel ways, with reinforcement and repetition and through a variety of materials and approaches. Many materials are self-correcting, meaning when a piece does not fit or is left over, the child is able to easily see his error. Teacher Leaders observe students engage in self-correction and adaptation while working with materials.

Teacher Leaders are continuously evaluating the efficacy of the program and ensuring students needs are met through observation and checks for understanding and mastery. For example, through one on one interaction with a student, Teacher Leaders check student work through mini-assessments. They may review a completed worksheet, have the student explain the way they arrived at an answer or have the student redo an activity with the Teacher Leader present. The environment is supportive and focused on student mastery.

Research Or Evidence That Supports The Appropriateness Of The Proposed Approach

Dr. Montessori designed and refined the Montessori method first with children with severe cognitive delays in an Italian state-run hospital. When those children successfully passed state tests for entry into public school, Montessori was asked to develop an approach to support children living in public housing in the poorest neighborhoods of Rome. For a further description of research, please see **R-05a-Curriculum and Instruction: Research Based Evidence of Effectiveness of Montessori.**

B. STUDENTS WITH DISABILITIES

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);*
- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- *Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.*

B. Students with Disabilities

The School will abide by all of the special education assurances found in Appendix B of this RFP.

Identification

As part of Montessori teacher training, Teacher Leaders develop a deep understanding of children's development, including typical and atypical development. Montessori teachers are trained observers who regularly document their observations in order to assess and best support the needs of students under their care. Formative assessment is one of the hallmarks of Montessori teaching. Through these formative assessments, the Montessori classroom is carefully designed to meet the diverse educational needs of the individual students

The School's Rti process will drive all decisions around supporting student performance. By employing this method, we will be able to use this cycle to identify students who may qualify for special education services. Wildflower New York will request any and all existing records for incoming students and the special education teacher will review all files to identify any students with existing IEPs. Those documents will then be analyzed in order to determine any mandated services, as well as the School's ability to meet those requirements and any adjustments Wildflower New York may need to make to its staffing.

The Child Study Team (CST) will review all student referrals and recommend any evaluations needed for students. The CST members will include: the Teacher Leader and special education teacher. A referral to the Committee on Special Education (CSE) of a student's district of residence will be considered only after RtI strategies have proven insufficient to address the student's needs. The School will use the following procedures to initiate referral for a student suspected of having a disability to the Chairperson of the CSE.

School Initiated Referrals: Informed by assessment and classroom data, the Teacher Leader and special education teacher will confer and complete a written request for an initial evaluation to the Chairperson of the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request.

Parent Initiated Referrals: Wildflower New York will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and a sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, the School will write a request on their behalf and obtain the parent signature.

Obligations and Assurances for Referrals: Wildflower New York assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents.

Once a student is found to qualify as a student with a disability, the school will work with the CSE to adhere to all applicable laws and regulations regarding implementation of services, including regular review of the IEP and student progress towards these goals. If a review reveals that the student's IEP is no longer appropriate to the child's needs, the CST will work with the CSE to review, reevaluate, or adapt the IEP in order to best serve the student. The CST will communicate all findings, recommendations, or changes in intervention with the child's family.

Strategies and Resources, including Personnel

Wildflower New York will hire experienced, certified, and highly qualified special education staff to meet the needs of all students with disabilities.

The special education teacher will provide special education services. This person will serve as the primary manager of all services for students with special needs, act as the liaison with the CSE, and support compliance with all city and federal guidelines regarding serving students with special needs. They will coordinate with all related service providers and support organizations that serve students and their families. They will provide staff professional development around serving students with special needs, develop and review IEPs, keep all files related to supporting this population, and coordinate with staff to support accommodation in classes.

Wildflower New York will meet the needs of students with disabilities by providing all mandated services, including SETTS, and supplement when necessary for Counseling, Speech, Occupational Therapy, and Physical Therapy. The special education teacher will provide push-in and pull-out support for students' behavioral and academic advances based on IEP requirements and collaborate with general education teachers. The special education teacher will coordinate with the CSE to assist families

in the Related Service Authorization (RSA) process, allowing families to have a choice of providers if necessary.

Service Delivery

Wildflower New York will offer varying service delivery models to provide specially designated instruction to students with disabilities. The School will take direction from the CSE in determining the areas of exceptionality and work from a strength's based perspective in order to decide what instructional support is needed in order for the student to participate successfully in the general education curriculum. Other services and supports will be offered, such as accommodations and modification that are directly designed to support the student in his/her general education class. The School will deliver specially designated instruction and related services to address specific skill deficits. Others may or may not be provided in settings with nondisabled peers, depending on the needs of the student. Placement options will be directly related to LRE placement decisions.

Based on the demographics of CSD 9, the School anticipates 22% of students will be identified as special education and has assumed, of those students, 50% will be mandated to received special education services less than 20% of the school day, 30% will be mandated to received special education services 20-59% of the school day and 30% be mandated to received special education services more than 60% of the school day. Based on the School's enrollment for each year, the School plans to hire a special education teacher equivalent to .5 full time or contract out for special education services. In Years 2-4, the school plans to have 1 special education teacher and in Year 5, 2 special education teachers. The School may choose to have IEP- mandated services provided by the CSE or may contract out for those services such as Counseling, Speech, Occupational Therapy, and Physical Therapy with special education specialists. Please see **R-11ac – Personnel** and **R-21ad– Fiscal Soundness**.

Research Or Evidence That Supports The Appropriateness Of The Proposed Approach

Dr. Montessori designed and refined the Montessori method first with children with severe cognitive delays in an Italian state-run hospital. Mckenzie and Zascavage (2012) stated that, "Maria Montessori was one of the first special educators" (p. 32). She developed the Montessori method to serve as students, including those identified as special education.

Coordination, Progress Monitoring and Evaluation

The special education teacher(s) will monitor and evaluate the efficacy of our special education programming based on student performance in relation to their IEP goals, and by tracking their mastery of grade level standards as compared to their general education peers. The special education teacher will monitor the student culture and the implementation of student behavior plans and will work with Teacher Leaders to ensure that Wildflower New York is in compliance with all LEA requirements and federal laws and guidelines governing students with special needs, including regular IEP reviews. The special education teacher will also oversee and evaluate the professional development of staff in regard to serving students with special needs, monitor the collaboration between the special education and general education staff, and observe classroom practices/review discipline data to ensure that all students with special needs are receiving adequate support. The population of students with special needs will be monitored by individual progress, type of disability and type of service provided, to ensure that all students are being appropriately served. Wildflower New York will use this information to determine student progress as compared to not only IEP goals or level of English language acquisition, but against the School's overall accountability goals.

Professional Development

The School will draw on a range of sources to help its teachers support students with disabilities. WSF will provide access to direct resources and expertise, including a training program in Texas focusing on special education considerations.

The School will also have access to a video library of trainings on Montessori approaches to this and related topics, and to a local New York City-based expert in Montessori special education techniques.

Compliance with Section 504

If a student is not eligible for special education services as defined by the Individuals with Disabilities Education Act (IDEA), they may be eligible for appropriate educational services designed through Section 504 of the Rehabilitation Act of 1973 (Section 504). The School will address the needs of students who are considered to have a disabling condition under Section 504 but are not necessarily eligible for special education. The School will provide Free Appropriate Public Education (FAPE), which consists of the provision of regular or special education and related aids and services designed to meet the student's individual education needs as adequately as the needs of their nondisabled peers are met.

C. ENGLISH LANGUAGE LEARNERS

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

C. English Language Learners

Identification

Wildflower New York will follow all state mandated procedures for identifying students who are English Language Learners (ELLs). The School's staff will request records from all students' prior schools, as well as use the New York City Department of Education's ATS system to determine if an incoming student has already been qualified as an ELL student. All new families will also receive the Home Language Survey to assess if a student's native language is not English, or if a language other than English is spoken in the home.

If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student's native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then Wildflower New York will administer the New York State Identification Test for English Language Learners (NYSITELL). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services.

Strategies and Resources

The School's education structure is specifically designed to meet the needs of students with varying language capacities. Language acquisition is a particular focus of the Montessori method and Wildflower New York will utilize a full range of tools, including story cards, available through the Montessori method and materials to foster this. The one-on-one interaction between students and teachers, which characterizes our program, makes identifying and addressing comprehension problems easier than in-group instruction.

Research And Evidence

Research has proven that employing the Montessori method has positive results for English language learning (Briffett Aktas, 2017). Wildflower New York will ensure that all ELL language developed curriculum present for ELLs is research based, and incorporates strategies that support student acquisition of English language skills. The School will adhere to the state's ELL standards that "describe what English learners know and can do as they develop English language skills and acquire the academic concepts and skills to be able to achieve the state's rigorous language arts standards." Teachers will use SIOP and other research based ELL instructional approaches. Additionally, all teachers will be highly qualified.

Professional Development

The School will provide professional development to all staff in order to meet the specific needs of ELLs. Professional development will be developed in accordance with current research, state, and federal regulations to guarantee the delivery of quality instructional programs for all ELLs. Instructional staff will complete training on instructional support and strategies to influence academic success of our ELL population.

Coordination, Progress Monitoring and Evaluation, Including Exit Criteria

Teacher Leaders will be responsible for coordinating the services and education of English Language Learners, identifying outside experts as needed and professional development to better serve English Language Learners. Wildflower New York requires all teachers who provide instructional services to ELLs to possess appropriate training and credentialing.

Wildflower New York will determine appropriate assessments to monitor progress of English Language Learners. We are considering using Pearson's Stanford English Language Proficiency Test (SELP 2) to maintain data and track growth for students receiving English Language intervention. SELP 2 is a research based, computerized assessment aligned to the Common Core and WIDA standards, and is used to predict students' preparation for state language assessments by evaluating listening, reading, writing and speaking skills. The School will use the NYSESLAT to determine whether or not the student's level of English proficiency is high enough to exit ELL services.

Internally, Wildflower New York will evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that they are making regular progress in comparison with their peers. Teacher Leaders will ensure the School is in compliance with all state and citywide laws and regulations with regard to serving ELL students.

Parent Involvement: As part of Wildflower New York's value of *connection*, families and caregivers will be partners in supporting the needs of English Language Learners. The School will hold ELL orientation/trainings annually. Parents and legal guardians will be consistently updated on their children's progress and parental notifications will be written in each family's dominant language. If needed, the School will make efforts to obtain an interpreter for all family conferences. Wildflower New York will strive to keep all families abreast of information regarding the School and their children. Assistance will be provided to parents/guardians as needed in making further decisions about student's academic support and additional support needed at home. **The School will make all necessary materials available to parents of ELLs in a language that they can understand. It will identify and make accessible after school and other extra-curricular programming to ELLs.**

D. GIFTED AND ADVANCED STUDENTS

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

D. Gifted and Advanced Students

Identification, Strategies and Programs

Montessori schools are designed to ensure that children's individual learning needs are well met so that each child experiences continuous challenge in his or her areas of interest. This approach nurtures children's developing independence, autonomy, competence, and self-confidence. Because of their responsiveness to individual learning needs and interests, Montessori schools such as Wildflower New York can be particularly good for highly capable children, given the emphasis on respect for child development, and self-guided, personalized learning. Gifted and advanced students will be identified by Teacher Leaders based on observation and assessment data that indicates that students are mastering skills at a rate higher than predicted for their age or grade level. The multi-grade classrooms at Wildflower New York will also facilitate individualized learning and continuous development for students

who progress quickly; teachers are trained at a range of levels and classrooms contain curricula and materials for varying levels. Montessori classrooms include materials that are beyond the typical grade range served by the students ages so that gifted and advanced students have the resources and materials to accelerate learning at their own pace.

R-08AD - INSTRUCTIONAL LEADERSHIP

CONTENTS

A. INSTRUCTIONAL LEADERSHIP ROLES

B. TEACHER SUPPORT AND SUPERVISION

C. PROFESSIONAL DEVELOPMENT

D. TEACHER EVALUATION AND ACCOUNTABILITY

A. INSTRUCTIONAL LEADERSHIP ROLES

Describe instructional leadership in the school over the first five years of operation including:

Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;

The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,

How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

A. Instructional Leadership Roles

Teacher Leader Roles And Responsibilities

One of the core innovations of WSF's model is the role of the "Teacher Leader". Each WSF site is led by two Teacher Leaders, who serve as both faculty and administrators for their one-room sites. Teacher Leaders are partners and social entrepreneurs, responsible primarily to themselves and each other for every aspect of their site and its overall success. By preserving a small scale, Teacher Leaders are able to make day-to-day decisions that respond to the needs of the children and school-wide decisions that express their own vision in the context of the needs of children, families and themselves.

The background experiences of Wildflower New York Teacher Leaders will differ from other Montessori schools in several important ways. Traditional Montessori classrooms consist of one Montessori-certified "guide", who is supported by an assistant. At Wildflower New York, at least one Teacher Leader per site with two Teacher Leaders will have Montessori certification in the first year the site has two Teacher Leaders. For sites with one Teacher Leader, the Teacher Leader will have Montessori certification in the first year of the site. Over time, all Teacher Leaders will complete their Montessori certification, through a MACTE-accredited teacher education program with either The WSF's or Wildflower New York's support.

Additionally, given community feedback in the South Bronx requesting strong options for students from all language backgrounds as well as those with special needs, Teacher Leaders will likely have multiple years of experience teaching in inclusion classrooms and teaching English Language Learners. Given the enthusiasm within the district and charter talent base for The WSF's model, there is tremendous potential to build Montessori capacity in teachers who are

already familiar with working with the children and families in the Bronx or communities that have similar needs.

Additionally, Wildflower New York will recruit Teacher Leaders with prior administrative experience – coordinating logistics, overseeing budgets, and managing complex projects. A final characteristic Wildflower New York will recruit for is Teacher Leaders with entrepreneurial experience or aptitude. As part of The WSF’s “School Start Up Journey”, described below, Teacher Leaders draw upon previous start-up experiences, and continue their development as social entrepreneurs: they work with a local WSF Partner to develop a vision, seek advice from stakeholders in their local communities, public institutions and broader WSF communities, create a budget and operational plan, and secure resources to launch their sites.

See **R-10ab School Management and Leadership** for a description of teacher recruitment.

Other Instructional Leadership Roles

Though The WSF model puts substantially more leadership responsibility on Teacher Leaders for their sites, there are other instructional leadership roles that Teacher Leaders will assume as part of the Leadership Committee, responsible for school-level governance. Examples include: coordinating the special education resources that will be available across sites and coordinating the processes by which Teacher Leaders visit each other’s sites to provide feedback which also serves as the baseline for accountability.

Based on our experience developing and launching a charter school in Minnesota, we have developed an initial set of roles and responsibilities that exist across sites, such as The WSF Charter School Site Coordinator that will support Wildflower New York.

Using the self-management working approaches described in **R-10ab – School Management and Leadership**, the Leadership Committee may modify this set of roles over time and add new roles (or remove existing roles) as it sees fit.

For the rest of this section, we will focus on our methods for identifying Teacher Leaders as they are the foundation for leadership at the site level and energize most other instructional and leadership roles.

Processes And Criteria For Identifying Instructional Leaders

1. The New York Site Entrepreneur Recruits and Identifies Teacher Leaders

The New York Site Entrepreneur:

- Invites teachers into an exploration of WSF’s alignment with their own values and purpose.
- Identifies, welcomes and supports prospective Montessori Teacher Leaders who are ready to start new Wildflower New York sites or replace Wildflower New York Teacher Leaders who transition by providing guidance around The WSF’s internal School Start Up Journey. For a detailed description of The WSF’s School Start Up Journey, please see below.
- Initiates the supportive community that will provide important coaching to Teacher Leaders, including but not limited to training around site start-up, the Montessori method, community engagement and equity.

- Offers guidance to new Teacher Leaders regarding New York State and New York City licensing guidelines and other applicable law to support them in opening new sites and maintaining compliance.

2. The New York Site Entrepreneur Supports New Pathways for Montessori Teacher Leaders Consistent with The WSF's Equity Principle

The WSF has made diversity, equity and inclusion an intentional focus in our teacher recruiting and development efforts. While the overall community of Montessori teachers is predominantly white, The WSF is launching its second year of a fellowship program that identifies promising current and future Montessori teachers from historically underrepresented backgrounds and supports them on the journey toward creating and leading their own school. This includes supporting participants in acquiring Montessori credentials, developing their capabilities as Teacher Leaders, learning the specific work of administering a WSF school, and, depending on their goals and capacity, helping them plan and prepare to launch their own school. Wildflower New York will work closely with the other WSF schools in the network as well as The WSF's Teacher Leadership Talent and Cultivation team, where new pathways to WSF School Leadership are being developed for bilingual teachers, teachers of color, and others for whom Montessori training may not have been economically feasible in the past.

3. Teacher Leaders Self-Assess Their Interest in Operating a Wildflower New York Site

WSF schools are imagined, started and run by Teacher Leaders. They develop the vision for the school, prepare the environment, guide the children in the classroom and assume administrative responsibilities. The WSF provides tools and resources to prospective Teacher Leaders to gauge their own alignment with The WSF's values, norms and principles, and self-assess their readiness to start and run a WSF school – all with the support and advice from current WSF Teacher Leaders and partners.

4. Wildflower New York Teacher Leaders Will Complete The WSF School Start Up Journey

The WSF School Start Up Journey

Introduction

The WSF has created an organic system, comprised of people helping one another and following their understanding of WSF's purpose. The WSF believes there are not nearly enough Montessori schools in the world, and the way to increase the number of Montessori schools in the world is by giving Montessori teachers the support and tools to start and run their own schools.

A core part of The WSF's work during this period is to position emerging Teacher Leaders as the pilots of their own journey by providing clear guidance and support; an online platform to share knowledge across teams and regions; tools to navigate regulatory processes, make strategic business decisions, and track progress; and access to expert coaches to support practical implementation decisions and the complex internal leadership development work (such as managing stress, courageous team communication, self-care) that takes place throughout the journey of leading a complex startup effort.

In each stage, Teacher Leaders engage in the "Advice Process" with other members in the WSF ecosystem, particularly Teacher Leaders who have completed the school start-up journey and

operate WSF schools. The advice process will provide valuable feedback and guidance and ensure decision-makers are informed about stakeholder perspectives. Teacher Leaders primary support through the school start-up journey is the Site Entrepreneur or Charter School Site Coordinator, depending on the structure of the region.

Stages And Outcomes Of The Process

Stage 1. School Vision Articulation and Journaling: The WSF believes that the journey of becoming a WSF Teacher Leader occurs in developmental phases or waves, the first being exploration. As a way for Teacher Leaders to crystallize individual and shared visions for the school, Teacher Leaders first spend time individually writing/reflecting on each set, then coming together to discuss reflections, and capturing what's discovered through these discussions in writing along the way. The prompts are broken into four sections:

- #1-2: Why start a school?
- #3-6: Who are our families, and why would they choose us?
- #7-9: Setting priorities
- #10-14: Articulating your identity

Stage 2. Exploration Phase: Next during the exploration phase, emerging Teacher Leaders are learning about WSF's purpose, the role of a WSF Teacher Leader, and engaging in deep learning, practice, and reflection about their own purpose, experiences, training and readiness to start a WSF School. The learning opportunities emerging Teacher Leaders engage in throughout this stage are designed to support them in learning about the values, norms, and principles that unify us at The WSF, to deeply explore the role of a WSF Teacher Leader, and to engage in deep personal reflection regarding how each emerging Teacher Leader's experiences have prepared them for this challenge and the learning journey to come.

Learning/Self-Reflection: With the support of the New York Site Entrepreneur, Teacher Leaders first engage in learning and self-reflection on alignment with The WSF's principles, norms, and values; their preparation to be a Teacher Leader; and the learning/growth journey in the months ahead. Teacher Leaders will read and reflect on [The WSF Collection](#), which includes The WSF's values, norms, and principles. The WSF's [Nine Principles](#) describe critical ways that WSF schools bring our values and norms to life.

Through these learning experiences and reflection questions, emerging Teacher Leaders will develop their own responses to the following core exploration phase questions:

- Is there alignment between your purpose/beliefs and The WSF's principles, values, and norms?
- Have you learned about the many dimensions of the role of a Teacher Leader, and in what ways has your experience, background, and training prepared you for this role?
- Based on what you know about your capabilities, limitations, and experience - and the tasks you'll undertake in the Planning and Startup phases - what are your highest priorities for learning and growth in the journey ahead?

Through their learning and reflection on these core questions, emerging Teacher Leaders will begin to solidify their intention to open a WSF school and feel ready to begin the work of the second stage of development- Planning- in which emerging Teacher Leaders will welcome additional complexity and detail into their learning journey, as they develop their school plan. Before transitioning into that phase, emerging Teacher Leaders have an important opportunity

to pause, organize their thoughts, reflect, and get advice from their local stakeholders and Partners in The WSF network.

Proposal and Advice: Next Teacher Leaders develop a proposal and solicit advice from The WSF about moving forward.

The steps are:

1. Create a proposal, in which you:
 1. Articulate your intention to open a WSF School and share your vision.
 2. Reflect on what you know about the role of a Teacher Leader, and share the ways in which your background, training, and experience have prepared you for this endeavor – as well as the areas in which you will engage in deep personal learning and development throughout the journey ahead.
2. Share your proposal and engage in a structured [advice process](#) with WSF Partners in the local community and from across the ecosystem.
3. Make a decision about whether or not you will move ahead into the next developmental stage (Planning), and share it, along with the advice you received and your updated thinking, with WSF Partners.

The WSF is committed to autonomy with support. The purpose of the advice process in this reflective moment is to provide an emerging Teacher Leader or team with:

- Insight into their decision about whether/not to make the leap into the Planning stage, grounded in the core exploration questions
- Advice as emerging Teacher Leaders refine their vision, timeline, and plans with regard to their personal learning journeys

This peer-to-peer training and support model allows emerging Teacher Leaders to glean the knowledge of their experienced peers without being managed.

If an emerging Teacher Leader decides to continue into *Stage 3: planning* phase, they will embark on a school planning process with Wildflower New York's Board of Trustees, New York Site Entrepreneur and a committee of peer WSF Teacher Leaders who will review emerging Teacher Leader or teams' strategic plan, campus budget, and marketing/enrollment plan.

Stage 3. Planning Phase: During this phase, Teacher Leaders practice the ideas that unite WSF schools by defining a plan to bring a WSF school to life a community. Teacher Leaders gather teams, build relationships in the community with founding families and search for school space. Teacher Leaders begin to practice self-management by assigning roles, determining a timeline for the pre-operational startup period, and working on the budget.

Planning is also a pivotal time for practicing the critical shift in mindset all emerging Teacher Leaders make – from teacher seeking permission to Teacher Leader entrepreneur who defines his/her own parameters and decides what's possible within them.

Artifacts: Teacher Leaders work during the planning phase is to create artifacts that illustrate thinking on each of the following core questions:

- What is your team's vision for your school's community and identity?
- How has your team distributed roles and responsibilities between its members?
- What is your school's timeline to open your doors to children, and how have you organized high priority deadlines, tasks, and activities in the pre-operational period?

- Is your team's budget for your school's pre-operational period and first 3 years of operations balanced, realistic, and aligned with The WSF's 9 Principles?
- As individuals and as a team, what are your plans to continue to grow as individuals and to stay connected to one another as you engage in the work of startup?

The artifacts created to answer core questions that will include, but need not be limited to, the following:

- school identity and vision
- founding team roles and responsibilities
- school startup timeline
- school startup and operational budget
- connectedness and growth plan

Teacher Leaders may use The WSF's templates and examples to assist in creating these artifacts:

- [Complete Planning Artifact Collection templates](#)
- [Startup Timeline & Roles and Responsibilities template and examples](#)
- [Budgeting tool](#)
- [Guide to reserving a school name](#)

Using the Advice Process in the Planning Phase: Teacher Leaders begin integrating the advice process into work on an ongoing basis. This is an important difference between the Planning phase and the Exploration phase.

Teacher Leader guidance: Throughout the Planning phase, each member of the team will begin to make decisions that will affect others, such as who will do what, how to use resources, where to locate, etc. It can be tricky to figure out how and when to pause to engage others in the advice process, and who to ask, so here are a few tips The WSF provides to Teacher Leaders:

- Defining roles and responsibilities within your team as early on as possible will help clarify who is ultimately responsible for each decision (and for initiating the advice process around a given topic) - and whose roles will be affected by the decision once it's made.
- Practice regularly within your emerging Teacher Leader team. Most decisions you make during Planning will, first and foremost, affect your emerging Teacher Leader partner(s) and their ability to do their work on behalf of your school. Set aside regular times to meet and use a significant part of this time to ask for advice and share advice with one another.
- Each artifact you create to answer one of the core questions is essentially a proposal to share for advice. As soon as you have created an artifact, initiate the advice process by:
 - Identifying stakeholders - consider both who will be affected by your decision to move forward with this element of your plan, and who within your community has expertise that will help you make a good decision
 - Sharing your artifact and asking for advice
 - Document the advice you received and decisions you made – and share this documentation with all stakeholders
- When you have created a full set of artifacts to illustrate your team's thinking on the core guiding questions, asked for and received advice on them, and determined within your team that you're ready to implement your plan, you're ready to propose that your team transition into Startup. At that point, identify at least 2 stakeholders – one of

which must be a Partner in the WSF ecosystem – to review your planning artifacts and advice process documentation and share advice with your team about transitioning into the Startup phase of the School Startup Journey.

Outcome 1. The WSF Affiliation: At this juncture, The WSF will decide to approve affiliation and work with Teacher Leaders to solidify an Affiliation Agreement. The WSF Affiliation Agreement is a legal document that clarifies the nature of the relationship within the WSF ecosystem: between The WSF and an individual affiliated school. The purpose of this document is to clarify our commitments to one another as legal entities and to provide evidence of the nature of our connectedness to public systems (ex: the IRS, state departments of education) so that schools that are living out The WSF’s values, norms, and principles can access the resources of The WSF (such as our brand, group tax exemption status, public-funding infrastructure such as charter schools, etc.). Resource: [Affiliation Agreement template](#)

Note: The WSF follow a similar strategy for filling Teacher Leader vacancies.

Outcome 2. The WSF Certification: After one year of operation, a school can become certified as a WSF School. Through the peer-driven Certification Process, Teacher Leaders from other WSF schools across the country visit a school’s campus to engage in a comprehensive school review, including gathering evidence and sharing feedback with the Teacher Leaders centered around Montessori learning, alignment with The WSF’s principles, values, and norms, and the schools operations. Certification is an annual process that ensures ongoing feedback and continuous improvement.

Teacher Leader Selection and Hiring by the Wildflower New York Board of Trustees

While the New York Site Entrepreneur invites prospective Teacher Leaders to explore their readiness and interest in starting a WSF School through completing The WSF Start Up Journey, it is the authority of the Wildflower New York Board to interview and select Teacher Leaders. The Board of Trustees will work with the New York Site Entrepreneur to identify an initial group of Teacher Leader candidates who meet selection criteria outlined and who understand the unique responsibility of opening a Wildflower New York site. The Minnesota Charter School Board of Trustees has decided to make The WSF Endorsement a pre-requisite of Teacher Leader hiring. The WSF recommends that the Wildflower New York Board do the same.

Monitoring Program Effectiveness and At-Risk Students’ Academic Performance

Wildflower New York Teacher Leaders will monitor program effectiveness and at-risk student academic performance on a daily basis through the use of Transparent Classroom. Please see **R-05b- Curriculum and Instruction: Collecting And Analyzing Results + WSF Innovation To Accelerate Montessori’s Commitment To Individualized Instruction**. Academic data will always be analyzed to support Teacher Leaders in identifying students who may be at-risk and/or be part of a specific sub-groups, including students with special needs, students who receive free or reduced lunch, and English Language Learners.

B. TEACHER SUPPORT AND SUPERVISION

Describe the school’s approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

B. Teacher Support And Supervision

Teacher Leader Supports

All WSF classrooms organize into self-governing “pods” to give advice, divide cross-cutting responsibilities, and share resources. In The WSF’s experience with the 15 existing WSF Schools, pods tend to maximize efficiency at 5-6 classrooms, after which a pod generally divides into two. For the first five-year term of the charter, Wildflower New York will operate as a single “pod,” called the Leadership Committee. The Wildflower New York Leadership Committee will utilize self-management processes to identify specific activities or opportunities on which to collaborate and to define roles to ensure that each activity is delegated to a specific person to lead. An example of the type of responsibility that the Wildflower New York Leadership Committee may undertake is identifying and coordinating Teacher Leader supports.

Please see **R-10AB - School Management And Leadership: School-Level Structure And Governance** for a description of “pods” and the Leadership Committee.

While most conventional schools create specialized roles that take administrative decision-making away from teachers, WSF schools rely on software utilities developed by The WSF along with personalized coaching to make administrative tasks manageable without leaving the classroom. The WSF support includes the full-time advice and coaching of the New York Site Entrepreneur and New York Charter School Site Coordinator who will be employees of The WSF and work on behalf of Wildflower New York. The WSF tools and supports to Wildflower New York will include:

- A school startup toolkit, including budget templates, guides for designing and building out each site, and marketing/branding supports
- Transparent Classroom, a central record-keeping system, that syncs enrollment information, parent communication and academic progress for each child
- A financial management platform that includes budget, bookkeeping, and accounting tools
- Connections to WSF Teacher Leaders for mutual support, community and accountability
- Technology, currently in development, to make Montessori schooling itself more effective, not by inserting technology or screens into the student experience, but by enhancing Teacher Leaders’ capacity to observe their students using hardware and software sensing technologies

Every Wildflower New York Teacher Leader will have the opportunity, with support from The WSF, to spend time training with WSF Teacher Leaders at schools across the WSF network as part of their preparation to open a school campus. This training time will include shadowing WSF Teacher Leaders in their everyday work, participating in faculty meetings, absorbing the practices of WSF Teacher Leaders across the country, learning strategies to both teach and lead a small school campus, building relationships with mentors and colleagues in this work, and digging deeply into the foundational purpose, ideas, and principles that drive this unique school model.

C. PROFESSIONAL DEVELOPMENT

Describe how the school’s professional development program will assist teachers in meeting students’ academic needs and school goals including:

- *An overview of the frequency and format of professional development; Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,*
- *The process for evaluating the efficacy of the professional development program.*

C. Professional Development

Professional development

Through a self-managing system, Wildflower New York will place the primary responsibility for professional development in the hands of the Wildflower New York Leadership Committee. The WSF believes the responsibility for choosing professional development topics and methods of learning is critically important and does not migrate from individual Teacher Leaders to groups or committees or administrators – all of which have the effect of shifting the learner into a passive receiver of the development.

At the same time, there are many common needs across Teacher Leaders and it is more efficient to coordinate the planning of professional development when it can be reasonable certain to be responsive to the needs of each and every person who is invited and chooses to attend. The Leadership Committee is the key school structure for identifying and coordinating Teacher Leader professional development while maintaining the focus on professional development as an opt-in set of structures designed to support the professional learning of Teacher Leaders.

Wildflower New York Teacher Leaders will have regular professional development days, with opt-in topics determined by the Leadership Committee and opportunities for Teacher Leaders to pursue their own professional learning when it differs from the needs of other Teacher Leaders. Wildflower New York's initial calendar for the 2019-20 school year includes nine professional days before the first day of school, two professional days to review student assessment data and student work prior to parent-teacher conferences, one day per Teacher Leader to visit another high performing WSF school and two visits annually from Teacher Leader of other high performing WSF schools. (Visits from other WSF Teacher Leaders are part of the annual WSF School Certification Process.) Visiting WSF teachers will observe instruction for the first day and on the second day school will not be in session to allow Wildflower New York Teacher Leaders and WSF Teacher Leaders the day to discuss and plan.

A part of the Wildflower New York affiliation with The WSF, the School will participate in The WSF Schools Certification Process conducted annually. Teacher Leaders from other WSF schools across the country will visit Wildflower New York sites to engage in a comprehensive school review process and will gather evidence and share feedback with Teacher Leaders that is centered around the Key Design Elements, Curriculum and Instructional Methods described in R-02ab- Addressing the Need and R05ae- Curriculum and Instruction. Teacher Leaders will reflect and receive feedback on how the School is advancing its mission, expressing The WSF's values and principles, and meeting the unique needs of their students and community. This peer-driven school review process will be an opportunity for Wildflower New York Teacher Leaders to reflect, learn from other schools and new ideas, ask for advice and receive feedback on opportunities for continuous improvement and celebrate success.

Wildflower New York Teacher Leaders will also gather for faculty meetings with other Wildflower New York Teacher Leaders to request and share advice to support Teacher Leader decision-making, collaborate on how to meet the unique needs of each site's students and community, celebrate great experiences, support one another through challenges and socialize. These meetings will be held semi-monthly on Fridays, when there is a shortened instructional day for students.

The WSF will also support Wildflower New York to ensure that each Wildflower New York Teacher Leader will have access to regular, ongoing coaching provided by The WSF in three specific areas:

- Campus-level Operations and Finance
- Excellence in Montessori Practices
- Wholeness, personal growth, leadership development

The WSF coaches develop resources and training in response to growth areas identified by Teacher Leaders nationally, which includes novice teachers, teachers new to The WSF and/or Montessori and highly effective teachers and will be available to Wildflower New York Teacher Leaders. For example, in June 2018, The WSF will hold a Business Fundamentals Workshop and training will include Accounting, an Introduction to Branding & Marketing, Website Best Practices, Board Development & Management, Getting Things Done: Systems & Tools for Maximum Efficiency, School Fundraising, and in support of The WSF's wholeness value, Meditation. Notably, for Wildflower New York Teachers Leaders who are not Montessori certified, Montessori training will be provided, including the full cost of the program fees and a monthly stipend for living expenses. These training programs are made available to Wildflower New York Teachers Leaders as individuals and Teachers Leaders will be responsible for turn-keying training to Wildflower New York professional development.

The WSF's goal is to provide recommendations for assessment tools, research, and assessment training/support to provide Teacher Leaders with deep and ongoing information regarding their students' learning – to aid them in making changes to their instructional program in order to best serve their students' academic and socio-emotional needs. The WSF network's national knowledge management system facilitates the peer-to-peer exchange of ideas and practices across all WSF schools and campuses.

D. TEACHER EVALUATION AND ACCOUNTABILITY

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,*
- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

D. Teacher Evaluation And Accountability

Teacher Leader Accountability

The primary methods of supporting of Teacher Leader accountability, improvement and evaluation is through The WSF's School Start Up Journey, with training, coaching and advice provided by peer Teacher Leaders, the Site Entrepreneur, the Charter School Site Coordinator and other WSF foundation experts. The WSF School Start Up Journey process roughly corresponds to key Teacher Leader and school milestones such as:

- The WSF Affiliation, likely a precursor to Teacher Leader hire by the School's Board of Trustees
- The WSF Certification, a peer driven school assessment and improvement plan with actionable and time-bound next steps for Teacher Leaders, that happens a year after the School's opening and the same year as Wildflower New York will receive its first visit and evaluation from CSI

Wildflower New York's Board will use data and reports from The WSF Affiliation and Certification processes along with reports from the New York Site Entrepreneur and Charter School Site Coordinator and Wildflower New York's dashboard of progress to goals presented by Wildflower New York Teacher Leaders at monthly board meetings to track progress towards meeting the School's Accountability Plan and hold Teacher Leader's accountable.

Additionally, as described in **R-11d- Personnel Policies**, a Teacher Leader evaluation process will be developed and approved by the Board that mirrors the self-management processes at work within The WSF system, and will include the topics of functional and pedagogical review. It will include:

- A structured window for self-evaluation, which will occur twice per year, at end of calendar year and late spring. All Wildflower New York staff will be expected to do a review during those windows or use the advice process to choose a different schedule.
- Input into evaluations will include functional and pedagogical classroom data, benchmarks, and advice from colleagues within the classroom and the broader school community, including families and community partners.
- In each spring review, Wildflower New York staff will decide whether they should return for next year.
- The School's staff will create a "Review Committee" composed of 3-4 Wildflower New York Teacher Leaders or the Leadership Committee will review the self-evaluations, including data, advice, and what the staff member did with the advice they received. The Review Committee will initiate the conflict resolution process if they disagree with the general spirit of the review or the decision to come back.
- The Board will review those decisions and has the option to initiate the conflict resolution process to overturn a decision.

Wildflower New York's Board has the right to consider and implement supplementary tools and processes to evaluate teachers and hold them accountable for student achievement and meeting the School's Accountability Plan.

Please see **R-02ab - Addressing Need** and **R05f - Programmatic Audit** for descriptions of other Wildflower New York systems for Teacher Leader accountability.

R-09A – CULTURE AND DISCIPLINE

(a) Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- How the school will maintain a safe and orderly environment; and,
- If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

A. Culture and Discipline

“Discipline must come through liberty. . . . We do not consider an individual disciplined only when he has been rendered as artificially silent as a mute and as immovable as a paralytic. He is an individual annihilated, not disciplined.” (Maria Montessori, The Montessori Method)

Montessori classroom culture

In Montessori environments, teachers design every element to help children develop self-regulation and a conscious awareness of how their actions affect their personal freedoms and the greater good of the classroom community. From returning a classroom object to its correct place so everyone will be able to find it, to helping a younger child who is struggling with a math concept, to working together to create a class constitution, children develop a sense of agency and understand that they are responsible for themselves and for the peaceful tone of the classroom.

In order to prepare children to thrive not just in school but in life, Montessori teachers create classroom conditions that allow children the freedom to make choices and experience real-life consequences. The School will emphasize positive behavioral intervention and restorative justice principles to foster an environment in which students are able to understand the impact of poor decisions and are provided with an opportunity to learn from them. This sort of conscious classroom approach resonates with the 4 “C”s of 21st Century Learning Skills, particularly “collaboration” and “communication.”¹

Conscious Discipline

To support classroom culture as described above, the Wildflower model includes an approach to student discipline known as Conscious Discipline. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum based on current brain research, child development information, and developmentally appropriate practices. Because it organizes schools and classrooms around the concept of a School Family it marries well with the Montessori philosophy. It has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others.

The seven basic skills of Conscious Discipline are:

1. Composure - Becoming the person you want your children to be
2. Encouragement - Building a school family
3. Assertiveness - Respectfully setting limits

¹ See <http://www.p21.org/our-work/4cs-research-series>.

4. Choices – Building self-esteem and willpower
5. Positive Intent - Creating teachable moments, turning conflict into cooperation
6. Empathy - Handling the fussing and the fits
7. Consequences - Helping children learn from their mistakes

These skills change how adults respond to conflict in such a way as to facilitate the development of the frontal lobes in children. Through the Powers and Skills, adults stay in control of themselves and in charge of children. As adults begin to change their attitudes and behaviors, so will the children in their care.

Restorative Justice

Restorative justice views misconduct as a violation against people that is damaging to relationships and affects both individuals and the larger school community. It focuses on problem-solving through the expression of feelings and strategies to address problems in the future. In this model accountability is defined as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm to others and the community. Restorative justice practices at Wildflower New York include:

- Developing trusting and caring relationships between adults and students.
- Fostering skills in conflict resolution, such as listening, empathy, critical thinking, and self-control.
- Determining what has happened and why by asking questions and listening to answers.
- Maximizing student involvement in deciding how to resolve problems.
- Resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement.
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Following up to determine whether the problem was solved or more work needs to be done.
- Encouraging reflection.
- Allowing flexibility for different students, needs, and situations.
- Minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.

Safe, Supportive and Creative Environment

At Wildflower New York, Teacher Leaders will be responsible for maintaining the health and safety of students and staff. This is done through maintaining close relationships with students and parents so that, if they are experiencing any social and emotional discomfort related to family issues, or conflict with other students or teachers, it is addressed promptly.

Policies and Rules

Wildflower New York's conscious discipline and restorative practices will be expressed in a student handbook that includes:

1. A set of community-wide norms, communicated in student-friendly language.
2. Expectations for how members of the school community will affirm when people exemplify those norms, along with the consequences when people do not.
3. What families should expect from Wildflower New York Teacher Leaders and other staff.

4. A clear ladder of escalation when any member of the school community feels a norm is being breached.

Individualized learning plans will be developed for students requiring specific behavior interventions. The student, parent, teacher, and additional supporters such as a psychologist, special education teacher or social worker will be included in developing the plan. Interventions may include determining positive reinforcement for the student, restorative justice measures and other appropriate measures.

Maintaining a Positive School Climate

Wildflower New York will conduct a 360 evaluation of school climate each year. In addition to the review of established data points, students, teachers, the board, and parents will be invited to provide input on whether a positive school climate has been maintained. Results of this annual evaluation will be shared with the Board, who will make necessary adjustments to policies and procedures, should any be required.

No Dress Code

The School will not implement a dress code policy.

R-09B – DISCIPLINE POLICY

Discipline Policy (for general education students)

Code Of Conduct And Student Disciplinary Code

Philosophy

Wildflower New York Charter School's framework for culture and discipline is influenced by [Standards and Promising Practices for Schools Educating Boys of Color](#) developed by the [Coalition of Schools Educating Boys of Color](#) (COSEBOC) in partnership with N.Y.U.'s Metropolitan Center for Urban Education. Harsh policies and procedures have unintended consequences and evidence indicates that zero-tolerance policies in actuality contribute to student failure. Therefore, WNYCS instead relies on the combination of Conscious Discipline (CD), Positive Behaviors Intervention and Support (PBIS) and Restorative Justice (RJ) approaches whereby positive behavior is taught and supported and inappropriate behavior is approached from a perspective of healing and is firstly dealt with inside the community in a developmentally appropriate manner so as to not undermine academic achievement and foster emotional wellbeing. This focus is applied at the primary (school-wide), secondary (group) and tertiary (individual) levels. Additionally, all WNYCS' staff are trained in culturally responsive education to understand the context in which their students live and learn in order to ensure a healthy balance between structure and support in the Montessori environment.

Montessori Classroom Culture/Environment

In the Montessori environment, teacher leaders are trained to foster students' independence. Students are guided to be able to make independent choices. Using kindness, firmness and clear boundaries, they allow children to discover the peace that comes from developing inner discipline. Montessori teachers believe that the development of these "soft skills" is as important as the development of the traditional academic skills. Current research suggests that these skills are better indicators of success in life than high grades or test scores. As beautifully stated by Montessori teacher Susan Stephenson in *Child of the World: Montessori, Global Education for Age 3-12*, Montessori children learn "how to be a compassionate friend, to express care through thoughtfulness and good manners, to identify a problem and work hard to solve it, to know how to become happy. More than facts, we can help our children develop a love of learning, an ability to make intelligent and responsible choices; to concentrate and focus, and to do one's best to complete a task to the satisfaction of oneself rather than to please someone else." From returning a classroom material to its correct place so everyone will be able to find it, to helping a younger child who is struggling with a math concept, to working together to create a class constitution, children develop a sense of agency and understand that they are responsible for themselves and for the peaceful tone of the classroom.

Discipline in the environment is supported through a purposefully prepared environment. Consisting of, but not limited to: (1) preparation of the adult (2) choice, (3) location of work, (4) Repetition, (5) freedom of movement, and (6) concentration. *The environment should be conducive to guide a student towards freedom of action and freedom of thought, so they may be able to grow, build, and cooperate within the environment.*

Preparation of the Adult

The guide shall constantly be mindful and use the power of observation to understand the dynamics of the classroom. Maria Montessori, explained "from his scientific training, a teacher should acquire not

only an ability but also an interest in observing natural phenomena.” The guide should constantly observe how the setup and interactions in the environment are promoting concentration. Actions should be based on keen observations and in the best interest of the child developing independence and meeting their learning goals.

Choice

Choice in the environment must be based on knowledge and not impulse. When discussing choice of activity, there should be considerations on limitations, interests, and the needs of the student. Thus, materials in the environment must be placed intentionally and limited to the needs of the student.

Location of Work

The location of work is also highly influential in building discipline. Materials should be easily accessible to the students and prepared so the children may engage with the material independently. In a more traditional environment, the teacher has more ownership of the “work”, e.g. a set of worksheets that must be distributed by the teacher. In a Montessori environment, materials have been scientifically developed and intentionally placed in the environment, so students may be able to access this work without a teacher’s directive.

Repetition

The setup and implementation of the practice should allow for the repetition of exercises. Montessori (1995) claims, “one, and only one, factor betrays the insecurity of this apparent order, and threatens the collapse of the whole: it is that the children keep going from one thing to another.” Freedom is inhibited when children are leaving materials after their first attempt. The mastery of materials will occur through completing an activity over and over again. This requires discipline from the child thus supporting the aim of independence. Students are guided to repeat the activity as many times as necessary until they feel accomplished. As that happens the student starts to feel a sense of competency and becomes more accustomed to independently working towards mastery, thus fostering inner discipline.

Freedom of Movement

Freedom of movement in a Montessori environment is critical towards fostering intrinsic discipline. Students must be encouraged to increase their responsibility by being held accountable to their movements. The child’s sense of direction will be lost without the capacity to direct their own movements. Thus, all students must be guided and offered as many lessons as necessary to develop purpose in their movements. For this reason, the environment sustains the principle of freedom of movement. Students whose movements are disruptive to the learning of others will be offered support, guidance, or more restricted boundaries until their movements are supportive of their own learning and of others.

Concentration

Montessori says concentration is very fragile at first and it takes place as an explosion. For this reason, it must be protected. Loud movements and chaos in the environment can incarcerate the development of concentration. The aim is to minimize disruptions to any of the child’s concentration.

Restorative Justice

Restorative justice views misconduct as a violation against people and damaging to relationships that affect both individuals and the larger school community. It focuses on problem-solving through the expression of feelings and strategies to address problems in the future. In this model accountability is defined as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm to others and the community. Restorative justice practices at WNYCS include:

- Developing trusting and caring relationships between adults and students.
- Fostering skills in conflict resolution, such as listening, empathy, critical thinking, and self-control.
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- Maximizing student involvement in deciding how to resolve problems.
- Resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement.
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing.
- Following up to determine whether the problem was solved or more work needs to be done.
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To support classroom culture as described above, the Wildflower model includes an approach to student discipline known as Conscious Discipline. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum based on current brain research, child development information, and developmentally appropriate practices. Because it organizes schools and classrooms around the concept of a School Family it marries well with the Montessori philosophy. It has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others.

The seven basic skills of Conscious Discipline are:

1. Composure - Becoming the person you want your children to be
2. Encouragement - Building a school family
3. Assertiveness - Respectfully setting limits
4. Choices – Building self-esteem and willpower
5. Positive Intent - Creating teachable moments, turning conflict into cooperation
6. Empathy - Handling the fussing and the fits
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These skills change how adults respond to conflict in such a way as to facilitate the development of the frontal lobes in children. Through the Powers and Skills, adults stay in control of themselves and in charge of children. As adults begin to change their attitudes and behaviors, so will the children in their care.

Safe, Supportive and Creative Environment

At Wildflower New York Charter School, the Teacher Leaders will be responsible for maintaining the health and safety of students and staff. This is done through maintaining close relationships with students and parents so that, if they are experiencing any social and emotional discomfort related to family issues, or conflict with other students or teachers, it is addressed promptly.

Code of Conduct

Based on the model of functional behavior assessment, WNYCS teacher leaders seek to understand the purpose of misbehavior in order to respond in constructive ways that both protect the learning

environment and allow students to correct their behaviors. Consequences will never be merely a response to conflict and will never be used simply to make a teacher leaders' job easier or get a student or parent's attention. The goal is to make problem behavior less effective, efficient and relevant, and desired behavior more functional.

The creation of a safe, secure and supportive learning environment is critical to the mission of WNYCS. To that end, this Code of Conduct is designed to explain our approach to building a culture that respects each community member's right to learn and work and the consequences of breaching our community's trust. This Code of Conduct is designed to accomplish two things:

Accountability:

By joining WNYCS every student and teacher leader becomes responsible for the health of the community. This is best accomplished when everyone holds themselves accountable for their own behavior and takes accountability when their behavior negatively affects others or their own success.

Community Safety:

Teaching and learning requires a safe environment where every community member feels free to share his or her ideas in a productive and non-threatening manner. Everyone should feel physically, socially and emotionally safe at WNYCS. Focusing on the creation of strong relationships will enhance community safety for all. Respect for ourselves and for the members and resources of our School community will be reflected in the actions of teacher leaders and students; and Integrity will be at the foundation of all decision-making processes.

Expectations for Adults:

WNYCS expects all stakeholders to commit to each other and the mission of the school.

Parents/Guardians/Person in Parental Relationship are Expected To:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Set an example of respecting the worth of other persons.
3. Send their children to school, on time, ready to participate and learn.
4. Ensure absences are excused for legal reasons only.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Know and support school rules and help their children understand them.
7. Cooperating with school officials when discipline is necessary.
8. Build good relationships with teachers, other parents and their children's friends.
9. Help their children deal effectively with peer pressure.
10. Inform teacher leaders of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Provide their current address and telephone number to the school and alternate/emergency contacts.
13. Attend conferences and meetings when requested.
14. Comply with all communication processes: e.g. notes, forms, consents, emergency cards, etc.
15. Use school computers, fax equipment, or other electronic devices, including personal electronic devices, appropriately

Teachers Leaders Are Expected To:

1. Receive ongoing training, in conscious discipline, restorative justice and culturally responsive/sustaining pedagogy and anti-bias, and anti-racist training.
2. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
3. Be prepared to guide/teach.
4. Demonstrate interest in teaching and concern for whole child wellbeing including student academic achievement and social emotional wellbeing.
5. Know school policies and rules and enforce them in a fair and consistent manner.
6. Establish positive classroom procedures and practices to support effective teaching and maximize student learning.
7. Communicate to students and parents: Montessori scope and sequence, testing requirements and state standards; Assessments and marking/grading procedures; Assignment deadlines; and Expectations for students.
8. Communicate regularly with students, parents and other teachers concerning growth and achievement.
9. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
10. Help their students understand that in a democratic society appropriate rules are required to maintain a safe and an orderly environment.
11. Resort to discipline only when all other avenues of behavior modification have been explored and a multidisciplinary team has assessed the context of the situation.
12. Build good relationships with teachers, parents guardians and their students.
13. Help their students deal effectively with peer pressure.
14. Schedule a conference when information has been received regarding changes in the home situation of a student that may affect student conduct or performance.

STUDENT DISCIPLINARY CODE

Overview

While WNYCS is committed to being an environment where each student's freedom is respected and valued, there are certain non-negotiable rules that all students are expected to abide by without exception. These include:

Physical Contact:

Fighting, play fighting and other inappropriate physical contact or threat of physical contact or harm is not allowed and will not be tolerated. Students must learn to find better ways to solve disputes other than inappropriate physical means.

School Property:

All members of the school community must respect the shopfront in which they learn and the personal property of others. Stealing, defacing, or breaking the property of the school is strictly prohibited.

Bullying:

All members of the community must feel safe, and bullying of any kind, including cyberbullying, is strictly prohibited.

INTERVENTIONS

At WNYCS the purpose of discipline is to maintain a safe environment for learning to take place. Consequently, a range of interventions are available in consideration of the nature, frequency, and effects of the offense.

Self-Fixes:

Students will be taught strategies, such as de-escalation and calming techniques, for reflecting on behavior and given the opportunity to adjust it themselves with adult guidance.

Reparations:

Students will always be given the opportunity to address the harm they have caused, even if it appears only to affect themselves. Part of being a responsible member of a community is understanding that harming oneself harms the group. The nature of reparations will be at the discretion of the teacher leaders, but to the extent possible should involve the victim in discussion of the chosen remedy. Examples of reparations include replacing, fixing or cleaning damaged property; service or assistance to make up for lost learning time; or written or verbal apologies to the individual or group harmed or to the whole school community.

Conflict Resolution and Mediation:

WNYCS will provide students with time and space to resolve conflicts in productive manners using restorative justice practices. This may involve individuals or groups. Student involved in the conflict will engage in conflict resolution activities as an effective means to repair strains on relationships.

Exclusion:

WNYCS does not frequently employ suspension or expulsion as a means of discipline. The schools are designed and staffed to provide a range of supports to address any misbehavior that might disrupt learning or create an unsafe environment. Teacher leaders will play a primary role in addressing these behaviors and the school culture will reinforce Conscious Discipline (CD), Positive Behaviors Intervention and Support (PBIS) and Restorative Justice (RJ) approaches.

Levels of infraction, corresponding interventions and commensurate consequences are detailed in Appendix A: Levels of Infractions, Guidance and Discipline, below.

Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. Repeated violations of the code of conduct, even for offenses not generally punishable by suspension or expulsion if committed on their own, may be punishable by suspension or expulsion when taken together with other offenses previously committed.

Student Disciplinary Actions

For purposes of this Code:

- **"Short-term suspension"** refers to the removal of a student from School for disciplinary reasons for a period of ten or fewer days;
- **"Long-term suspension"** refers to the removal of a student from School for disciplinary reasons for a period of more than ten days; and
- **"Expulsion"** refers to the permanent removal of a student from School for disciplinary reasons.

Alternative Instruction

Students may not be penalized academically during the suspension or removal period. Students are permitted to take any Internal, Citywide or State examinations that are administered during the period of their removals or suspensions for which no make-up examination is permitted by the testing

authority, as well as to make up school examinations (e.g. assessments, midterms, finals), which may affect their academic records.

During the period of their removal or suspension, students will be provided with alternative instruction, which includes, but is not limited to, reflection assignment, class work and homework assignments. The instruction must provide the student with an opportunity to continue to grow academically, socially and emotionally and must be appropriate to the individual learning needs of the student.

Short Term Suspensions

WNYCS shall follow due process procedures consistent with Goss v. Lopez, 419 U.S. 565 (1975) for suspensions of 10 days or less. A decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

If necessary, the student is immediately removed from class and/or school.

- The student is informed of the charges against him or her.
- Upon determining that a student's behavior warrants a possible short-term suspension, the Teacher Leader will verbally inform the student that he or she is being suspended and state the reasons for this action.
- The parent/guardian is notified in writing by WNYCS. Written notice will be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by email and/or telephone if the School has been provided with that contact information for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension. The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English.

Long Term Suspensions

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's behavior warrants a possible long-term suspension, the Teacher Leader shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by WNYCS. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided email and/or by telephone if the School has been provided with that contact information for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the charges and a statement of the evidence date, time and place of a hearing notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) present evidence and question witnesses.

- After the Teacher Leader, the Board or a hearing officer designated by either of them hears the case, the Teacher Leader or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Student with Disabilities¹

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses using the same procedures described above. If a student identified as having a disability is removed from his or her usual placement during the course of the school year for a total of eight days, such student will immediately be referred to the Committee on Special Education (CSE) of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be removed from placement for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of removal, because such removal may be considered to be a change in placement. If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be removed in the same manner as a student without a disability, except as relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Students for whom the Individualized Education Program (IEP) includes specific disciplinary guidelines (e.g., a Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP) or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines.

Dignity for All Students Act Policy

WNYCS will provide a safe and productive learning environment for all students. In accordance with the New York Dignity for All Students Act (DASA). WNYCS will promptly address all incidents of harassment and/or discrimination of students that impede students' ability to learn, including any form of bullying, cyber-bullying, taunting or intimidation. No student shall be subjected to harassment by employees or students on school property or at a school function and WNYCS reserves the right to discipline students, consistent with this Discipline Policy, who engage in harassment of students off of school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of WNYCS students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment that materially and substantially disrupts the work and discipline of the school and/or which school leaders reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

¹ See also Section R-09C, Special Education Policy for additional information about disciplinary measures for students with disabilities.

APPENDIX A: Levels of Infractions, Guidance and Discipline

Level 1

INFRACTIONS – UNCOOPERATIVE/ NONCOMPLIANT BEHAVIOR

1. Unexcused absence from school
2. Being late for school or class
3. Bringing items to or using items in school in violation of school policy
4. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a one-roomed shopfront, library or hallway)
5. Engaging in verbally rude or disrespectful behavior
6. Posting or distributing material on school premises in violation of written school policy and/or school rules
7. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by teacher leaders
- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, detention, community separation, exclusion from extracurricular activities, or communal lunchtime)
- F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)

Level 2

INFRACTIONS – DISORDERLY BEHAVIOR

8. Smoking and /or use of electronic cigarettes and/or possession of matches or lighters
9. Gambling
10. Using profane, obscene, vulgar,

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff/teacher leader
- Guidance conference(s)
- Restorative Approaches

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

- A. Admonishment by pedagogical school staff
- B. Student/teacher leader conference
- C. Reprimand by teacher leader

or lewd language, gestures, or behavior

11. Lying to, giving false information to, and/or misleading school personnel

12. Misusing property belonging to others

13. Engaging in or causing disruptive behavior on the school bus

14. Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)

15. Leaving class or school premises without permission of supervising school personnel

- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)

D. Parent conference

E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities, community separation or communal lunchtime)

F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)

Level 3

INFRACTIONS – DISRUPTIVE BEHAVIOR

16. Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/ noncompliant or disorderly behavior, such as using profane language, 11; or bringing prohibited items to school, 3)

17. Entering or attempting to enter a school building without authorization or through an

serious physically aggressive behavior, see 30)

20. Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules

21. Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means

22. ***Engaging in vandalism, or other intentional damage to school property or property belonging to staff, students or others

23. Knowingly possessing property belonging to another without authorization

24. Violating the school's Internet

or part, the contents of an unadministered assessment; substituting for another student or permitting another student to substitute for one's self to take an assessment; bribing another person to obtain an assessment that is to be administered; or securing copies of the assessment or answers to the assessment in advance of the assessment)

b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)

c. Colluding (engaging in fraudulent collaboration with another person

unauthorized entrance
 18. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
 19. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more

Use Policy (e.g., use of the school's system for non-educational purposes, security/privacy violations)
 25. Engaging in scholastic dishonesty which includes but is not limited to:
 a. Cheating (e.g., copying from another's work; using material during an assessment which is not authorized by the person giving the assessment; collaborating with another student during the assessment without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole

in preparing written work for credit)

26. Posting or distributing libelous material or literature (including posting such material on the Internet)

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence

- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Supports for Students Transitioning from Suspension: WNYCS must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student

- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities, community separation or communal lunchtime)
- F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

- A. Admonishment by pedagogical school staff
- B. Student/teacher leader conference
- C. Reprimand by teacher leader

Level 4

INFRACTIONS – AGGRESSIVE OR INJURIOUS/HARMFUL BEHAVIOR

27. Engaging in sexual conduct on school premises or at school-related functions (D-I only)
28. Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in non-verbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
29. Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet
30. Engaging in physically aggressive behavior other than minor alterations as described under 19, which creates a substantial risk of or results in minor injury
31. Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others

32. **Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury

33. Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm;

- seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
34. Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
35. Falsely activating a fire alarm or other disaster alarm
36. Making a bomb threat
37. Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. (D-J only)
38. Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/ or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D-M)
39. Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
40. Inciting/causing a riot (G-M only)
41. **Possessing or selling any weapon
42. Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol.

GUIDANCE INTERVENTIONS

- Parent outreach
 - Intervention by counseling
 - Referral to counseling services for bias-based bullying, intimidation, or harassment
 - Functional Behavioral community separation or communal lunchtime
- F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher)

- staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence

- Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Supports for Students Transitioning from Suspension: WNYCS must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student

- three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)
- G. Short Term Suspension for 1-10 days
- H. Suspension that results in immediate reinstatement
- I. Long Term Suspension
- M. Expulsion

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities,

Level 5

INFRACTIONS – SERIOUSLY DANGEROUS OR VIOLENT BEHAVIOR

- 43. Starting a fire
- 44. Threatening to use or using force to take or attempt to take property belonging to another
- 45. Using force against, or inflicting or attempting to inflict serious injury against school personnel
- 46. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- 47. Planning, instigating, or participating with another or others, in an incident of group violence
- 48. *Engaging in threatening, dangerous or violent behavior that

- school personnel, students, or others
- 54. **Using any weapon, other than a firearm, to inflict injury upon school personnel, students, or others
- 55. **Possessing or using a firearm

GUIDANCE INTERVENTIONS

- Parent outreach
- Intervention by counseling staff
- Guidance conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation

- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Supports for Students Transitioning from Suspension: WNYCS must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards

is gang-related

49. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity

50. Selling or distributing illegal drugs or controlled substances and/or alcohol

51. Possessing or selling any weapon, other than a firearm

52. Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others

53. **Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon

- Mentoring program
- Conflict resolution
- Collaborative problem solving
- Development of individual behavior contract
- Short-term behavioral progress reports
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Referral to appropriate substance abuse counseling services

within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student

RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO BE USED IN ADDITION TO GUIDANCE INTERVENTIONS

i. Long Term Suspension

j. Expulsion

R-09C – SPECIAL EDUCATION POLICY

DISCIPLINE OF STUDENTS WITH DISABILITIES

Generally

Wildflower New York applies the same spirit of restorative vs. punitive justice and conscious vs. coercive discipline for students with disabilities as for other members of the learning community. In addition to the procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that Wildflower New York, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. Wildflower New York will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

Wildflower New York shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

It is Wildflower New York’s intention to create intentionally restorative practices and partnerships across the learning community to prevent escalation to exclusionary practices like suspension. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement regarding:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student’s disability.

Provision of Services During Removal

As part of our value of *connection*, Wildflower New York will build relationships with families of all children, and communicate the community-wide expectations in student and family friendly language. Any student removed from the learning community for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or assessments missed as a result of such suspension. Wildflower New York will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional

instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but according to the CSE does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. In these cases, School personnel, in consultation with the student's special education teacher, will make the service determination.

During any removal for drug or weapons offenses pursuant to 34 CFR §300.520(a)(2), services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior has been determined by the CSE to not be a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the student's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may receive the same consequences through conscious discipline and restorative justice as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to dangerousness, weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

R-09D- DRESS CODE POLICY

The School will not have a dress code.

R-10AB - SCHOOL MANAGEMENT AND LEADERSHIP

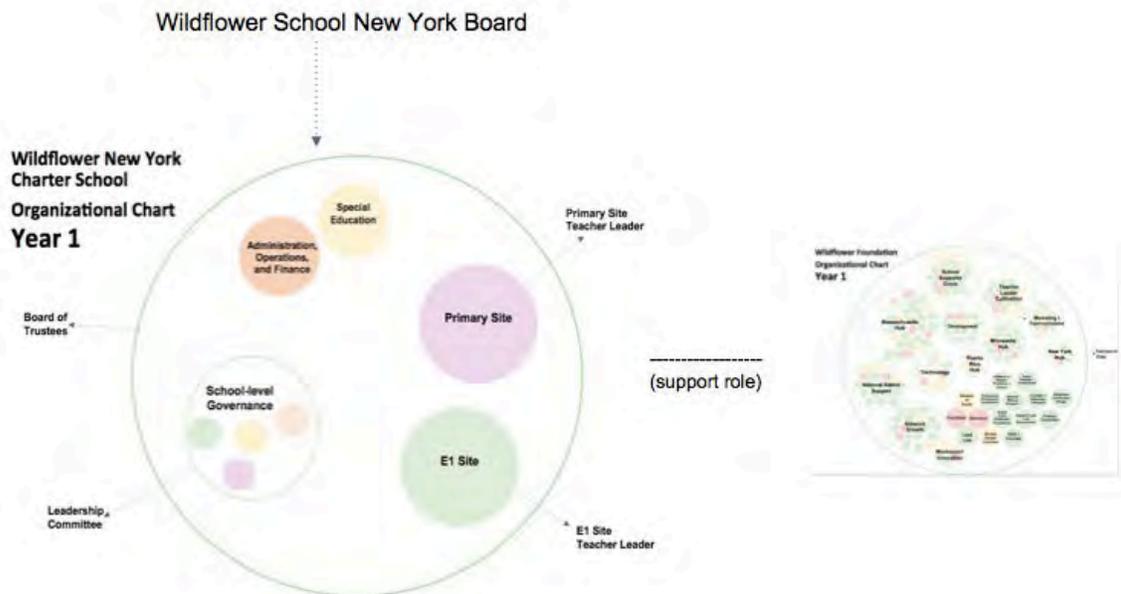
(a) Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

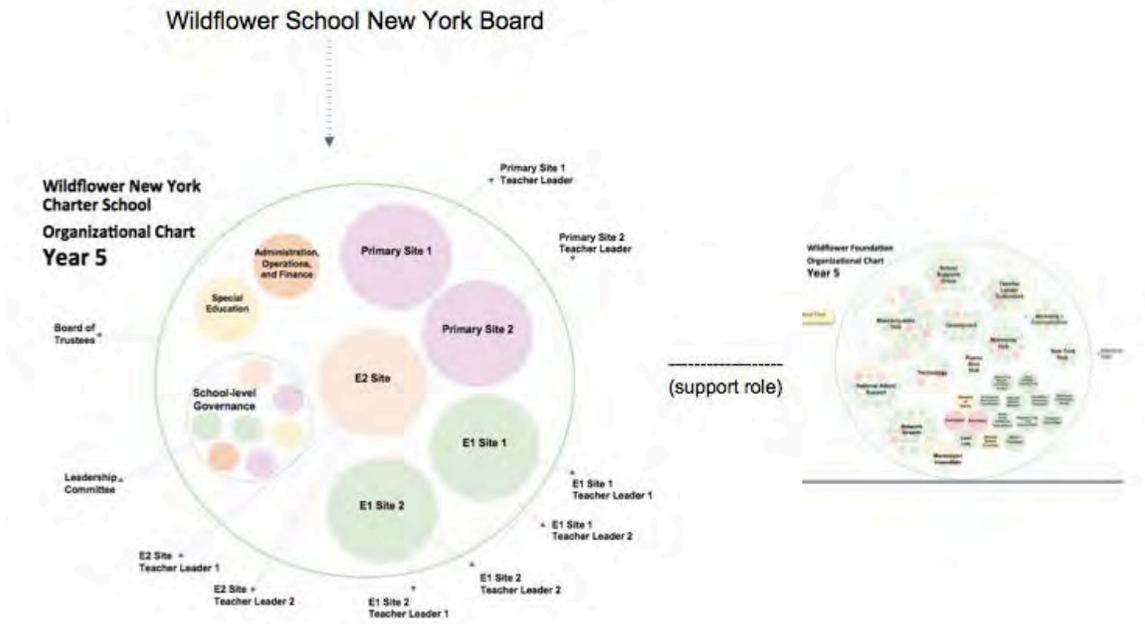
(b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. *The narrative should:*

- ☐ Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- ☐ Outline the evaluation procedures for staff in management positions; and,
- ☐ Describe recruitment plans for the school leader

A. Organizational Charts





B. School Leadership and Management Structure

To meaningfully prioritize Teacher Leader autonomy, emphasize the importance of close connections between campuses and their communities, and create an organization that learns and improves, Wildflower New York has been designed with a Board which will use WSF processes in carrying out its governance responsibilities and which will support the growth of one charter school, organized in multi-age classrooms made up of two classrooms each of Primary (serving Kindergarten students under the charter school); lower elementary (LE); and upper elementary (UE). In Year 1, the school will open with one classroom of Primary and one classroom of LE and in Year 3 will open its second Primary classroom. Authentic Montessori Primary classrooms contain a blend of three, four and five year-olds who experience a sequence of increasingly challenging materials during the “three year cycle”. In keeping with its commitment to Authentic Montessori, the school intends to add these 3K and 4K to its Primary classrooms through contracts with the NYC DOE.

This section is organized into three subsections, which describe the classroom-level structure and governance, the school-level structure and governance, and the board-level governance.

Classroom-level structure and governance

Each Primary classroom will serve 8-10 Kindergarten students and will be led by 1 Teacher Leader. Each LE and UE classroom will serve 16-24 students and will be led by two Teacher Leaders. In the WSF model, Teacher Leaders are responsible for all day-to-day decisions at the classroom level, from leading the instructional program and determining the classroom schedule to marketing to parents and developing community partnerships that advance the educational program and connect the school to the community.

When a class is led by two Teacher Leaders, they will use the “roles and responsibilities” process to divide up work, ensuring that each aspect of classroom operations and management is traceable to a single and accountable decision-maker. With 8 to 10 students in a Primary class,

one Teacher Leader is responsible for all decisions. Additional roles may be added at a classroom level at the discretion of and as defined by the Teacher Leaders. For example, if Teacher Leaders decide to hire an Instructional Assistant, they are responsible for identifying the financial resources to cover the cost of the additional role from their classroom budget, with consent from the Board.

School-level structure and governance

All classrooms work together as self-governing “pods” to give advice, divide cross-cutting responsibilities, and share resources. In our experience with the 17 existing WSF Schools, pods tend to maximize efficiency at 5-6 classrooms, after which a second pod usually forms. For the first five-year term of the charter, Wildflower New York will operate as a single “pod,” called the **Leadership Committee**. Examples of the types of responsibilities that the Leadership Committee may undertake are analyzing data, coordinating a schedule for observations, or aligning operations (such as school schedules, transportation, or after-school programming) across classrooms to meet the needs of parents whose children may be served by different classrooms.

The Leadership Committee will utilize self-management processes to identify specific activities or opportunities on which to collaborate and to define roles to ensure that each activity is delegated to a specific person to lead. Examples of Leadership Committee activity:

1. The Leadership Committee may identify the need for a shared solution for finding a substitute teacher when a Teacher Leader will be absent. The Committee will define a “Substitute Coordinator” role with responsibilities for creating a substitute list and designing a process to request a substitute. One Teacher Leader will be responsible for filling this role. Other members of the Leadership Committee will include the WSF Charter Site Coordinator and WSF operations coaches, who may fulfill some roles within the Committee.
2. The Leadership Committee may create a role of “Transportation Manager.” The Teacher Leader, or person, who assumes this role will have a clear set of actions that he or she is accountable for to their peers and to the school, for example: ensuring that the school has defined transportation policies that comply with state law and creating processes to support Teacher Leaders in sharing details of their campus’ transportation solution with all members of the school.

Board level governance

Members of the Wildflower New York Board of Trustees will carry out their oversight and other responsibilities following their bylaws and will also seek to use self-management practices. The Board will define specific roles that will enable it to fulfill its statutory responsibilities and duty of care, and then the Board will identify individual Board members to fill those roles. The Board will organize itself into committees, first those required by the Board By-Laws, and then reflective of its major roles such as finance, teaching and learning, people, community, etc. One of the Board’s most important responsibilities will be to serve as the translation/transition point between CSI and Wildflower New York, ensuring that the members of the School’s Leadership Committee understand all CSI expectations/requirements, and to communicate to CSI how each requirement is being fulfilled.

Unique governance and management processes

In order for the Board to effectively fulfill its primary role, the Leadership Committee will operate in accordance to the School’s commitment to **radical transparency**, providing all members of the Board of Trustees with full access to the School’s metrics and reporting

systems, the complete set of roles and their corresponding responsibilities defined by the Leadership Committee, all policies and processes defined by the Leadership Committee, and all information that supports the Leadership Committee's decisions related to regulatory requirements. In addition, the Board must have a regular forum for asking questions of members of the Leadership Committee about progress and challenges, to then share with CSI. Comparably, the Board will commit to radical transparency with the Leadership Committee.

In addition to radical transparency, another key component of the successful execution of this self-managed governance system is **the advice process** - a commitment of all individuals filling roles at the School that they will actively solicit advice from anyone within the School community who will be impacted by a decision they make. The decision-maker is not obligated to incorporate or follow all the advice received, but this intentional pause to gather others' perspectives allows multiple people to weigh in, and for the decision-maker to weigh the advice they receive along with their own considerations. The decision-maker who has requested advice is responsible to communicate back the decision s/he made and why. As it pertains to the Board, this means that any person filling a Leadership Committee role who is responsible for making a decision that the Board of Trustees must represent to CSI is required to seek advice from those who will be affected by the decision. Depending on the decision, this may include children, families, neighbors in nearby shopfronts, other Teacher Leaders, and the Board. After seeking advice from others, the person filling a Leadership Committee role is required to communicate the decision s/he made and its rationale. This commitment to the advice process will ensure that the Board has a clear opportunity to communicate details about CSI requirements to the appropriate Leadership Committee decision-maker before a policy or process is created and that the Board understands why the decision was made. In practice, this leads to Wildflower New York Board of Trustees members to knowing more about school operations than they would in a traditional school and to have more opportunities to influence decisions, without the unintended consequence of disempowering school staff.

Self-managed governance systems also use **conflict resolution**. In a hierarchical system, differences of opinion are addressed by decision-making from above. In WSF organizations, we turn to a conflict resolution process to resolve tensions and build individual and collective capacity for self-management.

Stages to the conflict resolution process for Wildflower New York:

1. A Direct or Facilitated Conversation: The first step for an individual who has a tension is to directly request a conversation with the person (or group) involved. If a solution is not identified through this conversation, any of the participants may request the support of a mutually-agreeable peer facilitator. WSF offers training to individuals interested in facilitating such conversations.

2. The Conflict Resolution Panel: If the concern is not resolved through a direct or facilitated conversation or a peer facilitator is not available, any participant may choose to bring the concern to Board, who serves as the Conflict-Resolution Panel.

Management Practices And Procedures: Setting Priorities and Making Key Organizational Decisions

The core school administrator/supervisor/instructional leaders in the School model are the Teacher Leaders, organized by classroom or Leadership Committee, who are responsible for all

aspects of school operations and who report directly to the Board. As detailed in the **BPA S06b - Management Contract**, WSF is a support organization and will make available to the School its entire education program and supporting tools, training, and systems. WSF will provide and support its program, which is characterized by a commitment to the Montessori method, but does not make key organizational decisions, those rest with the Teacher Leaders and the Board.

Wildflower New York Decision-Making Rights Matrix: The table below sets forth key decision rights between the Board and the leadership of the School. For each decision, the following table indicates the role of the Board and school leadership:

- Input (I)** – Right to provide input to the decision
- Recommend (R)**– Right to propose or recommend a decision
- Decide (D)** – Right to make a decision
- Approve (A)** – Right to approve a decision
- Notify (N)** – Right to be notified of decision after it is made

Title abbreviations: BT= Board of Trustees
 TLs = Teacher Leaders, organized by classroom or Leadership Committee

Category	Decision Type	BT	TLs
Mission and Vision	Mission, vision, theory of change	A & I	D & R
	Annual strategic priorities and goals	A & I	D & R
	Organizational chart	A & I	D & R
	School model and design (as described in approved charter)	A & I	D & R
Curriculum and Instruction	Annual instructional priorities and goals	A & I	D & R
	Instructional model (ongoing)	I	A & D
	Curriculum (ongoing)	I	A & D
	Student assessments	I	A & D
	Promotion requirements	A & I	D
	Promotion decisions		A & D
Performance Goals, Professional Development, Supervision and Evaluation	Teacher Leader performance goal setting and evaluation	N & I	A & D
	Staff performance goal setting and evaluation	I	A & D
	Professional development (annual schedule)	N & I	D
	Employee orientation, observation and feedback, staff discipline	I	A & D
School Culture	Academic calendar	A & I	D & R
	Setting, monitoring, and enforcing behavioral management systems and attendance and discipline policies	I	A & D
	Class size	N & I	A & D
	Updating and monitoring the	A & I	A & D

	Parent/student handbook		
	Assemblies and traditions	I	A & D
Student Programs	Special education & ELL model, services and contracts	I	A & D
	Programmatic partnerships	N & I	A & D
HR Policy and Processes	Compensation structure and scales, employee benefits and attendance	A & I	D & R
	Employee handbook	A & I	D & R
	Personnel records management	I	A & D
	Teacher Leader hiring	A & D & I	I
	Teacher/ staff hiring	N & I	A & D
	Onboarding new staff		A & D
Finance and Development	Annual budget	A & I	D & R
	Financial policies and procedures	A & I	D & R
	Fundraising plan	A & I	D & R
Outreach	All outreach -- marketing/branding strategy, staff recruitment, student recruitment, parent and community engagement, and partnership development	N & I	A & D
Operations	Usage of Student Information System/ Data management and collection	I	A & D
	Facility maintenance, food service, transportation, and emergency plan	I	A & D
	Insurance	A & I	D & R
	Purchasing and Procurement Policies	A & I	A & D
Compliance	Annual report	A & I	D & R
	State/Federal compliance & reporting	N & I	D & R
	Local Compliance & reporting	N & I	D & R

Evaluation for Staff in Management Positions

Teacher Leaders will be the only staff management positions at Wildflower New York. See **R-08ad- Instructional Leadership** for a description of Teacher Leader evaluation and accountability.

Teacher Leader Recruitment

At Wildflower New York, we are providing a unique opportunity for teachers to lead their own school campus and are inviting teachers who hope to continue to grow as classroom teachers while having the opportunity to lead their own one-room schoolhouse.

Wildflower New York will focus on inviting Teacher Leaders who bring the following experience and characteristics:

- A commitment the Montessori pedagogy - We invite aspiring Teacher Leaders to complete Montessori training through an accredited AMI or AMS training center. Previous Montessori teaching experience is preferred.

- Commitment to serving diverse and multifaceted communities - We will invite candidates who are committed to culturally responsive pedagogy, anti-racist and anti-biased practices and have experience working with communities like the one Wildflower New York seeks to serve in the Bronx.
- Preferred: Special Education certification and English Language Learner certification as Wildflower New York anticipates its students will be 20-30% special education and English Language Learner identified. Public school teaching experience and strong understanding of Common Core State Standards and state assessment requirements.
- Entrepreneurial leadership - Wildflower New York Teacher Leaders will serve as both faculty and administrators for their classrooms. We will recruit candidates who have experience and enthusiasm for the administrative and operational responsibilities of leading a one-room school.
- Preferred characteristics: Generosity of spirit, commitment to collaborating with a teaching partner, willingness to work hard and a desire to learn and grow.

Teacher Leaders report directly to the Board of Trustees, and both groups will follow the principles of self-management: distinct roles and responsibilities, radical transparency, the advice process and the conflict resolution process.

WSF is connected to a large network within the Montessori community and network of teachers committed to serving racially and socioeconomically diverse communities in the United States. We also have relationships inside of local and national training centers and other public Montessori schools. The School will recruit highly qualified, entrepreneurial Teacher Leaders through these networks, which include Montessori for Social Justice, AMI, AMS, the Montessori Training Center Northeast and the National Center for Montessori in Public Sector.

For a detailed description of Teacher Leader roles and responsibilities and the process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission, please see **R-08ad- Instructional Leadership**.

Wildflower New York is an equal opportunity employer and will not discriminate based on race/ethnicity, sexual orientation, economic background, religion, national origin, gender, age, and disability. All vacancies will be posted publicly through Wildflower New York, WSF and other websites with clearly communicated minimum qualifications.

R-11AC - PERSONNEL

CONTENTS

- A. STAFFING CHART AND RATIONALE
- B. QUALIFICATIONS AND RESPONSIBILITIES
- C. STAFF RECRUITMENT AND RETENTION

A. STAFFING CHART AND RATIONALE

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

A. Staffing Chart And Rationale

To understand the Wildflower New York staffing assumptions, it is important to understand how traditional grades align to Wildflower New York Montessori grades:

Enrollment						
Montessori Grades	GRADES	2019-20	2020-21	2021-22	2022-23	2023-24
Primary	Kindergarten	8	8	18	18	18
E1	1st Grade	10	8	8	18	18
	2nd Grade		9	8	8	17
	3rd Grade			8	8	8
E2	4th Grade				8	8
	5th Grade					8

Wildflower New York will have the following staff in each year of operation:

Staffing	2019-20	2020-21	2021-22	2022-23	2023-24
Primary Teacher Leaders	1.0	1.0	2.0	2.0	2.0
E1 Teacher Leaders	1.0	1.0	2.0	3.0	4.0
E2 Teacher Leaders	0.0	0.0	0.0	1.0	2.0

Total	2.0	2.0	4.0	6.0	8.0
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Teachers - SPED	0.5	1.0	1.0	1.0	2.0
Teaching Fellows	0.0	1.0	0.0	1.0	0.0

Teacher Leaders are allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers – Regular, resulting in the above chart being reflected in the **R-21e – Budget Template** as:

WILDFLOWER NEW YORK CHARTER SCHOOL						
STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	18	25	42	60	77
*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.						
ADMINISTRATIVE PERSONNEL FTE		FTE				
Executive Management		0.4	0.4	0.8	1.2	1.6
Instructional Management		0.4	0.4	0.8	1.2	1.6
Deans, Directors & Coordinators		0.0	0.0	0.0	0.0	0.0
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0
Operation / Business Manager		0.0	0.0	0.0	0.0	0.0
Administrative Staff		0.0	0.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF		0.8	0.8	1.6	2.4	3.2
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		1.2	1.2	2.4	3.6	4.8
Teachers - SPED		0.5	1.0	1.0	1.0	2.0
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		0.0	1.0	0.0	1.0	0.0
Specialty Teachers		0.0	0.0	0.0	0.0	0.0
Aides		0.0	0.0	0.0	0.0	0.0
Therapists & Counselors		0.0	0.0	0.0	0.0	0.0
Other		0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL		1.7	3.2	3.4	5.6	6.8
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		0.0	0.0	0.0	0.0	0.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE		2.5	4.0	5.0	8.0	10.0

B. QUALIFICATIONS AND RESPONSIBILITIES

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

B. Qualifications And Responsibilities

Qualifications And Responsibilities Of Teacher Leaders

- A commitment the Montessori pedagogy - We invite aspiring Teacher Leaders to complete Montessori training through an accredited AMI or AMS training center. Previous Montessori teaching experience is preferred.
- Commitment to serving diverse and multifaceted communities - We will invite candidates who are committed to culturally responsive pedagogy, anti-racist and anti-biased practices and have experience working with communities like the one Wildflower New York seeks to serve in the Bronx.
- Preferred: Special Education certification and English Language Learner certification as Wildflower New York anticipates its students will be 20-30% special education and English Language Learner identified. Public school teaching experience and strong understanding of Common Core State Standards and state assessment requirements.
- Entrepreneurial leadership - Wildflower New York Teacher Leaders will serve as both faculty and administrators for their classrooms. We will recruit candidates who have experience and enthusiasm for the administrative and operational responsibilities of leading a one-room school.
- Preferred characteristics: Generosity of spirit, commitment to collaborating with a teaching partner, willingness to work hard and a desire to learn and grow.

Qualifications And Responsibilities Of Teaching Fellows

- A commitment the Montessori pedagogy
- Commitment to serving diverse and multifaceted communities - We will invite candidates who are committed to culturally responsive pedagogy, anti-racist and anti-biased practices and have experience working with communities like the one Wildflower New York seeks to serve in the Bronx.
- Preferred: Special Education certification and English Language Learner certification as Wildflower New York anticipates its students will be 20-30% special education and English Language Learner identified. Public school teaching experience and strong understanding of Common Core State Standards and state assessment requirements.
- Entrepreneurial leadership - We will recruit candidates who have experience and enthusiasm for the administrative and operational responsibilities of leading a one-room school.
- Preferred characteristics: Generosity of spirit, commitment to collaborating with a teaching partner, willingness to work hard and a desire to learn and grow.

Qualifications And Responsibilities Of Special Education Teacher

Responsibilities

- Provide instruction for special education students
- Teach students utilizing individualized strategies and a rigorous Montessori curriculum
- Thoroughly plan and prepare for every lesson, ensuring compliance with the IEP
- Conduct regular cycles of assessment, data analysis and action planning

- Actively engage in schoolwide professional development and coaching, incorporating feedback to improve practice
- Work closely with Teacher Leaders to ensure student IEP requirements are met
- Regularly communicate with families regarding student progress
- Develop strong relationships with students and families
- Build a positive culture with high levels of student engagement, accountability and support

Qualifications

- Education & Work Experience:
 - Teaching experience, with demonstrated record of student achievement
 - Valid NYS Special Education teaching certification
 - Bachelor's Degree with a strong academic record and extracurricular leadership
 - Experience working in schools that are closing the achievement gap a plus
- A commitment to the Montessori pedagogy - We invite aspiring Teacher Leaders to complete Montessori training through an accredited AMI or AMS training center. Previous Montessori teaching experience is preferred.
- Commitment to serving diverse and multifaceted communities - We will invite candidates who are committed to culturally responsive pedagogy, anti-racist and anti-biased practices and have experience working with communities like the one Wildflower New York seeks to serve in the Bronx.
- Generosity of spirit, commitment to collaborating with a teaching partner, willingness to work hard and a desire to learn and grow.
- Ability to work closely and effectively with a diverse group of students, families, teachers and administrators

C. STAFF RECRUITMENT AND RETENTION

Describe plans to recruit and retain staff, particularly high-quality teachers including:

- *The processes and policies to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

C. Staff Recruitment and Retention

Processes And Policies To Recruit And Hire Teachers And Other Staff

All School positions will be posted publicly and will include a job description and minimum requirements. All postings will include the following wording: *“As an equal opportunity employer, Wildflower New York hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.”* All applicants’ resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references, which will be checked and will be required to provide fingerprinting clearances upon hire. The School’s hiring process will include the following phases:

1. **Submission of Resume and Cover letter:** All prospective employees will submit their resume and a cover letter for the available position at Wildflower New York Charter School.
2. **Interview**
3. **Checking References**
4. **Offering Employment:** The School will offer employment through letter including at least the following: a) position offered; b) salary offered; and c) a restatement that the employment will

be at-will. Acceptance of the position constitutes acceptance of all of the School's personnel policies.

5. **Fingerprinting:** All employees must first clear the fingerprint screening and criminal background check process.

Wildflower School New York is connected to a large network within the Montessori community and network of teachers committed to serving racially and socioeconomically diverse communities in the United States. We also have relationships inside of local and national training centers and other public Montessori schools. The School will recruit highly qualified staff through these networks, which include Montessori for Social Justice, AMI, AMS, the Montessori Training Center Northeast and the National Center for Montessori in Public Sector.

Strategies For Retaining High Quality Teachers

Teachers traditionally have no path for advancement other than to leave the classroom for "administration." The Wildflower model gives teachers the opportunity to grow as full-fledged leaders of their classrooms in a cohort environment. As partners and social entrepreneurs, Teacher Leaders work together in a non-hierarchical, co-leadership mode and are responsible for fulfilling instructional and administrative roles at the site. Wildflower schools attract educators who are interested in greater autonomy, accountability, and professional growth.

Additionally, Wildflower New York believes the best way to retain high quality staff is through individualized support and professional development. Please see **R-08ad - Instructional Leadership** for a description of Teacher Leader Supports and Professional Development.

R-11d PERSONNEL POLICIES

Submit a copy of the proposed school's personnel policies.

Personnel Policies

As members of the Wildflower New York school community we will:

- Act with love and respect for children, their families, their communities and their individual learning needs, embedding Wildflower's values of *connectedness* and *growth* in all aspects of our work.
- Operate within Wildflower's norms:
 1. **Awareness.** We cultivate our capacity to be authentically present, observe reality and seek the truth, free from preconception and without judgment.
 2. **Kindness.** We act compassionately toward ourselves and others.
 3. **Autonomy and Support.** We foster independence in ourselves and others, and we help each other non-coercively.
- Follow Wildflower New York's working approaches for self-management, wholeness and listening for evolutionary purpose. We will use the advice process to seek out the wisdom of others in our school community before making a decision that affects others, and we will participate in the conflict resolution process to address tensions with others directly and compassionately.
- Respect all relevant laws and regulations that impact the work of Wildflower New York, including the privacy of students, families and their information.

Equal Opportunity Employer

Wildflower New York will employ qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, sexual orientation, veteran status, age, marital status, genetic characteristic or disability. This Equal Opportunity policy applies to all aspects and phases of employment at Wildflower New York, including recruitment, hiring, training, promotion, demotion, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

The School will comply with the Americans with Disabilities Act, and all local and state laws prohibiting discrimination against qualified individuals with disabilities. Therefore, we are committed to:

- Hiring on the basis of qualifications, ensuring that people with disabilities are treated equally in all phases of the application and hiring process;
- Making necessary accommodations, within reason, to enable a person with a disability to fulfill the job requirements;
- Protect a disabled person's right to confidentiality; and
- Being in full compliance with all applicable laws, including those protecting employee benefits.

In addition, Wildflower New York will make reasonable accommodations for any employee's religious beliefs and/or practices.

At-Will Employment

Employees at the School are generally considered “at will.” There may be certain employees with which the Board may decide to enter into a “non-at-will” contract. “At will” employees may terminate their employment, or the school may terminate their employment with or without cause.

Hiring Process

Wildflower shopfront classrooms are led by two Teacher Leaders who serve as faculty and administration for their one-room “schools.” Where additional staff are needed, such as paraprofessionals, special education inclusion support, or “fellows” who are participating in their Montessori practicum, Teacher Leaders will invite people who share Wildflower’s values and working approaches and bring the skills needed to meet the responsibilities of the job.

All School positions will be posted publically and will include a job description and minimum requirements. All postings will include the following wording: *“As an equal opportunity employer, Wildflower New York hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.”* All applicants’ resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references, which will be checked and will be required to provide fingerprinting clearances upon hire. The School’s hiring process will include the following phases:

1. **Submission of Resume and Cover letter:** All prospective employees will submit their resume and a cover letter for the available position at Wildflower New York Charter School.
2. **Interview**
3. **Checking References**
4. **Offering Employment:** The School will offer employment through letter including at least the following: a) position offered; b) salary offered; and c) a restatement that the employment will be at-will. Acceptance of the position constitutes acceptance of all of the School’s personnel policies.
5. **Fingerprinting:** All employees must first clear the fingerprint screening and criminal background check process.

Employment Status

All employees will receive letters of employment, regardless of full or part-time status. Wildflower New York will verify that all employees are legally eligible to work in the USA. All employees will complete an I-9 form, and any other required documents as determined by the School.

Benefits

Wildflower New York will provide a comprehensive and competitive benefits package, including medical, dental and vision insurance. The plan will be available to full-time employees, (and their eligible dependents), who are not contracted on a temporary, substitute or 1099 basis. All health insurance may be subject to monthly premiums deducted from employees’ paychecks.

Wildflower New York will establish a 401k or 403B-retirement plan for full-time employees, and the School will aim to match each employee’s contribution up to 4% in our initial charter. While the School will budget for this expense, it is not guaranteed and will be at the sole discretion of the School.

Disability

Employees may be eligible for short-term disability insurance, as required by law. Short-term disability insurance is designed to cover employees who will be out for more than 7 days due to a non-occupational illness, injury or pregnancy. Employees must notify their supervisor in the event of a short-term disability, and provide the school with a written doctor’s note. Benefits are calculated as a

percentage of salary, for up to 26 weeks. During this time, employees will continue to be provided with medical coverage. The staff members at the school holding the role of Insurance Coordinator must be notified when the employee is expected to return, and kept up-to-date regarding the employee's status. A doctor's certificate of health is required to return to work.

Fingerprinting/Criminal Background Check

All faculty, staff, independent contractors and substitute teachers, as well as consultants, volunteers and parents will be expected to pass a criminal and fingerprint background check. Any parent or volunteer who does not have a consistent presence in the building or at events will not be required to pass background checks, as they are not exposed with regularity to the school community. No employee of Wildflower New York is exempt, and their hiring is considered conditional until the background checks are completed. There is absolutely no exemption to this policy whatsoever.

Paid Time Off

Our self-management processes emerge from the belief that every one of us is uniquely able to make our own decisions regarding taking care of ourselves and our families and we trust in each of us to make these decisions in ways that are consistent with the commitments we make to each other to energize particular roles and with Wildflower New York's purpose. In keeping with this approach, we do not set limits on vacation or sick-time, though we expect all employees will follow our working approaches as they make decisions regarding vacation and sick-time. We will follow all applicable laws and rules regarding workplace operations.

We do not set limits on the use of "work time" or "work resources" for personal projects that directly and indirectly support the School's purpose, except as required by law (e.g., we cannot engage in activity that supports any political candidate or engages in any election). We trust each of us to make good decisions about the use of Wildflower resources in connection with such projects.

Probation Periods, Suspension and Dismissal Policy

Where problems with employees arise, the School will take appropriate steps to understand and correct them. This may include discipline and/or dismissal of employees where there are good and sufficient reasons for doing so. As appropriate, the board may place an employee on administrative leave, with or without full pay and benefits, while any necessary inquiry is conducted.

Exit Interviews

All employees will be actively encouraged to participate in an exit interview, regardless of the circumstances surrounding their leaving Wildflower New York. Exit interviews will be conducted by the person at the school holding the role of Exit Interviewer.

Anti-Discrimination/Anti-Harassment

The community of Wildflower New York is committed to creating a workplace free of bias, prejudice and harassment. The School specifically notes that any verbal, physical or visual harassment – based on an individual's race, color, religion, nationality, ancestry, age, physical or mental ability, marital status, medical condition, sex, pregnancy, sexual orientation, veteran status or any category protected by law – is incompatible with our norm of kindness and is not acceptable. Similarly, any behavior that has the purpose or effect of creating an intimidating, hostile or offensive environment is strictly prohibited. Harassment may include epithets, slurs, stereotyping, threatening or intimidating acts, including acts purported to be 'pranks' or 'jokes', and written material that denigrates or shows hostility towards another community member in any of the above groups.

Workplace Violence

Maintaining a safe workplace is a priority for Wildflower New York. All employees will follow these policies with regards to violence in school:

- Employees are prohibited from making threats or engaging in any acts of aggression or violence. Prohibited conduct includes, but is not limited to, the following: possessing guns, knives, or other weapons on School premises or while performing work for Wildflower New York off-premises; striking, attempting to strike or threatening to strike a supervisor, fellow employee, client, visitor or any other person affiliated with the School; threatening or intimidating a supervisor, fellow employee, client, visitor or any other person affiliated with Wildflower New York.
- Reporting Procedures: Any potentially dangerous situation or violation of this policy must be reported immediately to the person holding the role of Workplace Safety Coordinator. All reported incidents will be promptly investigated. Wildflower New York will strive to keep the identity of individuals making reports as confidential as possible, consistent with the need to conduct an adequate review and investigation.
- Risk Reduction Measure: While Wildflower New York does not expect employees to be skilled at identifying potentially dangerous persons, they are expected to exercise good judgment, and to inform the Workplace Safety Coordinator if any individual exhibits potentially dangerous behavior. Such behavior may include discussing weapons or bringing them to the workplace, displaying overt signs of hostility or anger, or making threatening remarks.
- Enforcement: Any employee who engages in workplace violence or who fails to follow this policy's reporting procedures will be subject to disciplinary action, up to and including unpaid suspension and termination of employment. Acts or threats of violence may be reported to the proper authorities and fully prosecuted.

Emergencies

All staff at Wildflower New York will be urged to familiarize themselves with the building and the location of fire prevention apparatus. Employees are expected to report any potential fire to the person holding the Workplace Safety Coordinator role and/or emergency personnel where necessary. Employees will take part in first aid training and CPR, when offered by the school. Employees will immediately report any accident or injury occurring on the Wildflower New York premises so that arrangements can be made for medical or first aid treatment. This policy will be in place for any School sanctioned event or trip as well.

Calls to 911 should be made in extreme emergencies, giving the location, names of individuals involved, and location. Consistent with the School's operating norms, we expect employees to remain at that location to assist in any way they can, until an adequate response to the situation has been maintained. Additional information regarding handling extreme cases of emergency, such as a lockdown, will be found in the Employee Handbook. Employee Handbooks will be made available to all employees.

Drug-Free Workplace

Wildflower New York is committed to creating and maintaining a drug-free workplace. The manufacture, possession, sale and/or distribution of any controlled substance are strictly prohibited. This policy is also applies to School events or trips or where the interests of Wildflower New York are affected. Any employee suspected of being under the influence of alcohol or any controlled substance may be asked to submit to testing. All results will be kept confidential. A positive test result may result in termination, or the employee being asked to complete an appropriate rehabilitation program as a condition of their continued employment.

Smoke-Free Workplace

All facilities inhabited by Wildflower New York are smoke-free environments.

OSHA

Wildflower New York will comply with the federal Occupational Safety and Health Act (OSHA), requiring employers to provide a safe working environment for all staff members, regardless of title, status or classification.

Whistleblower

Wildflower New York requires its directors, officers, employees and volunteers, as well as all persons who provide the Corporation with contracted services, to observe high standards of business and personal ethics in the performance of their duties on the Corporation's behalf. As employees and representatives of the Wildflower New York, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities, and are required to comply with all applicable laws and regulations. In accordance with the New York State Not-for-Profit Corporation Law §715-b, no trustee, officer, employee, or volunteer who reports actions he/she believes, in good faith, are fraudulent, illegal or against policy will suffer intimidation, harassment, discrimination or other retaliation, or, in the case of employees, adverse employment action.

Code of Ethics

The School's trustees, officers and employees shall at all times be in compliance with the School's Code of Ethics [see R-13e].

Staff Evaluation

A staff evaluation process will be developed that mirrors the self-management processes at work within the WSF system, and will include the topics of functional and pedagogical review. It will include:

- A structured window for self-evaluation, which will occur twice per year, at end of calendar year and late spring. All Wildflower New York staff will be expected to do a review during those windows or use the advice process to choose a different schedule.
- Input into evaluations will include functional and pedagogical classroom data, benchmarks, and advice from colleagues within the classroom and the broader school community, including families and community partners.
- In each spring review, Wildflower New York staff will decide whether they should return for next year.
- The school staff will create a "Review Committee" composed of 3-4 Wildflower New York Teacher Leaders or the Leadership Committee who will review the self-evaluations, including data, advice, and what the staff member did with the advice they received. The Review Committee will initiate the conflict resolution process if they disagree with the general spirit of the review or the decision to come back.
- The Board will review those decisions and has the option to initiate the conflict resolution process to overturn a decision.

Reporting Responsibilities

All School employees are mandated to report suspected child abuse or neglect. We need not be sure that abuse/neglect is happening; it is enough to suspect it. In addition, employees are mandated to report suspected abuse in an "educational setting", meaning any school building or vehicle that is being used to transport students to school, or any school event.

Confidentiality Policy

All Wildflower New York employees are required to protect the confidentiality of any and all records containing information pertaining to students. The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Act (IDEA), and state privacy laws and regulations, protect the confidentiality of student records. Any disclosure by an employee of confidential student information requires the expressed consent of the person holding the Confidentiality Coordinator role, and must be permitted by law.

All records will be kept in a safe and locked location, and only individuals who are granted access for legitimate reasons will be permitted to see these records – with access determined by the person holding the Confidentiality Coordinator role. In addition, employees with access to the social security numbers of school employees are required to keep this information confidential, except for legitimate business reasons.

School Calendar and Holidays

Wildflower New York will produce a new calendar annually that complies with New York State Education Law surrounding attendance requirements.

Bad Weather Days and other Closings

Wildflower New York may be closed in the event of inclement weather, or other situations beyond the School's control. A process of parent notification will be designed and implemented to ensure the timeliness of information. Any day where NYC Department of Education schools are closed will mean that the School is automatically closed as well.

R-12a – PARTNER ORGANIZATIONS

A. PARTNER INFORMATION

B. PARTNER COMMITMENT

A. PARTNER INFORMATION

- *Explain the due diligence process used to select the partner(s), and its role in the development of this proposal.*
- *Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:*
 - *The name of the partner organization(s);* – *The name, address, phone number, and e-mail of a contact person;*
 - *A description of the nature and purpose of the relationship;*
 - *Any contract or monetary arrangements; and,*
 - *Names of proposed school board members affiliated with the organization(s).*

A. Partner Information

The School intends to partner with WSF as its charter management organization. The founders are committed to offering an innovative, small public Montessori school program in the South Bronx and learned of WSF’s high quality private Montessori schools and their commitment to partnering with Teacher Leaders to create more public Montessori schools. Detailed information about WSF and their Equity Principle can be found in the Business Plan.

WSF’s New York Site Entrepreneur, Maryanne Kiley, met Wildflower New York prospective Teacher Leaders, Mario Benabe and Aura Cely, in late 2017 and they have been partnering on the development of this proposal with the School’s Board. While described in this proposal and in the Business Plan as a charter management organization, WSF is largely a support organization that provides training and support to Teacher Leaders to envision and found Montessori schools. WSF believes that Teacher Leaders of effective small Montessori schools, like the ones they affiliate with nationally, should have decision making authority and report directly to the School’s Board.

As part of Wildflower New York’s community development work, the founders of Wildflower New York have met with many community organizations in the South Bronx generally and in CSD 9 in particular. As evidenced by support letters included in **R-15e – Evidence of Support**, numerous local community based organizations and local public schools seek to partner with the School. Wildflower New York is open to the prospect of creating links to a range of such organizations and to the synergies these relationships can offer to the families and students the School seeks to serve. However, none of these supportive groups fits the description of a “partner organization” as defined in R-12a. Other than The WSF, the School does not at this stage have any partner organizations.

B. PARTNER COMMITMENT

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization’s involvement with the charter school. If the school would provide compensation to the partner(s) for any

goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be at or below fair market value.

B. Partner Commitment

The School will have links to many community organizations programs. It does not at this time anticipate a formal partnership with any organizations other than The WSF.

R-12b – PARTNER COMMITMENT

Not applicable. Wildflower New York does not at this time anticipate a formal partnership with any organizations other than The WSF, which is detailed in the Business Plan.

R-13AC – GOVERNANCE

CONTENTS

- A. EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES
- B. EDUCATION CORPORATION BOARD DESIGN
- C. STAKEHOLDER PARTICIPATION

A. EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the education corporation’s board of trustees including:

Selecting school leader(s) (and partner or management organizations, if any);

- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school’s mission and goals.*

A. Education Corporation Board Roles and Responsibilities

The roles and responsibilities of the education corporation’s board of trustees (the “Board”) are as follows:

- The Board is the governing body of the School and as such is the entity with primary responsibility for the academic, fiscal and operational success of the School as well as for ensuring that the School’s mission is fulfilled;
- The Board will, in accordance with its by-laws, hold the space for the School to operate in alignment with the norms and working approaches of WSF, exercising its oversight responsibilities first in an advisory capacity and second through establishing processes to ensure that it gives due consideration of whether to exercise its right to initiate the Wildflower Conflict Resolution Process;
- The Board will, in accordance with its by-laws, select the Teacher Leaders through the review of and consent to recommendations made by WSF and the leadership committee of teacher-leaders. Other staff members will be selected by the Teacher Leaders and/or their designee(s);
- The Board will, in accordance with its by-laws, monitor the performance of the Teacher Leaders on an ongoing basis in relation to the School’s mission and goals and will review a formal evaluation at least annually;
- The Board will commence operations by contracting with the WSF for education management and services;

- The Board will monitor the performance of the WSF on an ongoing basis in relation to the management and services agreement and the school's mission and goals and will review a formal evaluation at least annually.
- If the Board determines that the WSF is not fulfilling the terms of its agreement or is no longer helping the school fulfill its mission and goals, the Board will revise or terminate the management arrangement consistent with Wildflower New York's by laws and the terms of the management agreement; and
- The Board will, on a consistent basis, monitor the School's academic performance, operational effectiveness and fiscal performance. It will take such action(s) as it deems necessary to gather information and act on it in support of the School and its mission.

B. EDUCATION CORPORATION BOARD DESIGN

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Number of trustees;*
- *Officer positions;*
- *Ex-officio members (voting and non-voting);*
- *Standing committees or committees with the full authority of the board (if any);*
- *Delegation of authority to any committees, officers, employees, or contractors;*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Frequency of board and committee meetings;*
- *Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development.*

B. Education Corporation Board Design

As set forth in the Board's by-laws, the design of the education corporation will involve the following elements; Please note the reasons for each:

- There will be between 5 and 15 trustees. 5 trustees is the minimum allowable under Section 226 of the New York Education Law and 15 seems to the School's founders to be the maximum number that would be workable. The founders want to reserve to the Board the discretion to set the exact number;
- The Board's officer positions will be the Chair, Secretary, and Treasurer. The founders consider these to be the core functions needed to manage the work of the Board. The Treasurer will have responsibility for fiscal matters as described in the by-laws; The Secretary will have responsibility for Board minutes and records as described in the by-laws; and the Chair will preside over the Board's exercise of its authority and perform such other functions as are delegated by the Board;
- The Board may delegate to a Teacher Leader the authority to preside over meetings of the Board;

- There will be no ex-officio members of the Board;
- The Board will have the following standing committees:
 - **Executive Committee** (required under New York Education Law Section 226): Chaired by the Chair, will facilitate effective decision-making by the Board.
 - **Finance Committee** (essential for responsible fiscal stewardship of the organization): Chaired by the Treasurer, the finance committee reviews the School's budget and additional financial information about the School's ongoing financial position and makes the larger Board aware of areas of concern and/or makes recommendations pertaining to Board decision making around finances.
 - **Education Committee** (essential for the academic stewardship of the organization): works to ensure the School is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the School as an academic institution and supports the Teacher Leaders in the maintenance, promotion and improvement of the academic standards set forth in the charter.
- The Board may choose to delegate authority to any committees, officers, employees and/or contractors as it sees fit;
- The Board will regularly receive information from the Teacher Leaders and Wildflower on academic, financial and operational metrics, including during monthly meetings of the Board;
- At each of its regular board meetings, the Board will solicit information from the Teacher Leaders. It will also seek information, as needed from other sources such as staff and/or contractors;
- Consistent with applicable law and the by-laws, the Board will meet monthly at the School. Committees will meet on a regular basis, as needed to effectively perform their respective functions;
- In accordance with the New York Open Meetings Law, if a Board meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting;
- The Board will continually attend to the recruitment of new trustees; when vacancies occur or additional members are sought, an ad hoc Nominating Committee will be formed. That committee will seek to identify and vet candidates and present them to the Board for review and possible approval;
- New Trustees will receive Board policies and other key documents. They will be provided with training and orientation as well;
- The School will engage in ongoing Board training, provided by outside experts, particularly with respect to effective governance of a small autonomous organization, appropriate delegation of decision-making responsibility and authority to Teacher-Leaders, and support for autonomous teacher leadership.

C. STAKEHOLDER PARTICIPATION

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

D. Stakeholder Participation

Parents, teachers and other staff will be integral parts of Wildflower New York's tight-knit community. The School will create many ways for each stakeholder group to provide input and participate in the governance of the education corporation. All are welcome at meetings of the Board and their voices can be heard during the public comment portion of those meetings. The School will administer staff and family surveys to gather feedback and stakeholder input. The results of the surveys will be shared with the Board and discussed during board meetings.

R-13D – BYLAWS

Provide a draft of the proposed education corporation's governing by-laws.

WILDFLOWER NEW YORK CHARTER SCHOOL BYLAWS

ARTICLE I NAME

The name of the Corporation is Wildflower New York Charter School (hereinafter the “School”).

ARTICLE II MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the trustees of the School (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of the Board of Trustees (hereinafter the “Board”) as indicated herein.

ARTICLE III BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the limitations of any applicable law (including the New York Education Law, the New York Not-for-Profit Corporation Law, the New York General Municipal Law, and the New York Open Meetings Law) and of the School’s charter (hereinafter the “Charter”) and these bylaws (hereinafter the “Bylaws”). The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. The Board finds value in the decentralized decision-making process that is central to the ethos of the Wildflower School Foundation (hereinafter “Wildflower”). The Board respects Wildflower’s emphasis on empowering Teacher Leaders and all those within the school community who have been

assigned an area of responsibility. The Board will, therefore, use its judgement as to when to provide advice, when to defer, and when to impose its own determinations.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have the following specific powers:

1. To elect and remove Trustees;
2. To select and remove officers, agents and employees of the School, to prescribe powers and duties for them, and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of and promoting the interests of the School;
5. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
8. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
9. To provide indemnity for and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New

York Education Law, New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the School shall be not less than five (5) nor more than fifteen (15)¹, the precise number to be determined from time to time by the Board.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Any such election shall be subject to disclosure, filing and approval requirements imposed by the School's authorizer and set forth in its Charter.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively.

3. Interested Persons. Subject to the New York General Municipal Law, not more than 33% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise, or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. Subject to subparagraph (c) of this paragraph (4), the term of a Trustee will begin and end on August 1 of the applicable year. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire on the August 1 following the

¹ Education Law §226(1).

next annual meeting of the Trustees, the second class on the August 1 following the second succeeding annual meeting and the third class on the August 1 following the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy as defined in these Bylaws begins on the date of the Trustee's election and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the balance of the term of the class to which the new Trustee is assigned by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

5. Time of Elections. The Board shall elect Trustees whose terms begin on August 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. A Trustee may be removed for cause by a vote of a majority of the entire Board, provided there is a due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided that at least one (1) week's notice has been given to the accused and to each Trustee.²

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Chair or Secretary of the Board. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon a Trustee's death or upon the failure of a Trustee to

² Education Law §226.

attend three consecutive meetings without excuse accepted as satisfactory by the Trustees.³ A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation.

However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the School's business.

ARTICLE IV PRINCIPAL OFFICE

The School's principal office shall be at _____, or at such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary and the Board shall promptly convey this information to the School's authorizer.

ARTICLE V MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the School. Board Meetings shall be open to the general public in the manner required under the New York Open Meetings Law.

B. Annual Meetings. An Annual Meeting shall be held in the month of May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. In addition to the Annual Meeting, Regular Meetings shall be held monthly.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair of the Board or by any other Trustee upon written demand of not less than one-fifth of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place.

³ Education Law §226.

F. Notices. Notices of Board Meetings shall be given as follows:

1. Notice to the Trustees. Notice of the time and place of every meeting of the Board shall be sent by electronic mail within a reasonable number of days before the meeting to the usual email address of each Trustee. If a Trustee indicates that he or she prefers to receive such notices by traditional mail, notices will be sent to them at whatever address they designate.

2. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice, whether before or after the meeting, or attends the meeting without protesting, prior to the meeting or at its commencement, the lack of notice. Such waiver may indicate acceptance of notice by alternate means. The Secretary shall incorporate all such waivers into the minutes of the meeting.

3. Public Notices.⁴

a. In the manner required by the New York Open Meetings Law, public notice of the time and place of a meeting of the Board or Board committee scheduled at least one (1) week prior thereto shall be given to the news media and shall be conspicuously posted in one (1) or more designated public locations at least seventy-two (72) hours before such meeting. To the extent and in the manner required by the New York Open Meetings Law, public notice of the time and place of every other meeting shall be given to the news media and shall be conspicuously posted in one (1) or more designated public locations at a reasonable time prior thereto. In each of the instances above, the School shall also post such notice on the School's internet website to the extent practicable. If videoconferencing is to be used to conduct a meeting, the public notice for such meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting and state that the public has the right to attend the meeting at any of the locations.

b. Notwithstanding subsection (a) above, the School may conduct an executive session of the Board which shall not require public notice thereof, upon a majority vote of

⁴ Public Officers Law, Article 7 §104.

the entire Board taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered. No action by formal vote shall be taken to appropriate public moneys at an executive session and an executive session may only be conducted for purposes that are allowable under the New York Open Meetings Law.

ARTICLE VI ACTION BY THE BOARD

A. Quorum. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Any one or more Trustees may participate in a Board Meeting by means of videoconference and participation by such means shall constitute presence in person at a meeting for quorum and voting purposes. Any one or more Trustees may participate in the discussion of a meeting by means of a telephonic conference call, but such participation shall not constitute presence in person at a meeting for quorum and voting purposes.

B. Action by the Board. The vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

C. Committees.

1. Standing Committees. The Standing Committees of the Board shall be the Executive Committee, the Finance Committee and the Education Committee. The Board may appoint additional Standing Committees from time to time by vote of the majority of the entire Board. The Executive Committee will consist of not less than five (5) Trustees. All other Standing Committees will consist of not less than three (3) Trustees. Members of each Standing Committee shall be appointed by vote of the majority of the entire the Board and shall serve at the pleasure of the Board.

2. Special Committees. The Board may appoint one or more Special Committees from time to time as may be deemed desirable. Members of such committees shall be

appointed by the Chair of the Board with the consent of the Board and shall serve at the pleasure of the Board.⁵

3. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. The filling of vacancies on the Board or in any committee thereof;
- c. The amendment or repeal of these Bylaws or the adoption of new Bylaws;
- d. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable; and
- e. The appointment of other committees of the Board, or the members of the committees.

4. Charter and Procedures of Committees. Each Standing Committee shall adopt a Committee Charter, subject to acceptance by the Board. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted, subject to compliance with any applicable law, including the New York Open Meetings Law. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, subject to compliance with any applicable law.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

⁵ Not-for-Profit Corporation Law §712.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board committee on which the Trustee does not serve duly designated in accordance with these Bylaws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and in so relying, the Trustee acts in good faith and with that degree of care specified in Paragraph D.1. above. Trustees shall not be considered to be acting in good faith if they have knowledge concerning the matter in question that would cause such reliance to be unwarranted.⁶

3. Investments. In investing and managing all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider, among other relevant considerations, the long and short term needs of the School in carrying out its purposes, its present and anticipated financial requirements, expected total return on its investments, price level trends, and general economic conditions.⁷ The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of

⁶ Not-for-Profit Corporation Law §717(b).

⁷ Not-for-Profit Corporation Law §717(a).

inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee of which he or she is a member, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

ARTICLE VII OFFICERS

A. Officers. The officers of the School consist of a President (hereinafter “Chair”), a Secretary, a Chief Financial Officer (hereinafter “Treasurer”) (collectively, the “Officers”). The School also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as these Bylaws or the Board may prescribe. If present, the Chair shall preside at Board meetings unless the Board elects to delegate authority to a Teacher Leader to preside of a meeting or meetings.

2. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, and in compliance with the New York Open Meetings Law, a book of minutes of all meetings of the Board (including any executive session) and Board committees, noting the time and place of the meeting, whether it was regular or special meeting (and if a special meeting, how authorized), the notice given, the names of those present, and the proceedings, including a summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote of each Trustee thereon or, if for an executive session where action is taken by formal vote, a summary of the final determination of such action (which shall not include any

matter which is not required to be made public by the New York Freedom of Information Law) and the date and vote thereon⁸; (b) keep or cause to be kept a copy of the Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and committee meetings as required by these Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

3. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer from his or her office with cause, at any time, in the same manner as a Trustee may be removed under these Bylaws.

⁸ Public Officers Law, Article 7 §87, §106.

Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in such notice. The acceptance of a resignation shall not be necessary to make it effective, but no resignation shall discharge any accrual obligation or duty of an Officer.

ARTICLE VIII NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

ARTICLE IX INDEMNIFICATION OF CORPORATE AGENTS

A. Indemnification. The School may, and in the case of Trustees and Officers of the School shall, to the fullest extent now or hereafter permitted by and in accordance with the standards and procedures provided by the New York Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any Proceeding by reason of the fact that the person, or his or her testate or intestate was a Trustee, Officer, employee or agent of the School (hereinafter "Indemnified Parties"), against judgments, fines, amounts paid in settlement and reasonable expenses, including, without limitation, attorneys' fees. In the event entitlement to indemnification is required by law to be based upon a determination by the Board of Trustees, the Trustees shall meet and shall reach a determination on the issue within a reasonable period of time after request to meet is received by the School from the Indemnified Party. "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative.

B. Advancing Expenses. The School may, and in the case of Trustees and Officers of the School shall, to the extent permitted by law advance to each Indemnified Party expenses incurred in defending any Proceeding prior to the final disposition of such Proceeding upon receipt of an undertaking by or on behalf of the Indemnified Party to repay such amount if it shall be determined ultimately that the Indemnified Party is not entitled to be indemnified as authorized in Article IX, Section A of these Bylaws.

C. Insurance. The School shall have power to purchase and maintain insurance on behalf of any Indemnified Party against any liability asserted against or incurred by the Indemnified Party in such capacity or arising out of the Indemnified Party's status as such whether or not the School would have the power to indemnify the Indemnified Party against such liability under the provision of this Article.

D. Not Exclusive. The indemnification herein provided for is intended to be contractual in nature and shall not be exclusive of any other rights to which the persons seeking indemnification hereunder may be entitled under any insurance or other agreement, vote of Trustees, or otherwise. No amendment to these Bylaws shall eliminate or impair the then existing indemnification rights of any person related to or arising from facts or circumstances existing at the time of such amendment.

ARTICLE X OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends on June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School, including a Teacher Leader, to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by a resolution of the Board, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair or Treasurer.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Not-for-Profit Corporation

Law, the New York Education Law, the New York General Municipal Law and the New York Public Officers Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions herein.

E. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI AMENDMENT

A majority of the entire Board may adopt, amend or repeal these Bylaws, subject to such review and potential action by the authorizer consistent with the terms of the Charter.

R-13E – CODE OF ETHICS

Provide a draft of the proposed education corporation's code of ethics.

The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

CODE OF ETHICS & CONFLICT OF INTEREST POLICY

FOR WILDFLOWER NEW YORK CHARTER SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

Each trustee ("Trustee"), officer ("Officer") and employee of Wildflower New York Charter School (the "School") shall comply with the Code of Ethics of the School, as set forth below:

Provision 1. Trustees, Officers and employees of the School will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the applicable limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School's charter and the by-laws ("Bylaws") of the School's board of trustees (the "Board"), as applicable.

Provision 2. No Trustee, Officer or employee of the School shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in the By-Laws.

A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

(i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,

(ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,

(iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or

(iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A "Self-Dealing Disclosure" is the prompt, full and frank public, written disclosure to his or her immediate supervisor (if applicable) and to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of

every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board or Teacher Leaders. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction, and shall be set forth in the minutes of the Board.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the School shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or the Board of which he is an officer, member or employee or of any School or Board Committee or entity over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any School or Board Committee or entity, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Provision 5. A Trustee, Officer or employee cannot have an interest in any for-profit contract with the School. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations or other partnering organizations, must disclose these contracts but they are not prohibited.

Provision 6. As a requirement of Section 803 of the General Municipal Law, any Trustee, Officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to the governing body as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

Provision 7. A Trustee, Officer or employee who violates this Code of Ethics will be subject to corrective or disciplinary action including removal in respect thereof.

Provision 8. Trustees, Officers and employees cannot hold investments in conflict with official duties with the exception of holdings where when less than five per centum of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, Officer or employee.

Provision 9. Trustees, Officers and employees of the School will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer and Employee Code of Ethics.

R-13F – COMPLAINT PROCESS

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling complaints including from staff, parents, employees, and contractors.

Complaint Process

Maria Montessori said, "It is well to cultivate a friendly feeling towards error, to treat it as a companion inseparable from our lives, as something having a purpose, which it truly has." Wildflower's value of *connectedness* states, "we value and cultivate our connectedness with the world around us and the world within us as the pathway to peace." We will lean into our connectedness to families and community members and seek to address tensions directly, with curiosity and with compassion. Any individual or group may bring a complaint to the Wildflower New York's attention.

Wildflower New York's student and family handbook will include shared expectations of the learning community in student and family-friendly language, and Teacher Leaders will cultivate a sense of connection with both families and community neighbors. Should anyone wish to issue a formal written complaint, it should include a detailed statement, including the names of the individuals involved and the time, date, and place the incident occurred; an allegation referring to the specific term of the charter or provision of law that the School has violated, what response, if any, was received from the School thus far, what relief the complainant is seeking, and the name, address, and phone number of the complainant.

If a complaint is made regarding a staff member at Wildflower New York, it will first be the responsibility of a Teacher Leader who is not the subject of the complaint to address the complaint to the satisfaction of the Board and the complainant. The Board will serve as the appeals body for any complaints not satisfactorily resolved. Complaints must be submitted to the Board at least one week prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board will act on the complaint and provide a final response to the complaint within thirty (30) days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required.

The complaint process is guided by Education Law Section 2855(4)(2)(d). An individual or group (a complainant) may bring a complaint alleging a violation of the school's charter, the New York Charter Schools Act of 1998 (Charter Schools Act), or other applicable law relating to the management or operation of the charter school to the school's Board.

Consistent with Section 2855(4) of the Charter Schools Act, if the complainant is alleging a violation of law or of the School's charter and determines that the Board has not adequately addressed the complaint, the complainant has the right to present the complaint to the school's authorizing entity, the State University of New York, which through its Charter Schools Institute will review the complaint and investigate as appropriate. If after bringing the complaint to the authorizing entity, the complainant determines the authorizing entity has not adequately addressed the complaint, and the complaint

alleges a violation of the law or of the School's charter, the complainant may present the complaint to the State Board of Regents, which will review the complaint and investigate as appropriate. The determination of the Board of Regents shall be final.

R-14 – DISTRICT AND SCHOOL RELATIONS

(a) Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Wildflower New York seeks to locate in New York City’s Community School District 9. It is an area of the South Bronx that has historically faced challenges as a congressional district as a result of low socioeconomic opportunities and inadequate educational options. We believe that our charter school will be a source of educational excellence and of meaningful school choice for families there, but we are well aware that, on its own, the impact of any school, especially a micro-school, is very limited. Only by working collaboratively with other schools in the district and with the district itself can we magnify our impact and be part of a larger educational revival. Wildflower New York will therefore seek out many paths to collaboration.

We have had done extensive outreach to the local school district to develop and maintain an ongoing relationship. Evidence includes:

Meetings, Correspondence, and Letter of Support from CSD 9 Leadership

Community Education Council District 9	After four months of constant communication with the CEC 9 on May 15, 2018, CEC 9 voted unanimously in favor of Wildflower New York’s model for teaching and learning. We have received a letter of support. The president of the community education council mentioned that in her long tenure as president and member of CEC 9, the council has never voted in favor of a charter. The council mentioned that it is happy to see Montessori classrooms in local shopfronts, and visible to parents. They noted that Wildflower New York feels like a gifted and talented program because of the Montessori method. The council encouraged Wildflower New York to always seek support from them since we are all housed in the same district.
Leticia Rodriguez-Rosario District 9 Superintendent	Superintendent Rosario received a full presentation regarding Wildflower New York during the March and April Community Education Council District 9 meetings. Her feedback is that while she prioritizes district schools she hopes that Wildflower New York will work in partnership with the local district schools.

Meetings, Correspondence, and Letters of Support from Local School Leadership

Benjamin Franklin Community School 55	Letter of support from Luis Torres, Principal of an elementary district school in CSD 9.
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Cornerstone Academy for Social Action Middle School	Letter for support from Jamaal Bowman, Principal of a middle school in the neighborhood we seek to serve.
Democracy Prep, Harlem Prep High School	Letter of Support From Xochilth Cosme, Operations Manager, Harlem Prep High School. Democracy Prep is authorized under SUNY CSI and does profound work within the community. She writes, "It would be great seeing the potential authorization of Wildflower Schools fall under the umbrella of many successful schools SUNY CSI has approved of in the past years. At Harlem Prep High School we focus on civic engagement, and we are planning to send a group of students to support Wildflower Schools New York with parent and community surveying in the Bronx. This will help our high school students build professional and research skills, while at the same time supporting a model that ultimately will benefit all children."

Meetings, Correspondence, and Letter of Support from Community-Based Organizations

Claremont Neighborhood Center Inc.,	Letter of Support from Mr. Abraham Jones, Executive Director of Claremont Neighborhood Centers Inc., an afternoon/evening and weekend recreational and educational program for youths and families. Claremont Center has existed since 1965.
Children’s Circle 1332 Fulton Day Care Center	Letter of support from Gloria Alston, Board Chair and founder of Fulton Day Care Center. Founded in 1969, Children’s Circle offer day care, pre-school, UPK, after school and summer camp. The program originally included a Montessori classroom.
South Bronx Rising Together	Letter of support from Abe Fernández, Co-Director, South Bronx Rising Together. SBRT is a collaborative network of program providers and community stakeholders. This group works together to create a community that is college and career ready by leveraging the expertise of a network of families, educators, business leaders, community advocates and service providers to support the lifelong success of families and youth in the community.
Black Lives Matter of Greater New York	Letter for support from Hawk Newsome, President of Black Lives Matter of Greater New York. BLMNY is nationally recognized as an organization that supports the rights of black and brown communities.

Wonderfully Made Family Services	Letter of support from Frances Rivera, CEO of, Wonderfully Made Family Services. Wonderfully Made is a non-profit community organization that supports young parents to learn and practice, developmentally appropriate ways of engaging with their children.
Restoration Community Church	Letter of support from Pastor Richard Rivera, leader Restoration Community Church, a church in our target community.
S. Khalilah Brann Founder of CREAD: Culturally Responsive Educators of the African Diaspora	Letter of support from CREAD: Culturally Responsive Educators of the African Diaspora, an education, equity, diversity and inclusion consulting, coaching and curriculum development firm. Their mission is to support teachers, educators and community members in ensuring positive racial identity development through education of young people of the African Diaspora. CREAD is dedicated to supporting Wildflower Schools by providing, where necessary, wanted or needed trainings grounded in critical race theory, cultural responsive and relevant pedagogy and critical pedagogy ensuring that participants actualize these theories into active practice. As a consulting partner with Seneca Village Montessori School in the Brooklyn NY, CREAD is dedicated to building across a network of Montessori schools that engages the physical, emotional, and intellectual development of the children in our communities. Partnering and supporting the Wildflower Schools will ensure that we solidify best practices and ensure sustainability.
Kathy Lebrón, The Radical Maestra	Letter of support from founder of The Radical Maestra, an online platform that provides anti-racist and culturally responsive educational resources for teachers, students, families and community members. An anti-racist, equity and education consultant with the Culturally Responsive Educators of the African Diaspora (CREAD) and former elementary educator in Washington Heights.
Practice Makes Perfect	Letter of support from Karim Abouelnaga, CEO of non-profit community organization, Practice Makes Perfect that provides high-quality academic summer programming to students in high-need communities.

As letters of support submitted with the Letter of Intent indicate, our relationships with nearby schools, educators and district councils are already strong. We will build on those connections, building more bridges and reciprocal relationships.

Please see **R-15E- Evidence of Support**

Support Letters for Wildflower New York

- Bronx Community Board 4
- Bronx Community Board 3
- Community Education Council District 9
- Luis Torres Community School X55
- Jamaal A Bowman CASA Middle School
- Xochilth Cosme of Democracy Prep
- Claremont Neighborhood Center Inc
- Children Circle 1332 Fulton Day Care Center
- South Bronx Rising Together
- President of BLM Hawk Newsome
- Frances Rivera, Wonderfully Made
- Richard Rivera, Pastor
- Culturally Responsive Educators of the African Diaspora
- Kathy Lebron, The Radical Maestra
- Karim Abounaga, Practice Makes Perfect

Our plan is to provide instruction in early childhood grades as well as elementary grades and in order to do that, the law requires that we offer preK through the district itself (rather than through our charter with SUNY). In that sense, we will be a hybrid school; both distinct from the district and part of it.

The law also mandates that, like all New York charter schools, we are part of the district for purposes of providing special education services. We will take the lead in this area from the Committees on Special Education of our students' districts of residence. We are committed to making that arrangement work and will look for synergies in jointly serving students with disabilities.

(b) Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations

Community School X55

Please see the below excerpt from the Letter of Support from Luis Torres Community School X55 on how he hopes Wildflower New York and his school could partner:

Since 2010, C.S. 55 has been sharing its campus with Success Academy Bronx 2. While our space is limited at C.S. 55, I want to stand by Wildflower Schools New York. At any given point where Wildflower Schools are in need of securing a space for their one-roomed school, I would work within my networks to support them in securing a location. As a parent, community member and district school leader, I am confident that this school will serve as a unique educational option for parents here in district 9. I am deeply interested in their work with MIT's Media Lab, and their design of teaching computer science through Montessori inspired materials. I would invite those materials into our Pre-K to third grade STEM environment. With the support of Wildflower Schools, I see us working in collaboration to foster a district / charter partnership that is authentic to our surrounding community.

In our school we have a program called Bronx Green Machine led by a renowned educator Stephen Ritz. We redesigned one of our classrooms to have a state of the art facility with a commercial indoor vertical farm and food processing/training kitchen. We use solar and alternative energy generators to power up our environment. I would be open to having the children of Wildflower Schools use this space to support us in creating healthier food options for parents. We have children growing vegetables to feed their community. Since Wildflower Schools supports in agricultural learning, we would directly support them with materials needed. We are working to create the 1st ever community rooftop farm that could be able to feed hundreds of families in the Morrisania section of the Bronx. With over 45,000 people living within eight square blocks we need to focus on teaching our children to learn how to grow healthier food options for their families within their homes. Our community needs as much support as we can get, and I believe Wildflower Schools will also cater to a greenable community in the South Bronx.

Given the unique model of Wildflower Schools New York, I write this letter of support in the hope that SUNY CSI considers their application.

Below is the NYS assessment results from 2016 and 2017 for Community School X55:



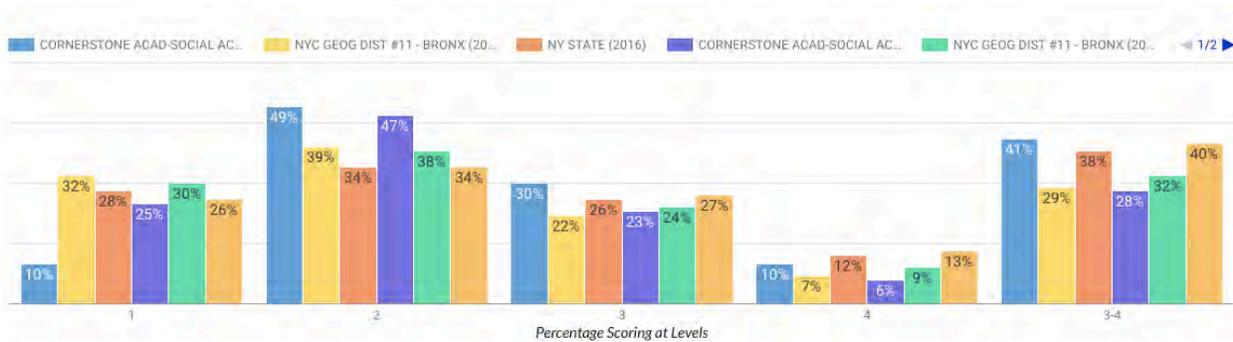
CASA Middle School

CASA Middle School is located in CSD 11. Please see the below excerpt from the Letter of Support from Principal of CASA Middle School on how he hopes Wildflower New York and his school could partner:

It is exciting to see such a communal effort to reimagine PreK3 to fifth grade education in public schools. Members of the Wildflower Schools' initiative are truly advocates for quality education in the Bronx. Seeing them lead the push for Montessori education in public schools will be a transformative experience for historically disenfranchised families and communities. As a school leader, I am in full support of the Montessori education model. I want us to be able to work together to create an opportunity for families of Wildflower Schools New York to learn more about the innovative work taking place at Cornerstone Academy Middle School. Our goal would be to construct a PreK3 to middle school pipeline. We want families to know that when their child reaches middle school, they could look to us as a viable option.

I also see Wildflower Schools as an asset to Cornerstone Academy Middle School given their unique teacher-led model. Empowering teachers to service all layers of the school can improve the social and emotional well-being of educators. Research tells us that when educators feel empowered within their line of work, it is less likely for them to leave the profession. We need community-grounded teachers to serve our children, and given the 3-year cycle within the Montessori pedagogy, this allows for guides to be grounded in a child's full developmental plan. This gives me a lot of hope because Wildflower Schools will provide stability for community residents.

Below are the NYS assessment results from 2016 and 2017 for CASA Middle School. Please below for its academic performance relative to NYC District and NY State. It is higher performing on the 2017 NYS assessments than NYC and NY State on average.



R-15ABD – STUDENT DEMAND, COMMUNITY SUPPORT, RECRUITMENT and RETENTION

CONTENTS

- A. GENERAL STUDENT POPULATION
- B. TARGET POPULATION ENROLLMENT
- D. COMMUNITY SUPPORT

A. GENERAL STUDENT POPULATION

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

A. General Student Population

Our community engagement work has generated robust evidence of student demand for the proposed school. This consists of oral and written feedback from parents of children who would be eligible to attend. As we have taken part in community meetings, made presentations to stakeholder groups, and engaged one-on-one with individual residents, the message has been consistent and positive – parents want this school as an option for their kids.

Community response to our inquiries has been very favorable. So far, we have compiled surveys from 60 parents of children who would be eligible to attend Wildflower New York, indicating that they would consider sending their children there. This is evidence of strong support that the school would be able to meeting its proposed enrollment. Typically 3 applications for each one seat available is the experience of other schools on how many waitlist entries it takes to fill a seat. Please see R-15c - Evidence of Demand.

The surveys tell the story. We have compiled surveys from 162 residents and parents of potential students who want to have this school in their neighborhood. Please see R-15c - Evidence of Demand.

Wildflower New York seeks to open with 18 students in Grades K and 1 in August 2019. At full scale, we will serve 101 students in grades Kindergarten through Fifth Grade. Our small school size will not make a noticeable impact on the enrollment of CSD 9, which enrolls 35,271 students. During our founding year, with 18 students, we will represent 0.05% of the enrollment in CSD 9, and at full scale with 101 students, we will represent 0.29% of CSD 9 enrollment. The surveys from 60 parents of children indicating that they would consider sending their children to Wildflower New York are strong support that the school would be able to meeting its proposed enrollment.

B. TARGET POPULATION ENROLLMENT

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information, refer to the Guidance Handbook.

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students.

The response should:

- Cite the proposed school’s enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
- Describe any at-risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students;
Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program (“CSP”) grant funding. See Appendix A and the Guidance Handbook for further information; and,
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

B. Target Population Enrollment

ENROLLMENT	Comparable District Percentages by Grade Level	School Enrollment Target (Shows Target as #s of Students in Grade Span)
Economically Disadvantaged	93.4%	74.5
English Language Learners	26.3%	21.0
Students with Disabilities	17.5%	13.9

RETENTION	Comparable District Percentages by Grade Level	School Enrollment Target (Shows Target as #s of Students in Grade Span)
Economically Disadvantaged	89.6%	66.7
English Language Learners	90.9%	19.1
Students with Disabilities	89.9%	12.5

Description of the Wildflower New York Target Population

Wildflower New York seeks to serve the students of the South Bronx’s Morrisania community. Please see above enrollment planned for the School. We will actively seek to recruit students whose demographics resemble those of the neighborhood elementary schools. We anticipate that our ethnic composition will be approximately 25-30% Black and 65-70% Hispanic. We also anticipate that 22% of our students will have disabilities, 23% will be English Language Learners and 92% will be living in poverty, consistent with CSD 9’s demographics and enrollment. We have intentionally designed our school model, staffing, and budget to serve the needs of this population.

General Recruitment Strategies

Wildflower New York will employ a wide range of recruitment strategies to meet its enrollment targets. Our enrollment efforts will build on our current community engagement strategies, relying on extensive outreach by the Teacher Leaders and the founding Board and relationship-building with community

partners. In addition, we will utilize a broad range of marketing and advertising options, expanding on the networks and support we have created to date.

Marketing and Advertising

- Full page fliers in English and Spanish to be distributed at events
- Fliers to be posted in the community at the local library, coffee shops, laundromats and churches
- Postcards in English and Spanish to be distributed at local businesses, Pre-K schools, churches, community centers and libraries
- Mailer advertisements to be mailed to families in our target zip codes
- Newspaper advertisements to be posted in local newspapers, including in Spanish language newspapers
- Wildflower New York website
- Social media presence on Facebook and Instagram
- Online advertising

Community Outreach

- Follow-up with organizations listed in Response 3 – Outreach Evidence, including various businesses and non-profit organizations
- Reach out to a broad range of local religious institutions, including churches
- Reach out to all of the private and public Pre-K centers in the neighborhood

Below are the specific ways these strategies will be used to increase recruitment of our target populations:

Economically Disadvantaged

- Community outreach and events will be targeted to organizations that specifically serve economically disadvantaged populations, such as Head Start programs, low-income housing community centers and tenants' associations, homeless shelters, and other social service providers

English Language Learners

- All marketing and application materials will be translated into Spanish
- Community outreach will target English Language Learners, by seeking to work with organizations that support them
- Advertising will be placed in local newspapers that serve the Spanish speaking populations
- Wildflower New York's supports for English Language Learners will be prominently featured in our marketing materials

Students with Disabilities

- Community outreach efforts will target organizations that work with students with disabilities, such as local non-profits and other social service organizations
- Wildflower New York's supports for students with disabilities will be prominently featured in our marketing materials

Targeted Recruitment and Retention Strategies

With regard to the target populations the School seeks to enroll and retain, our efforts will include the following:

The Board of Trustees will continually review-disaggregated enrollment, attrition, retention and achievement data for each subgroup of students in order to monitor the School's progress in serving the needs of all student subgroups and modify out recruitment and retention strategies as needed.

Recruitment

The School has designed a multi-pronged approach to meet overall enrollment and retention goals, and to meet or exceed the target rates for ELLs, SWDs and FRPL students. Wildflower New York continues to expand the network built among community residents and parents, organizations, and elected officials (see R03g). If chartered, the School will engage in a rigorous marketing strategy including direct mailing, publicity in local newspapers such as The Bronx Times, El Diario and other media outlets, presentations at local meetings, and, once space is secured, open houses and school tours. More detailed descriptions of our recruitment efforts for particular subgroups are described below.

General Recruitment

- Hold information sessions and, once Wildflower New York is in operation, host school tours. Information sessions and tours will be publicized using flyers, advertisements, social media, and contact with community organizations, in multiple languages. While the School will give first preference to students in CSD 9, the School will also conduct outreach sessions in neighboring school districts as needed to reach its enrollment targets. At school tours, families will be encouraged to visit the School, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.
- Continue to cultivate relationships with community centers and on-the-ground Community Based Organizations (CBOs) that serve students who would be eligible to attend Wildflower New York or their parents. We have begun developing relationships many local organizations (see R-15e) and will continue to deepen these relationships and expand our outreach to additional organizations that serve our target demographic.
- Make announcements at meetings of the Community Board and Community Education Council.

Low-income students

- Distribute flyers at local public housing complexes.
- Present at NYCHA housing tenant association meetings.
- Establish links to local organizations who can help us recruit students who are in foster care.
- Cultivate relationships with local public assistance providers and food banks.
- Conduct outreach at local free health care providers and shelters.
- Continue developing relations with CSD 9 in order to recruit students.

Students with Disabilities

- Implement in its recruitment efforts strategies to attract and interest special needs students and their families. To date, these efforts have included meetings with community-based organizations, local public education leaders, community health centers, and outreach to tenant's associations that serve a comparable special education population.
- Continue to meet with local elected officials to provide information and raise awareness, hold public meetings at local recreation centers, hold open-house sessions in the community geared towards parents and families of special education students, continue outreach to community based organizations and tenants associations by conducting neighborhood walks and letter campaigns, and distribute materials that describe Wildflower New York's special education program printed in English and Spanish, the primary languages spoken in the community.

- Develop a relationship with New York Advocates for Children, a group that supports students who are at-risk for school-based discrimination and academic failure
- Foster a relationship with the Committee on Special Education (CSE) for CSD 9.

English Language Learners

- All recruitment and application materials will be printed in both English and Spanish
- Wildflower New York will advertise in local newspapers, including non-English newspapers.
- Wildflower New York will reach out to the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment.
- We will cultivate relationships with organizations that serve recent immigrants.
- Our relationships with community-based organizations and tenant associations will continue to inform our multi-lingual outreach efforts, the translation of materials and identification of individuals who work with or provide services to families whose children are classified as ELL students.
- The school will make available to parents and families of ELL students all marketing and outreach materials in the family's native language.

Retention

The School's strong educational program will be a key retention mechanism for target subgroups. Wildflower New York will provide an instructional program that is research-based, effective, organized, inclusive, differentiated, and comprehensive (see R05 and R07).

Wildflower New York will evaluate each student's performance in academic and content areas to measure the student's progress in core subjects and provide academic interventions and modifications to the instructional program to ensure all students are achieving and progressing (see R05f). Carefully tracked progress monitoring assessments, a well-developed system of RTI referrals, and targeted academic interventions are mechanisms that ensure all students develop academically. Once identified, efforts to support students who make delayed progress are established until students maintain a pace of improvement that will enable them to reach grade-level standards. (please see R05 – Curriculum and Instructional Design).

Additionally, to promote student retention, the school will monitor attendance to ensure students are engaged in the academics and educational supports offered by the School. At Wildflower New York, there will be: clear core values, an inspirational school motto, a focus on building relationships and community, traditions and ceremonies, a clear philosophy regarding behavior, and a safe environment (please see R09 – Culture and Discipline).

We will also support retention efforts by involving parents and families meaningfully in the school community by engaging in frequent parent-teacher conferences, back to school nights, new student and parent orientations, and an active family association

Admissions Lottery Set Asides

There will be no specific set asides in the lottery for our target populations. Instead, our priority for CSD 9 residents, community outreach, and recruiting efforts as well as the intended location for the school will be effective in recruiting and retaining our target populations.

D. COMMUNITY SUPPORT

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

D. Community Support

In the course of our community outreach, we have communicated with a wide range of stakeholders including parents of school-age children, elected officials, leaders of non-profit organizations who serve the neighborhood, clergy, school leaders, educators and other residents. In every instance, we have tried to candidly communicate our vision for the school and to listen carefully to the reactions, ideas and concerns we received.

The feedback has been strongly positive. The letters of support submitted with our Letter of Intent evidence of this. Community residents and leaders want more strong educational options for the families and children of CSD 9.

Expressions of support range from the simple endorsement of Community Board 4 who said “We look forward to the addition of Wildflower Schools to Community School District 9” to the effusive praise of Pastor Richard Rivera of Restoration Community Church, who wrote:

“As both a parent and a community partner, I welcome Wildflower School with open arms. I do not believe a Wildflower School, a public charter, would have a negative impact on the community. In fact, my conviction is that it could only enhance the community as another, much needed, form of support for Bronx residents. A Wildflower School could provide another option for parents who just want their children to flourish.”

There are many endorsements like this in the written feedback we received. Here is a quote from one more; this time from Xochilth Cosme, an educator and neighborhood resident:

“Given the need in community school district nine, and access to affordable Montessori programs in NYC I write this letter of support for Wildflower Schools New York with the hope that SUNY CSI moves towards approving this school. I will certainly be seeking to enroll my brother in this school.”

We have incorporated community feedback into our plans and our charter application (see Letter of Intent). Those plans have been improved by that input and we are grateful to all of those who shared their insights.

Community response to our inquiries has been very favorable. So far, we have compiled surveys from 162 residents and parents of potential students who want to have this school in their neighborhood, including 60 parents of children who would be eligible to attend Wildflower New York, indicating that they would consider sending their children there. Please see R-15e – Evidence of Support.



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Luz Pinto	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: 10452

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

MY Grand Kids 10, 8, 7, 7, 1 in a half
--

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. More Programs to keep children off the street.
- 2. More Safety Protection for school...
- 3. Unity with teachers & Parents & students

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. More Security guards
- 2. Fun Activity for both students & Parents & teachers...
- 3. More cameras & metal Detectors...

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No
Maybe



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Ana Guandarrana</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10450</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: ____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

19 & 25 & 9 months

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Communication relations
- Peer to Peer counseling
- Father Daughter to son relations

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^o grado?

- educational awareness
- Safety awareness
- Teacher Parent relations

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

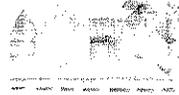
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Telesha Bryant</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

15, 12, 11, 9, 8

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Team work
- 2. Communication
- 3. involvement

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. WE NEED MORE INVOLVEMENT
- 2. FROM THE PARENTS
- 3. _____

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Regina Carro	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

14, 12, 5

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Compassion
- School Spirit
- Athletics

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- School Teams - Dance, Math, Debate, Spelling, sports
-
-

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <u>Isa Sillab</u>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <u>10456</u>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? 9, 5
¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3, cualidades usted cree que conforman una escuela fuerte.

1. Family engagement
2. Incentives
3. Compassion.

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. More Engagement opportunities
2. Spelling bee's, math competitions.
3. more programs.

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <u>Sarah Godino</u>	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <u>10450</u>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 8 9 10 11 Other/Otro: ____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

4.5

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Communication
- Positive Environment
- Understanding

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- better understanding
- Open Communication
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Destinee Cruz	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

6, 1

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Vision
- 2. Leadership
- 3. Goals

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. two teachers in classroom for kids who need help.
- 2. Boost activities and clubs
- 3. make school more engaging

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Dulce Buena</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: <i>N/A</i>	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>Adolescent</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Very good education
2. Caring for the child
3. Respect for the child

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Have children develop as social beings and
2. productive members of society.
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <u>JOSE L Colon</u>	Neighborhood/Vecindario: <u>[REDACTED]</u>
Email/Correo Electrónico:	Zip Code/Código Postal: <u>10456</u>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

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4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Safety
- 2. Communication / STAFF
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Parent Awareness
- 2. Learning should be fun!
- 3. Support the childrens

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Karla Roman	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10467

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

10 year old , 8 year old and 4 year old-

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Communication
- 2. Concern.
- 3. great and different programs

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. group activities.
- 2. different programs.
- 3. lots of tutoring.

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: MARIE	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? // ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Good parent involvement
2. Communication
3. School functions

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. MORE mental health help
2. Tutoring
3. Parent teacher communication

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Denise M	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

6, 9, 1yr

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Teachers
- Classes
-

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Teachers
- More hands on learning
-

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Nyoma Drammeh	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

S-9

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Respect
- 2. Not Pushing Students Above limits
- 3. Tolerance

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Calling parents more
- 2. More programs like this
- 3. _____

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools? Yes No

10. If so, would you be willing to attend our next Parent/Community Information session? Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Jashawn Singletan</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Students who want to be there
- 2. Quality + dedicated teachers
- 3. Leadership and a Variety of Instructional techniques.

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: DYESA Nazario	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

10, 11, 16

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Leadership
2. more Caring teachers
3. more programs for the kids

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. More learning activities
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Alba Tejada</i>	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9 and 5</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted crees que conforman una escuela fuerte.

- Supportive teacher*
- More activities like art, drama, dance*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- More Science programs*
- Projects*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Arbustales</i>	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>8</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Support / STAFF*
2. *communication*
3. *Mentors*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *Supportive Teachers*
2. *socialization*
3. *communication*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: CLARA De la Cruz.	Neighborhood/Vecindario:
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

9 and 7

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. parents being able to drop off child in the school
- 2. Consistent in policy and regulations
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. More activity for children like sports and dance
- 2. Smaller classes and more teachers
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Timothy J.</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9, 3, 1</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *The structure*
 2. *Good teachers*
 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *They should allow Kids*
3 And up to attend school.
 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Vanessa Santiago</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10453</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>16 year old (F)</i>	<i>9 yr old (M)</i>
------------------------	---------------------

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- involvement (Parent/Teacher)*
- Student Engagement (hard work)*
- Keeping students interested in the work they doing in school*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- less overcrowded classrooms*
- giving one on one to students*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Lanet Rivera</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>15</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted crees que conforman una escuela fuerte.

- Teachers with compassion*
- Leadership skills*
- Patience with our students*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^o grado?

- Better dialogue with parents*
- more staff sep*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Carem R.</i>	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal:

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No *Grandparent*

3. What are the ages of your children? *8 & 11*
¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

--

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Transparency*
- Exceptional ~~support~~ Education*
- Dedicated Staffers*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Higher level of learning experiences*
- Parent Education of Curriculum*
- Open door policies - No Detention*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Dilma Peri	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 70756

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

7

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. seguridad
2. Buena enseñanza
3. Habitos Modales

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Buena enseñanza
2. Buena relación Padres y maestros
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Caridad Suarez</i>	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos?

Not a Parent / No soy un padre

12, 11, 10, 4

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *More after school programs*
2. *more ~~the~~ ~~one~~ ~~the~~ with the kids*
3. *take each parents numbers/phone*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *Listen when the kids speak*
2. *more patient with kids*
3. *more hands on programs*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Makeya Carter</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10451</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>22, 13, 8</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Parental involvement*
2. *Quality teachers*
3. *high standards*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *Parent & Children work*
2. *Read alouds*
3. *Shared learning*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: jenniferstwood	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

14 and 12

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Teachers
2. activities
3. School

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^o grado?

1. Books
2. Teachers
3. activities

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community? *Yes*

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Shannon Habegger</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: ____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

13 yr old son

[REDACTED]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Education = good*
- want kids to attend school = make fun*
- Good teachers*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- well behaved kids*
- good security = safety*
- fresh newly modern built school*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: HEATHER SAEZ	Neighborhood/Vecindario:
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?
¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

13, 14

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Good Teachers
2. No over crowding
3. Communication

5. List 2-3 suggestions you have for improving PreK to 6th grade education.
Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Smaller Class Size
2. more one on one
3. better After school programs

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Erasmus Soto	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10031

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

2

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. positive influential teachers
- 2. challenging classes
- 3. sports

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. individual focus on each child
- 2. teach them the truth about history
- 3. make math mandatory

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Gabriel Pacheco</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>15, 15, 10, 8, 2</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *Hands on skills*
- 2. *field trips*
- 3. *more social studies*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *science*
- 2. *Art*
- 3. *gym*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Desiree Vasquez	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: 10452

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? 3
 ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

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4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Good teachers & staff
- 2. Security
- 3. School Safety

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. More after school activities
- 2. Fun Arts & Crafts
- 3. More fun school trips

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Josefina Esmerdo</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

15 and 19

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Safety*
- High level education*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- pay attention to childrens behavior*
- be caring people*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Damell Brown	Neighborhood/Vicindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: 15453

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

2, 4, 6, 8

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Communication
- 2. Attendance
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. uniform more affordable
- 2. 2 teacher classrooms
- 3. extra circular for all

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

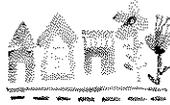
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Ladeta Alston	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

2, 4, 6, 8, 11

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Stronger parent & teacher communication
2. less like a military
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. easier enrollment
2. cheaper uniforms
3. 2 teacher classrooms especially with a lot of children

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Alexander Colon</i>	Neighborhood/Vecindario: <i>[Redacted]</i>
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>6, 10, 13</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- education*
- Good teachers*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- more ~~more~~ books*
- more life education*
- Good after school programs*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Elizabeth Gabater-Dejesus	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

6

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Drug free
- 2. metal detector
- 3. Non-Violence

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Events
- 2. Acknowledgements
- 3. Non-Judgement

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Mansur Rosano	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Leadership
- 2. safety
- 3. communication

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

- 1. more grants
- 2. more teachers / less students per classroom
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Mary Ann Vazquez</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10457</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

14, 8, 4

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Family.*
- Dedicated staff*
- Safety.*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- More staff.*
- Less days off.*
- More community outreach/Involvement.*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Stephanie</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: <i>NONIE</i>	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- parent involvement*
- workshops*
- volunteering*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- MINIMIZE the Hours*
- TRAINED PROFESSIONAL WITH kids ON special education*
- 2 Much Homework 4 pre k- 6*
- TAKE OFF COMMON CORE*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Christian Cabrera</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: —	Zip Code/Código Postal: <i>90456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>13 Year</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *Aprendimiento*
- 2. *Ejercitando*
- 3. *estudiar*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *mas seguridad*
- 2. *mas aprendizaje*
- 3. *mas ayuda a los maestros*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Andre Dorse y</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

36 8- years- 12- years old

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- support*
- strenght*
- Advice*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Take priorities*
- mentor*
- friends*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

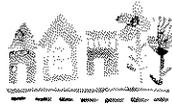
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Ydani Cloter</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10480</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>6 months</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- great teachers*
- parent involvement*
- great special ED Programs*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- parent + teacher communication*
- easier enrollment*
- great after school programs.*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Felix Andino	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: ____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

2 days old

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Stronger Parents
- Attendance
- Clean & safe neighborhood

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Cheaper Uniform
- School Lunch
- Staff

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Sam P...</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9, 7, 6, 2</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- STRONG*
- MUCH EDUCATION*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- BETTER SCHOOLS*
- BETTER TEACHERS*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No

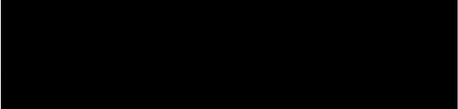


Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Mazaly Email: _____

Neighborhood:  Zip Code: 10456

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

1, 1, 10

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

good teachers with a lot of knowledge and equal care and equal support good Principals

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

teachers and staff caring for all children

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

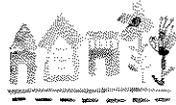
8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Tonya Robinson</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

8, 13, 17

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Communication between teachers + parents.
- 2. School Safty
- 3. more Activities for the kids Programs that are interesting.

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Maviani

Email: [REDACTED]

Neighborhood: _____

Zip Code: 10457

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

2 yrs.

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

communication and respect.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Beeter
Being more active
More meeting with parents.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools? Yes No

10. If so, would you be willing to attend our next Parent/Community Information session? Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Kareem Cambell Email: _____

Neighborhood: [REDACTED] Zip Code: _____

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

2 year old 10 months

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

good teaching
positive environment
consistent structure
extracurricular activity

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

• teachers that really care
• parent and teacher involvement
• Clean environment.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools? Yes No

10. If so, would you be willing to attend our next Parent/Community Information session? Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Jessica Monendez Email: _____

Neighborhood: _____ Zip Code: 10452

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

11 + 8

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Smaller classroom

5. What suggestions do you have for improving early childhood education?

¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

My child was in a local daycare.
I wish he would of learned to read before
heading into kindergarten.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Francisco Jaquez Email: _____

Neighborhood: _____ Zip Code: 10456

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No
grandparent

3. What are the ages of your children? Not a Parent

5 & 6

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

I believe the standards in education are damage, we want an education that is not about a punishment, we want a school to have independence. Use techniques that worked for hundreds of year that support youths in building love, Also a spiritual education is important.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

teach children how to communicate their feelings, Not investing in technology unless it is intentional, and not destroy the spirit of learning, Also a system of coordination. support students in help creating / promoting a better world by teaching their history.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Lashawn Smith Email: [Redacted]

Neighborhood: [Redacted] Zip Code: 10456

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

13

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Small classroom size
more 1 to 1 with student
840am 330 school schedule

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Higher pay Cheaper Rentes
Hire more teacher

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Yes
Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Thalia Ramos

Email: [REDACTED]

Neighborhood: [REDACTED]

Zip Code: 10456

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4, 6, 7

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Good contact with parents

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Teaching alphabets/numbers, Counting, Reading

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Brenda Roldan

Email: ~~XXXXXXXXXX~~

Neighborhood: [REDACTED]

Zip Code: 10452

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

3

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

parent childhood education
free programs

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Ensuring kids are happy

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Rodger Meredith Email: 
Neighborhood:  Zip Code: 10456

1. What community school district do you live in?
 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent
19 & 14

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

- Good teachers (Caring, willing to help students)
- Balanced (fun and educational)
- Readyng students for the future

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

- more ~~outside~~ resources for programs
- Ensuring safe ~~enior~~ environments where kids don't get bullied and don't fight.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Josey Calderon Email: [Redacted]
Neighborhood: [Redacted] Zip Code: 10456

1. What community school district do you live in?
 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent
2-9

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

School Safety
Great Counselors
Teachers that don't give up on students

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Time and effort
having will to make peers greater and smarter

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: MARILYN CRUZ

Email: [REDACTED]

Neighborhood: [REDACTED]

Zip Code: 10457

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Student Stop! calling teachers by first name bases!

① job readiness
② The rules of (Schools will be rules of parents)

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

① Have students address teachers by last name (demonstrating authority)
② Kids will have respect for themselves and with this will improve their future skills.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

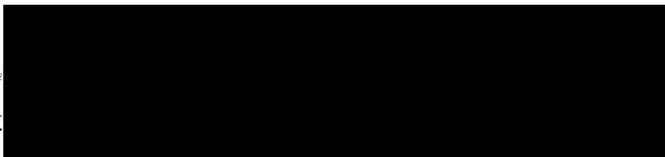
A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name:

Oliver David

Email:



Neighborhood:



Zip Code:

10962

1. What community school district do you live in?

7 8 9 10 11 Other: N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Safety and quality teachers -

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Parents involvement in Students life

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Hasan Ramlal Email: [REDACTED]

Neighborhood: [REDACTED] Zip Code: 10452

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

6 and 5

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Teachers who care about students education and well-being.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Open more programs for those who can't afford a quality education.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools? Yes No

10. If so, would you be willing to attend our next Parent/Community Information session? Yes No

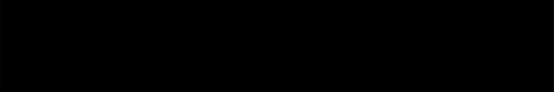


Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Manuel Zepeda Email: _____

Neighborhood:  Zip Code: 104156

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

15 years 13 years 11 year

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Good School
For my Kids.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Give the school to have more security for the kids.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: KRYSTIE MENDER Email: [REDACTED]

Neighborhood: _____

Zip Code: 10457

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

1yr, 4yr, 10yr

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

School work, activity, More gym time.
Community, social work.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Parent one on one with teacher.
Conversations. ~~activities~~

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: America Wilson	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

9, 13

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Great teachers
- 2. Great curriculum
- 3. Culturally appropriate activities

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Introduction to finances / Older kids
- 2. meditation / calming techniques for all kids
- 3. laundry services for low income kids

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No

Handwritten notes in Spanish:
El niño en un momento de la vida
debe de ser explorado por sus padres
con un nivel de atención y comprensión



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: GARY Lewis	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Better Education
- 2. Better programs
- 3. Better relationship between parents and teacher

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. More improvement in reading and math
- 2. Better programs and meeting
- 3. Community functions

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Johanny Granada	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

19, 14, 18

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Good
2. More Communication with the parents
3. Safety

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Family
2. Respect
3. Good teachers

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Ariel Ortiz	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10455

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. having security guards at exit.
2. making kids organize.
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. ~~make~~ kids getting along.
2. To make kids get along.
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Aaron Hall	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Good Staff
- 2. A Strong building
- 3. Good Books

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. ~~Strong Staff~~ School Lunch
- 2. more after ~~school~~ ~~school~~ school
- 3. more work

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>ALYSHA WILLIAMS</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: <i>no</i>	Zip Code/Código Postal: <i>60456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? *23/37*
 ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

--

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Math.
2. Drama
3. Basic Education

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

1. Math
2. AFTER SCHOOL
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Deysi De Peña</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>60456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>grand daughter 25, 20</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Es necesaria y muy Bueno*
- para la Comunidad*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

- Es necesaria las escuela*
- y que alguna escuela*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Lisa</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: <i>N/A</i>	Zip Code/Código Postal: <i>10480</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: ____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Parents + teachers Communication
- Schools resources for parents
- Children^{Learning} Supportive programs / Curriculum

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- More communication w/ parents
- Children / Students / Counselor teamwork
- Responsible staff

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Chelsea	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Leadership
- 2. Community
- 3. Have Helpfullness

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. More involvement
- 2. better conseling
- 3. More leadership

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Patricia Missouri</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Good people in the neighborhood
- 2. Clean neighborhood
- 3. Strong Parents

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Good teachers for the kids
- 2. parents taking more time with the kids
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

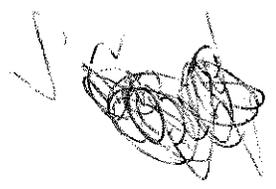
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Alejandro</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10452</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: ____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Clean
2. good service
3. good lunch

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. better stuff
2. exciting lessons
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Lucan Hopkins</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[REDACTED]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Spide Perchage*
- Exciting programs*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- have ~~more~~ more exciting lesson plans*
- Better Staff*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: JAIME BENUCHAMP	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: ____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

- 17

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Good teacher
2. ~~GA~~ positive community
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. positive energy
2. good invironment
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

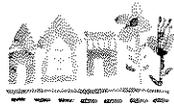
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Eric Bowman	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Good Teachers
- 2. Good Programs
- 3. Good Neighborhood.

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Good Trips
- 2. Good Education.
- 3. Community Service!

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Marquis Johnson</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Good teachers
- 2. Good After School programs
- 3. Sports / Activities

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. give them snacks
- 2. Read lot's of books
- 3. lots of trips

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Daivon James</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10486</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Teachers
2. Classes
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Security
2. More classes
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: SHANEIL FARMER	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: 10451

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

25, 23, 16

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. ~~Safety~~ **SAFETY**
2. **Security**
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. **put more metal detector**
2. **more security** ~~guard~~ **GUARD**
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Harold Jenkins</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10453</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *Strong community*
- 2. *good teachers*
- 3. *good resources*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *better classes*
- 2. *more reading*
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: KONATE ABDEL	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Perseverance
- 2. Energy
- 3. determination

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Good teachers
- 2. Good students
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Anthony Darden</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *After school activities*
- 2. *Strong curriculum*
- 3. *Good Breakfast + lunch*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *Fun learning activities*
- 2. *Togetherness*
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Soukeynave y Carrasco</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *quality of the education*
2. *safety*
3. *fun*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *focus them on learning*
2. *Try to guide them toward what they like.*
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Edward Rojas</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Phone Number: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. writing
2. Reading
3. All suggestions

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

1. teacher helping student
2. help student with homework
3. looking at the work

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 —12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Kolaco Acovi	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10459

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?
¿Cuáles son las edades de tus hijos?

Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Great teachers
- 2. Great Reading Program
- 3. Excellent Math / Science Program

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. Read
- 2. More Reading
- 3. Special attention to kids

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <u>Judith Ojo</u>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <u>10451</u>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: ____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

~~10~~ 19 years old

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Trained
- Teachers
 - Representation of the children
 - Support for Teachers

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Creative learning
- Support for children to address
- Learning through their culture appreciation barriers

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community? *yes*

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Rev. Frederick Crawford</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10462</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

over 25

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Good Teachers*
- Good Resources*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Smaller Class Rooms*
- Skilled Teachers*
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Eric L. HERRY	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

Not A Parent

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. MATH / Science / curriculum / ^{Competitive} BASIC
- 2. READING / Comprehension / WRITING / MUSIC
- 3. Cultural sensitivity / Emotional intelligence / LEADERSHIP Introduction ASSERTIVENESS

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>LAILA J. PATINO</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives? *unsub*

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *The Teacher*
- 2. *The Environment*
- 3. *The Support for families*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

- 1. *More open to read outside*
- 2. *of a set curriculum,*
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Edna</i>	Neighborhood/Vicindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10468</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: 12 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

N/A

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Respect
- motivation / motivation
- Caring

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

- Teachers living in the same community
 - Less Computer & Technology
 - Increase in intellectual skills
- ex. (Must run small class rooms) least that 12 students in each class

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community? *Yes*

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Fabienne Portes</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10459</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. 1:1 Teacher/Student Interaction
- 2. Viable/Current materials
- 3. Non-binary / Socratic approach to teaching



5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>J PRICE</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *Good teachers*
- 2. *Dedication of Parents*
- 3. *Dedication of ALL Educators*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *Computers*
- 2. *mentors*
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Rand Harris</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10459</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? *21 thru 42*
¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Exposure Early*
2. *Arts + Music*
3. *Exercise, DANCE, Martial Arts (Helps Self Discipline)*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 3 ~~1~~ *CONCENTRATE ON LANGUAGE ARTS + MATHEMATICS*
- 2 ~~2~~ *Puzzles, Mazes, Connect the dot Drawing.*
- *1 ~~3~~ *Great Nutrition*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community? Yes

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

N/A ✓ *

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No

N/A ✓ *

* (Children are Above Age)



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Crystal Vizcaino</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Funding*
- Counseling*
- Supported teachers (liveable wage)*
~~*appreciated staff*~~

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Resources*
- Inclusive / diversity*
- Qualified teachers*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Winifred Bama</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

20yrs & 19yrs

20yrs and 19yrs

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Quiet Area (Library)*

2. *Church*

3. *College or University*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *Good play ground*

2. *Community center*

3. *Museums*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Gloria Magruder</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: <div style="background-color: black; width: 100%; height: 1.2em;"></div>	Zip Code/Código Postal:

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Strong educational goals
2. Communication/sharing teaching ^{ideas} methods with all teachers.
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Assessing the individual child educational needs
2. Including cultural education related to children so they may feel proud of who they are, self image
3. Let children through discovery learn

~~start~~

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

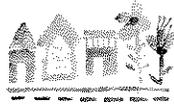
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Carmen Anya</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10458</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Educational / Safety
2. Principal
3. Communication / Staff

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Parent Awareness
2. Father and son / daughter Relations
3. Peer to Peer Counseling

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <u>JORGE</u>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Codigo Postal: <u>10456</u>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Parent Education
- Student Alert
- Educational Safety

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Same as above
- Parent Awareness
- Save the children

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Ana Fernandez</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>19</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Educational / Safety
2. Principal
3. Communication / Staff

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Parent Awareness
2. Father/Son
3. Pier to Pier Counseling

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Anaisa Perez</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>104570</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Curriculum*
- Great staffs*
- Community Involvement*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Small classrooms*
- 2 teachers per room*
- Introduction to Technology (21st century kids)*

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Jennie Gursiouber</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: _____	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Good Supervising & Strive for excellence for the
- 2. children for its future.
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6º grado?

- 1. Better Security for the children so they can
- 2. achieve their goals & basically continue to
- 3. strive towards their education.

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <u>Trip</u>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <u>10456</u>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- understanding
- communication
- consistency, ~~discipline~~ Discipline

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Parent and teacher projects that all three
- _____
- _____

Parent and teacher projects that all three
parties are involved - child

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: America Wilson Email: [REDACTED]

Neighborhood: [REDACTED] Zip Code: 10456

1. What community school district do you live in?

- 7
- 8
- 9
- 10
- 11
- Other: _____
- N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

13/9

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Teaching Real life quality, Skills money management
 social/economical classes
 financial planning
 English as a second language

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Caring Teachers who actually have a great Curriculum
 for their students.
 lessons that will advance benefit the students further in life
 in upper classes.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Shakirah Abdul Email: [Redacted]

Neighborhood: [Redacted] Zip Code: 10456

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

20, 25

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Dedicated Teachers and Tutors
Plus afterschool Programs

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

More locations
No overcrowding

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools? Yes No

10. If so, would you be willing to attend our next Parent/Community Information session? Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: LUIS CORTES Email: [REDACTED]

Neighborhood: [REDACTED] Zip Code: 10452

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

good teachers
good school programs

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

early education such as teaching
them english and math at a young
age

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools? Yes No

10. If so, would you be willing to attend our next Parent/Community Information session? Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Diana Tronkove

Email: 

Neighborhood: 

Zip Code: 10456

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

- Motivated students
- ambitious teachers who love their jobs.
- well paid teachers.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

- Teaching students in a way make them want to learn

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Josene Castillo Email: 

Neighborhood: _____ Zip Code: 10481

1. What community school district do you live in?

- 7
- 8
- 9
- 10
- 11
- Other: _____
- N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

- Community centers
- freedom for student/family to explore their identities

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

- giving parents/students w. a diverse education
- having students learn to challenge/question things around them

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Guillermo Zorrilla

Email: [REDACTED]

Neighborhood: _____

Zip Code: 10452

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

(1) parents being in the learning process, (2) healthy food options for kids (3) kids can't be robots (4) schools training kids to stay in the community.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Parent children education because there is a gap. Parents should learn with kids, school has to help the parents because we don't understand the culture.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: WALTER LEE	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

--

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Teachers who care
2. Stronger environment for learning
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Uniforms so kids feel invited
2. Being able to help families in need
3. More communication with parents

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Christyn</i>	Neighborhood/Vicinity: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10156</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *habiendo Alumnos educados*
2. *Muestras buenas*
3. *educando lo suficiente*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *No habiendo bullying entre los compañeros*
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Alma Velez Email: _____

Neighborhood:  Zip Code: 16456

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

good teacher

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

mejor
better maintained

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Tiffany Garrett Email: [Redacted]

Neighborhood: [Redacted] Zip Code: 10456

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Hands on with students

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Teaching them Real life problems

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Wade Campbell

Email: [REDACTED]

Neighborhood: [REDACTED]

Zip Code: 10027

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

hard working students

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

[REDACTED]

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Larry Cotton Email: [Redacted]

Neighborhood: [Redacted] Zip Code: 10456

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Better discipline

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

more school days.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

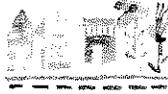
8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: ANGEL M. GONZALEZ Email: [REDACTED]

Neighborhood: _____ Zip Code: 10457

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

SI COMPUTACION Y DIOMAS

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

COM MAS HIDIOMA Y CEGORIDAD

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Anna Hayes

Email: [REDACTED]

Neighborhood: [REDACTED]

Zip Code: 10466

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

more help with school work,

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Learning.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

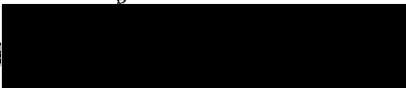
Parent Survey

Name: Nancy Campbell

Email



Neighborhood



Zip Code:

6756

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

get homework everyday also hard work students,

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Jarol Nunez Email: _____

Neighborhood: _____

[Redacted]

Zip Code: 11729

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

9 & 5

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Good teachers

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Getting parents involve

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Beverly Harriell Email: [Redacted]

Neighborhood: [Redacted] Zip Code: 10701

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

12-14

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Great educators

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Funds available

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Nicole Korbacz Email: [REDACTED]

Neighborhood: [REDACTED]

Zip Code: 10456

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Safety

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Time & Effort

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Amir Ahmad Email: [REDACTED]

Neighborhood: [REDACTED] Zip Code: 10456

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

a school needs strong teachers and security for safety.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

Putting kids in early Intervention.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Bianca Rodriguez Email: [Redacted]

Neighborhood: [Redacted] Zip Code: 10456

1. What community school district do you live in?

- 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

3

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Good Teachers

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

no phones

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

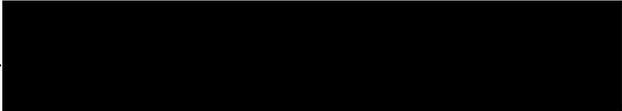
Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: ~~XXXXXXXXXX~~ Isabella Email: 

Neighborhood:  Zip Code: 10952

1. What community school district do you live in?
 7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

The teachers

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

The teachers, And School Environment.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?
 Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?
 Yes No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Manuel S. Marrán Lopez	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

5 - 4

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Buena Maestra y fuerte educación

2. Buena seguridad

3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Edocasio Física

2. _____

3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Esteban! Rendas</i>	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?
¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>11 years, 14 years</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. _____
2. _____
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Dawn Carter</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>23, 98</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *strong skilled teachers*
2. *less students*
3. *better communication*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^o grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community? *Yes*

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Teresa Santiago Email: [Redacted]

Neighborhood: [Redacted]

Zip Code: 10456

1. What community school district do you live in?
 7 8 9 10 11 Other: 9 N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent
2-9

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

Being Consistent
School Safety

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

No phones allow in schools.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Marief

Email: [REDACTED]

Neighborhood: [REDACTED]

Zip Code: 10952

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent 2

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

buena educación

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

seguridad

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

Name: Emily Flores Email: [Redacted]

Neighborhood [Redacted] Zip Code: 10457

1. What community school district do you live in?

7 8 9 10 11 Other: _____ N/A

2. Are you a parent? Yes No

3. What are the ages of your children? Not a Parent

4. What qualities do you think makes up a strong school? ¿Qué cualidades usted cree que conforman una escuela fuerte?

More Discipline in schools
Better teachers.

5. What suggestions do you have for improving early childhood education? ¿Qué sugerencias tienes para mejorar las escuelas de la educación de la primera infancia?

more school days.

6. Do you feel our community is in need of free high-quality early childhood education center? Yes No

7. Now that you as a parent or community member have an understanding of our Wildflower School's *shopfront* design, principles and education, do you believe a free public charter Montessori education, which provides a child a learning experience centered around the following:

Community, nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, social justice and academic preparation.

within a mixed-aged learning environment would be a desirable option for your child/ and/or community? Yes No

8. Would you enter your child's name in a lottery to enroll in a Wildflower School? Yes No N/A

9. Would you be interested in continuing our conversation about Wildflower Schools?

Yes No

10. If so, would you be willing to attend our next Parent/Community Information session?

Yes No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Abdul "Sleaz" Johnson</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10460</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: 12 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? *6 years old*
 ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. CULTURE
- 2. HISTORY
- 3. TEACHERS (ATTENTIVE)

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

Don't know yet

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No

If I can



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Davi Sanchez</i>	Neighborhood/Vecindario:
Email/Correo Electrónico:	Zip Code/Código Postal:

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>5 años</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *strong minded workers*

2. *good people*

3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *more classes*

2. _____

3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Rita Alvarez	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 60516

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

3

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. _____
- 2. _____
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Sulma David	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

3

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Staff
2. Students
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Students that like to learn
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Graciela Pava</i>	Neighborhood/Vecindario: <i>4</i> [REDACTED]
Email/Correo Electrónico: _____	Zip Code/Código Postal: <i>70472</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Matemática
2. Letras
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Accesibilidad
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Emely Batista</i>	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10452</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Responsible
- 2. Safe
- 3. Nice

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Mayra Brana</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>18, 10, 6</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *Buena educación*
- 2. _____
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *Seguridad*
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Charlene	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

1 and 2

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. _____
2. _____
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Adelfina Lopez</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

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4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Los niños y la Buena Educación*

2. _____

3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *la Conducta y persona responsable*

2. _____

3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Ranerys Mako</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 ~~10~~ 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí ~~No~~

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty box for handwritten notes]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. teacher
- 2. Deans
- 3. activities

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. ~~ex~~ outside activities
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Eric Davies</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. family
- 2. friendd
- 3. Good teacher

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. More Hobby for the kids
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Bigo Llanos</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>6/6</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *friendly teachers*
- 2. *Focus and educate the kids*
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *More Activities*
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Ceceliah Ibrahim</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Codigo Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Safety*
2. *good teachers*
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Mike Munte</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10056</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>1 yr</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *fun activities*
- 2. _____
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *teaching real life situations.*
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Tiffany Walker</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal:

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: ____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. Good teachers
2. Activities/ trips.
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. Community service
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Louise Hardy</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10489</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Cultural Knowledge
- 2. Financial Freedom
- 3. Goals

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No N/A

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

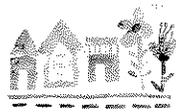
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Genica Paula</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>11-10-6</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Good services*
- good after schools*
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Nice inpviments*
- _____
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>STEVEN REID</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>10</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *good services*
- 2. *connecting with parent*
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *nice environment*
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Adam</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *good discipline*
2. *good attendance*
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *good attendance*
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Lillian Aponte	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

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4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. Better Staff
- 2. good lunch
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Annette Carol</i>	Neighborhood/Vecindario: <i>[Redacted]</i> 471
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10454</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? *30 - 36 - 26 1/2 - 23*
¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

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4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. _____
2. _____
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Kevin Bernardez</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico:	Zip Code/Código Postal: <i>10458</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Empty rectangular box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- Leadership
- Communicating with parent
- _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- Being safe
- _____
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Dixon County</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos?

Not a Parent / No soy un padre

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *Good Mentors*
2. *Positive activities*
3. *Sports*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: FATOU @Sidera	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico:	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

5

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. GOOD SCHOOL
- 2. GOOD TEACHERS
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. _____
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

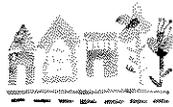
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Jagwon Robinson	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. great Attitude
2. positive thinking
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Rion Lee</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7 8 9 10 11 Other/Otro: _____ N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9, 13, 15</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- 1. *Smaller class sizes*
- 2. *Willing teachers*
- 3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- 1. *Smaller classes*
- 2. _____
- 3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

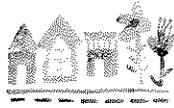
Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Melinda Corti</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>0486</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>13 and 6</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

- good teachers* *1) good staff*
- good lunch*
- better programs*

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

- _____
- _____
- _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño shopfront, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Quincy Beauchamp	Neighborhood/Vecindario: 1205
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

3

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. _____
2. _____
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____
2. _____
3. _____

6. Now that you as a parent or community member have an understanding of Wildflower Schools New York's *shopfront* design, principles and educational model— Do you believe this would be a desirable option for your child/ and/or community?

Ahora que usted como padre o miembro de la comunidad comprende el diseño *shopfront*, los principios y el modelo educativo de Wildflower Schools New York— ¿Cree que esta sería una opción deseable para su hijo / y / o la comunidad?

Yes/Sí No

7. Would you consider entering your child's name in a lottery to enroll in a Wildflower School? ¿Consideraría ingresar el nombre de su hijo en una lotería para Wildflower School?

Yes/Sí No N/A

8. Would you be interested in continuing our conversation about Wildflower Schools? ¿Te interesaría continuar nuestra conversación sobre Wildflower Schools?

Yes/Sí No

9. If so, would you be willing to attend our next Parent/Community Information session? ¿Si es así, estarías interesado ir a nuestra próxima sesión de información sobre la escuela?

Yes/Sí No



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

1. Name: Kasia Wilk (trying to start Wildflower School in NJ potentially)

2. Email:

3. Are you a parent of a child within the following ages?
 3—6 6—9 9—12 n/a

3a. If so, please specify how many children within each age range you have? [for example: If you have two children ages 3 and 5, respond with the number 2]. _____

4. What community school district do you live in?
 7 8 9 10 11 12 n/a (New Jersey)

5. Would your community benefit from having a micro (10-24 student) mixed-aged *shopfront* public Montessori education? Yes No

6. Would you enter your daughter name in a lottery to enroll in a Wildflower School? Yes No

7. Do you believe a Montessori Education, which provides a child a learning experience centered around the following:

Nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, and academic preparation.

would be a desirable option for your child? Yes No

8. List the top 3 things that you would like your child's school to include:

- less/no standardization
- focus on making healthy food options
- compassionate/educated teachers
- authentic Montessori



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

1. Name: Michael Jacome

2. Email: [REDACTED]

3. Are you a parent of a child within the following ages?

3—6 NA 6—9 9—12

3a. If so, please specify how many children within each age range you have? [for example: If you have two children ages 3 and 5, respond with the number 2]. _____

4. What community school district do you live in?

7 8 9 10 NA 11 12

5. Would your community benefit from having a micro (10-24 student) mixed-aged *shopfront* public Montessori education? Yes No

6. Would you enter your daughter name in a lottery to enroll in a Wildflower School? Yes No NA

7. Do you believe a Montessori Education, which provides a child a learning experience centered around the following:

Nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, and academic preparation.

Community
would be a desirable option for your child? Yes No

8. List the top 3 things that you would like your child's school to include:

- resources
- urban farming
- PBL



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

1. Name: Branda Rodriguez

2. Email: 

3. Are you a parent of a child within the following ages?
 3 — 6 6 — 9 9 — 12

3a. If so, please specify how many children within each age range you have? [for example: If you have two children ages 3 and 5, respond with the number 2].

4. What community school district do you live in?
 7 8 9 10 11 12

5. Would your community benefit from having a micro (10-24 student) mixed-aged *shopfront* public Montessori education? Yes No

6. Would you enter your daughter name in a lottery to enroll in a Wildflower School? Yes No

7. Do you believe a Montessori Education, which provides a child a learning experience centered around the following:

Nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, and academic preparation.

would be a desirable option for your child? Yes No * Community

8. List the top 3 things that you would like your child's school to include:

*Self-awareness, communication
nutrition
relationship building, bonding (friendship).*



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent Survey

1. Name: Pudi Nsimba

2. Email: 

3. Are you a parent of a child within the following ages? *N/A*
 3 — 6 6 — 9 9 — 12

3a. If so, please specify how many children within each age range you have? [for example: If you have two children ages 3 and 5, respond with the number 2]. _____

4. What community school district do you live in? *N/A*
 7 8 9 10 11 12

5. Would your community benefit from having a micro (10-24 student) mixed-aged *shopfront* public Montessori education? Yes No

6. Would you enter your daughter name in a lottery to enroll in a Wildflower School? Yes No *N/A*

7. Do you believe a Montessori Education, which provides a child a learning experience centered around the following:

Nature, intrinsic motivation, creativity and originality of thoughts, social responsibility, autonomy, social and emotional wellness, cultural awareness, and academic preparation.

would be a desirable option for your child? Yes No *(Community)*

8. List the top 3 things that you would like your child's school to include:

- | |
|---|
| <ul style="list-style-type: none"> 1) Leadership skills 2) Language Immersion 3) |
|---|



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Haywood, Jeff</i>	Neighborhood/Vecindario: [REDACTED]
Email/Correo Electrónico: [REDACTED]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
 8
 9
 10
 11
 Other/Otro: _____
 N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children? ¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

<i>9 yrs.</i>

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *more workshops*

2. *More Aids.*

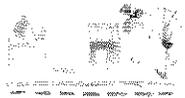
3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____

2. _____

3. _____



Wildflower Schools

A Public Charter school serving children ages 3 — 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: <i>Graciela Mendez</i>	Neighborhood/Vecindario: [Redacted]
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: <i>10456</i>

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

10

[Redacted box]

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. *La comunicación con los padres*

2. _____

3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. *Más Maestros*

2. _____

3. _____



Wildflower Schools

A Public Charter school serving children ages 3 – 12 proposed to open in CSD 9 in Fall 2019

Parent & Community Survey

Name/Nombre: Corinne Woods	Neighborhood/Vecindario:
Email/Correo Electrónico: [Redacted]	Zip Code/Código Postal: 10456

1. What community school district do you live in? ¿En qué distrito escolar comunitario vives?

- 7
- 8
- 9
- 10
- 11
- Other/Otro: _____
- N/A

2. Are you a parent? ¿Es usted un padre? Yes/Sí No

3. What are the ages of your children?

¿Cuáles son las edades de tus hijos? Not a Parent / No soy un padre

10

4. List 2-3 qualities you think makes up a strong school. Lista de 2-3 cualidades usted cree que conforman una escuela fuerte.

1. _____

2. _____

3. _____

5. List 2-3 suggestions you have for improving PreK to 6th grade education. Enumera 2-3 sugerencias que tienes para mejorar las escuelas de la educación de PreK hasta 6^{to} grado?

1. _____

2. _____

3. _____



R-15E- Evidence of Support

Support Letters for Wildflower New York Charter School

1. Senator Gustavo Rivera
2. Assemblyman Michael Blake
3. Bronx Borough President Ruben Diaz
4. Bronx Community Board 4
5. Bronx Community Board 3
6. Community Education Council District 9
7. Community School X55, Principal Luis Torres
8. CASA Middle School, Principal Jamaal A Bowman
9. Democracy Prep Harlem High School, Operations Manager Xochilth Cosme
10. Claremont Neighborhood Center Inc., Executive Director Abraham Jones
11. Children Circle 1332 Fulton Day Care Center, Chairperson Gloria Alston
12. South Bronx Rising Together, Co-Director Abe Fernandez
13. Black Livers Matter of Greater NY, President Hawk Newsome
14. Wonderfully Made Family Services, Founder and CEO Frances Rivera
15. Restoration Community Church, Pastor Richard Rivera
16. Culturally Responsive Educators of the African Diaspora, Founder S. Khalilah Brann
17. The Radical Maestra, Founder Katherine Lebron
18. Practice Makes Perfect, Founder and CEO Karim Abounaga
19. Bronx Educator Shane Tate
20. Bronx Educator and Resident Barbara Crespo
21. Bronx Educator Marlene Rivera
22. Bronx Educator Jessica Bouret
23. Bronx Educator Shane Stephen

SENATOR
GUSTAVO RIVERA
33RD DISTRICT

NEW YORK
STATE
SENATE
ALBANY, NEW YORK 12247



RANKING MINORITY MEMBER
HEALTH
COMMITTEES:
CRIME VICTIMS, CRIMES & CORRECTIONS
ETHICS
FINANCE
HIGHER EDUCATION
LABOR

May 31, 2018

Mr. Mario Benabe
Wildflower Schools
507 Weiher Ct.
Bronx, NY 10456

Re: Wildflower Schools NY

Dear Mr. Benabe,

I am writing to express my support for the Wildflower Schools New York's (Wildflower Schools) application to open a Pre K through 5th grade charter school in Community School District 9.

The Wildflower Schools' proposal plans to provide children with disabilities from diverse cultural and linguistic backgrounds with a strong support system, wrap around services, and a focus on developmental learning. Their concept coupled with the implementation of a Montessori environment will help children in the community that attend their school develop and thrive academically.

The proposal has also garnered substantial community support, including that of local Community Boards and education institutions. Their innovative shopfront design being pursued by Wildflower Schools reflects their commitment of having the entire community invested in its youth's education.

I believe that the child-center, community-focused approach towards education being proposed by the Wildflower Schools will provide parents and children a unique option in a school district that is currently underserved. I therefore request that the SUNY Charter School Institute carefully consider the Wildflower Schools' application to open a charter school in School District 9.

Thank you for your attention on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'GRIVERA'.

Gustavo Rivera
33rd Senate District



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

MICHAEL A. BLAKE
Assemblymember
79th District – The Bronx

COMMITTEES
Banks
Correction
Election Law
Governmental Operations
Housing
Veterans' Affairs
SUB-COMMITTEES
Chair, Mitchell-Lama
TASK FORCE
Puerto Rican/Hispanic
Black, Puerto Rican, Hispanic
and Asian Legislative Caucus
Co-Chair, Criminal Justice
Task Force
WORKING GROUPS
Member, Majority Working
Group on Rules, Operations,
Government Transparency
& Public Participation

June 18th, 2018

Susie Miller Carello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Ms. Susie Miller Carello,

I am writing in support of the application of Wildflower Schools. As the representative of the 79th Assembly District, in which the school will operate, I believe the opportunity of having a Wildflower School within the Assembly District will provide outstanding opportunities for our young people who will develop into our future innovators and global leaders.

My vision for the 79th District is based on the 3 E's: Economic Development, Education, and Equity.

Education is a key component to empowering youth, families and our communities and therefore, I am committed to ensuring that young people are afforded equal access to a high-quality education. As a product of the Bronx public school system, I know first-hand the role and importance that education has in inspiring young people to be high achievers and make a positive impact on society. Every young person in the 79th Assembly District has the right to attend a supportive and well-managed school that encourages them to explore meaningful careers, acquire 21st-century skills, and gain access to college-to-career pathways.

Wildflower Schools focus on equity and community. This equity on a community level is done by engaging in a whole-family approach to teaching and learning that includes structured parent and child education, and the opportunities to provide educational training to Bronx Constituents.. Wildflower Schools celebrate diversity and foster inclusivity; and, consider the unique opportunities and challenges facing every child and commit to giving each student what they need to find their purpose and fulfill their potential. Based on my conversations and interactions with the leadership, of this new Wildflower School, I am confident that this model of success will be replicated to provide even more students with the skills and the opportunities to ensure they grow into confident, productive citizens of our society.

Wildflower School use the Montessori scope and sequence that has been developed 110 years ago. They've aligned it to the Common Core State Standards throughout K - 5th grade through Montessori Compass, a learning management and assessment system. Montessori methods allow the establishment of multi-age classrooms, student-directed work cycles, and a special

focus on sensorial and tactile development, scaffolded learning, and rigorous instruction. This is important because the Montessori Method developed by Maria Montessori, is a method of education based on self-coordinated activity, hands-on learning, and joint play.

Wildflower Schools includes a child-centered learning exploration model of computer science, without computers. They have partnered with MIT's Media Lab to create Montessori-inspired, timeless materials that engages children in a comprehensive exploration of computer science, including coding. They address a broad foundation of computational concepts which allow students to know how computers actually work. These materials will solely be native to the Bronx and they plan to invite them into C.S. 55, one of their supporting schools in their district, as well as the Claremont neighborhood center.

Furthermore, occupied school space in Community School District 9 is at 96%. For this reason, Wildflower Schools plan to be located in private facilities within Community School District 9.

Finally Wildflower School's expected outcomes are that students will be provided with a full complement of computer science skills and computer-based applications to increase the number of boys and girls of color entering into the computer and information technology careers and to prepare them for the jobs of tomorrow.

I believe that the committed group of instructional experts leading the outreach and the design of Wildflower Schools has demonstrated a sincere commitment to improving educational options for families in our community. Therefore, I support their application to launch another high-quality school option, one that will inspire students in the South Bronx to excel and innovate, making them better prepared for post-secondary education and productive careers. With community leaders and innovators like the founders of Wildflower Schools, we are making progress towards #BuildingABetterBronx.

Sincerely,

A handwritten signature in cursive script that reads "Michael A. Blake". The ink is dark and the signature is fluid and legible.

Assemblymember Michael Blake



BRONX BOROUGH PRESIDENT RUBEN DIAZ JR.

May 30, 2018

SUNY Charter School Institute
Charter School Office- SUNY Plaza
353 Broadway
Albany, New York 12246

Dear Sir or Madam

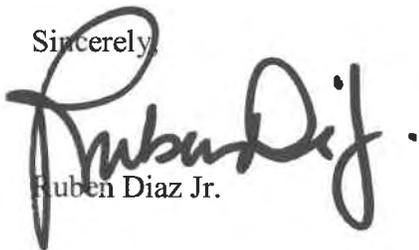
I write to offer my support for the Wildflower Schools New York in community school district 9. Utilization of schools in community school district nine is currently at 96%, and with the growing interest in providing innovative learning options for families we must reimagine the way schools are being positioned in our community. Wildflower Schools New York offer parents neighborhood nested micro-shop-front-schools that is grounded within a teacher-led research-supported Montessori education program.

Historically, there is a need to advance Montessori education in the public sector. There about 20,000 Montessori schools around the world, including 5,000 in the U.S., of which more than 500 are public schools — district, magnet, and charters. Currently in CSD 9 there is not an available public Montessori option for families. Wildflower Schools New York have been able to generate over 200 public comment from parents and community members of whom deemed Wildflower Schools New York as a viable and alternative educational option for families in CSD 9.

We want schools in our community to offer the neighborhood a pathway for community development. This increases our ability to secure a better world for our Bronx children. Wildflower Schools' commitment to equity supports the cultural, linguistic, racial and ethnic dimensions of CSD 9. In addition as NYC moves towards PreK3, it is important that we invest in other educational options like the Montessori Method.

I encourage you to support Wildflower Schools New York application to SUNY CSI for a PreK to 5th grade charter.

Sincerely,



Ruben Diaz Jr.



The City of New York
COMMUNITY BOARD 4
1650 Selwyn Avenue, Suite 11A
The Bronx, New York 10457
TEL: 718-299-0800 FAX: 718-294-7870
Email: bx04@cb.nyc.gov

HONORABLE RUBEN DIAZ, JR.
Bronx Borough President

MS. KATHLEEN SAUNDERS
Board Chair

MR. PAUL A. PHILPS
District Manager

April 17, 2018

Mr. Mario Benabe
Wildflower Schools NY
507 Weiher Ct.
Bronx, NY 10456

Re: Wildflower Schools NY

Dear Mr. Benabe:

Please be advised that on March 27, 2018, at its regularly scheduled General Board Meeting, Bronx Community Board Four voted in the affirmative to issue a letter of support for Wildflower Schools NY. The school will serve children Pre-K through 6th grade providing a Montessori education centered on intrinsic responsibility, autonomy, academic preparation and creativity.

We look forward to the addition of Wildflower Schools to Community School District (CSD) 9. Please feel free to reach out if you have any questions.

Regards,

Paul A. Philps
District Manager
Community Board Four

Cc: Beverly Bond, Economic Development Committee Chair
Ms. Kathleen Saunders, Board Chairperson



The City of New York
Bronx Community Board Three

1426 Boston Road, Bronx, NY 10456

Telephone N [REDACTED]

E-mail Address: [REDACTED]

DIAL	Government Services
311	& Information for NYC

Comm. Bd. Info go to: bronxmail.com

RUBEN DIAZ, JR.
BRONX BOROUGH PRESIDENT

GLORIA ALSTON
CHAIRWOMAN

JOHN W. DUDLEY
DISTRICT MANAGER

May 15, 2018

Mr. Mario Benabe
 Wildflower Schools
 507 Weiher Ct.
 Bronx, NY 10456

RE: WILDFLOWER SCHOOLS

Dear Mr. Benabe:

This is to inform you that at a meeting of Bronx Community Board Three held Tuesday, May 8, 2018, in which there was a quorum of members present and entitled to vote, approval was given in support of your application to SUNY, for a charter to establish Wildflower Schools. Bronx Community Board Three recognizes that Wildflower Schools will serve as a public Montessori education charter school serving children Pre K through 6th grade.

As understood, the Wildflower Schools model promotes an innovative child centered learning environment which supports children and families from culturally and linguistically diverse backgrounds and students with disabilities. The board understands that Wildflower Schools, as a public Montessori education charter school, will typically have two teachers and service providers for twelve to fourteen students with disabilities. The board recognizes that this model supports a Montessori education in a one room, neighborhood nested shopfront environment with the delivery of wrap around support services while engaging parents and local community. This process, as you expressed, is unique to restorative justice in education.

I trust that the State University of New York will give favorable consideration to your application for a charter in Bronx Community District Three, serving NYC School Districts Nine or Twelve. Please communicate with me if needed, in your efforts to further secure this charter.

Thank you.

Sincerely,

John Dudley
 District Manager

EXECUTIVE OFFICERS

Rev. Bruce Rivera
 1st Vice-Chairperson

Linda Kemp
 2nd Vice-Chairperson

Rev. Idus A. Nunn, Jr.
 Secretary

Kathy Johnson-Morris
 Treasurer

Rita Jones
 Sgt.-at-Arms/Parliamentarian



Community Education Council District 9
1245 Washington Avenue, Suite 136, Bronx, NY 10456

LETTER OF SUPPORT

May 15, 2018

On behalf of the Community Education Council for District 9 we are writing to show our support for the Wildflower Schools. We have faith in the Wildflower Schools, which are supported using the Montessori methods in instructive pedagogy for students. The council has permitted several informational sessions to occur at our general public meetings and also at our office to enlighten the community on the vision and mission of a tentative opportunity of installation of a Wildflower School in the Bronx.

Whereas the Community Education Council has vote unanimously, all in favor, on Tuesday, May 15, 2018 at a public meeting to support the initiative of the Wildflower School to embark on the process of establishing itself into the Bronx community in which ever sector it considered most prosperous for both educators and students.

If there are any questions, comments or concerns, please feel free to reach out to our office at 718.579.7141 or via email at CEC9@schools.nyc.gov.



CORNERSTONE ACADEMY
FOR
SOCIAL ACTION
MIDDLE SCHOOL 462X
A College Preparatory School



3441 Steenwick Avenue • Bronx, NY 10475 • 7 [REDACTED]

JAMAAL A. BOWMAN
Founding Principal

Leslie Fiske
Assistant Principal

Linette Latham
Parent Coordinator

Dear SUNY Charter School Institute:

For over seventeen years I have worked to improve K-12 educational outcomes for Black and Latinx youth in schools across New York City. Most of my professional experience in education has been grounded in the Bronx. My work focuses on designing community driven schools that function as community hubs. It is my belief that fundamentally, schools should always facilitate meaningful change within the localized context in which they are embedded. Currently, I am the principal of the locally, nationally and globally recognized Cornerstone Academy for Social Action Middle School. As a title 1 school serving 99% Black and Latinx youth, we consistently provide a learning innovation model that is celebrated throughout New York City. We have created a school model where culturally relevant teaching and learning and social justice are at the intersections of our STEAM and Humanities department. Our journey to have equity and academic success in K-12 education for Black and Latinx youth is still something we are fighting for locally and nationally. I believe that Wildflower Schools will be able to support us in leading this fight.

It is exciting to see such a communal effort to reimagine PreK3 to fifth grade education in public schools. Members of the Wildflower Schools' initiative are truly advocates for quality education in the Bronx. Seeing them lead the push for Montessori education in public schools will be a transformative experience for historically disenfranchised families and communities. As a school leader, I am in full support of the Montessori education model. I want us to be able to work together to create an opportunity for families of Wildflower Schools New York to learn more about the innovative work taking place at Cornerstone Academy Middle School. Our goal would be to construct a PreK3 to middle school pipeline. We want families to know that when their child reaches middle school, they could look to us as a viable option.

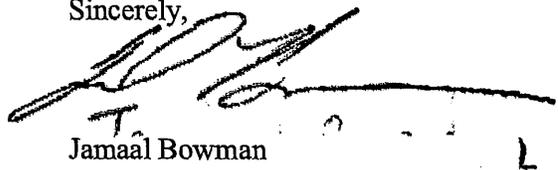
I also see Wildflower Schools as an asset to Cornerstone Academy Middle School given their unique teacher-led model. Empowering teachers to service all layers of the school can improve the social and emotional well-being of educators. Research tells us that when educators feel empowered within their line of work, it is less likely for them to leave the profession. We need community-grounded teachers to serve our children, and given the 3-year cycle within the Montessori pedagogy, this allows for guides to be grounded in a child's full developmental plan. This gives me a lot of hope because Wildflower Schools will provide stability for community residents.

Wildflower Schools' ability to secure letters of support from Bronx Community Board three and four is revolutionary. This shows that their efforts are communal as the voices of the community have spoken to support them.

I, Jamaal Bowman, school principal of Cornerstone Academy for Social Action Middle School write this letter of support for Wildflower Schools New York. Wildflower's model being housed within a storefront will

help the Bronx to restore itself through the power of our children. Please consider Wildflower Schools as you make your selection as there are few slots remaining. Wildflower Schools is a very small model, that will lead to a big impact.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jamaal Bowman', with a long horizontal flourish extending to the right.

Jamaal Bowman



Benjamin Franklin Community School 55

450 Saint Paul's Place

Bronx, New York 10456



To Whom It May Concern:

C.S. 55 located in community school district 9 services over 630 hundred preK to 5th grade children in the Morrisania section of the Bronx. We have been able to provide our children with free access to a full medical service health center, an innovated green learning environment, rigorous academic curriculum, a social and emotional approach to teaching and learning, and a state of the art outdoor physical education playground. As Principal, I am tasked with creating and supporting learning experiences for children that are centered within the community. After meeting with Wildflower Schools New York, I wanted to work alongside this organization to support their staff make this truly learning innovation model possible for our community.

Since 2010, C.S. 55 has been sharing its campus with Success Academy Bronx 2. While our space is limited at C.S. 55, I want to stand by Wildflower Schools New York. At any given point where Wildflower Schools are in need of securing a space for their one-roomed school, I would work within my networks to support them in securing a location. As a parent, community member and district school leader, I am confident that this school will serve as a unique educational option for parents here in district 9. I am deeply interested in their work with MIT's Media Lab, and their design of teaching computer science through Montessori inspired materials. I would invite those materials into our Pre-K to third grade STEM environment. With the support of Wildflower Schools, I see us working in collaboration to foster a district / charter partnership that is authentic to our surrounding community.

In our school we have a program called Bronx Green Machine led by a renowned educator Stephen Ritz. We redesigned one of our classrooms to have a state of the art facility with a commercial indoor vertical farm and food processing/training kitchen. We use solar and alternative energy generators to power up our environment. I would be open to having the children of Wildflower Schools use this space to support us in creating healthier food options for parents. We have children growing vegetables to feed their community. Since Wildflower Schools supports in agricultural learning, we would directly support them with materials needed. We are working to create the 1st ever community rooftop farm that could be able to feed hundreds of families in the Morrisania section of the Bronx. With over 45,000 people living within eight square blocks we need to focus on teaching our children to learn how to grow healthier food options for their families within their homes. Our community needs as much support as we can get, and I believe Wildflower Schools will also cater to a greenable community in the South Bronx.

Given the unique model of Wildflower Schools New York, I write this letter of support in the hope that SUNY CSI considers their application.

Sincerely,

A handwritten signature in black ink, appearing to read "Luis Torres".

Luis Torres



Mario Benabe
Wildflower Schools New York
507 Weiher Ct.
Bronx, NY 10456

Re: Wildflower Schools New York

Dear SUNY Charter School Institute,

As a Bronx resident, educator and care provider for my 4 year old brother, seeking quality early childhood education programs has been a significant challenge. I was interested in seeking Montessori education for my brother prior to learning about Wildflower Schools New York but the significant challenge we faced as a family was (1) access to a Montessori school given our location in community school district nine (2) affordability for this type of educational program and (3) a place that would affirm our native spanish language.

Wildflower Schools New York has really invested a lot of time in our community. Seeing members of their team daily in and out of our community trying to raise awareness around Montessori education has been really inspiring, and makes me hopeful that access to this program in the Bronx is possible. We need to radically reimagine the nature of Montessori education so that it is affordable for all lives while at the same time centering this pedagogy within communities of culturally and linguistically diverse backgrounds. Maria Montessori herself understood the value of using this pedagogy to restore communities. The innovation behind the teacher--ed shop front model is as empowering as we could get when we are designing schools.

Our network, Democracy Prep is authorized under SUNY CSI and we have been able to do deeply profound work within the communities we occupy. It would be great seeing the potential authorization of Wildflower Schools fall under the umbrella of many successful schools SUNY CSI has approved of in the past years. At Harlem Prep High School we focus on civic engagement, and we are planning to send a group of students to support Wildflower Schools New York with parent and community surveying in the Bronx. This will help our high school students build professional and research skills, while at the same time supporting a model that ultimately will benefit all children.

Given the need in community school district nine, and access to affordable Montessori programs in NYC I write this letter of support for Wildflower Schools New York with the hope that SUNY CSI moves towards approving this school. I certainly will be seeking to enroll my brother in this

school. As a family who values nature, seeing that included in the model will help support our cultural traditions live out within a school. Lastly, with the unique Montessori inspired materials that fosters computer science understanding in children without computers will help address a larger need for communities of color to engage more in STEM.

Wildflower Schools will undeniably be a unique option for all parents in community school district nine.

Sincerely,

XOCHILTH COSME

Operations Manager
HARLEM PREP HIGH SCHOOL
C| 646.872.6509



Work Hard. Go to College. Change the World!



CLAREMONT NEIGHBORHOOD CENTERS, INC

489 East 169th Street *Bronx, New York 10456

May 1, 2018

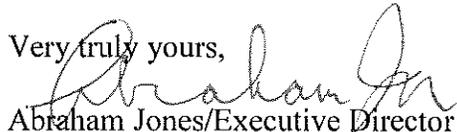
Dear SUNY Charter School Institute,

The Mission of Claremont Neighborhood Centers, Inc. is to provide innovative afternoon/evening and weekend recreational and educational programs to our youths and families through evidence based models. We are also dedicated to providing day care services in order to meet the child care needs of working parents in our community that is housed in community school district nine. We have been serving the Claremont/Morrisania section of the Bronx since 1965. We have invested in a whole-family and community approach to education while at the same time investing in partnerships that will build a bridge of investment and love through wraparound services for our community.

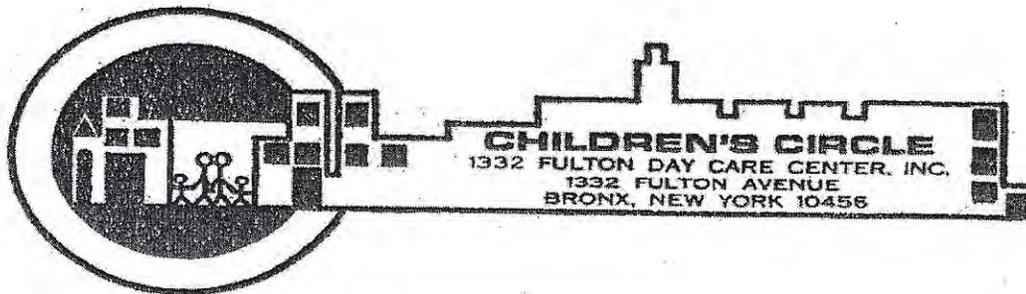
Wildflower Schools NY has inspired the community to believe in, and adopt the Montessori model. In addition to having an educational model that is rooted in a child's transformation, Wildflower Schools makes a deep community connection by investing in the shopfront style of housing a classroom. This innovation truly has the potential to reach the hearts of the community with the potential of increasing the quality of life in our neighborhood. As a community center we prioritize the specific types of programming we see and discuss with parents, children and community members. Wildflower Schools brings with them the voices of over two hundred parents and community member, and equally as important over one-hundred and fifty children of our community alone. We have opened up our doors to support Wildflower Schools NY. They have supported our community events, and we have provided to them the space to be able to conduct ongoing presentations and surveys within the center. We want hundreds of more families to be well versed in the Montessori methods and Wildflower Schools' model. In our larger upcoming community events, Wildflower Schools will be granted the space to speak to a larger audience. They have already invested countless hours in our community, and it is this reason why I believe community organizations like the South Bronx Rising Together, Community Education Council District Nine, Bronx Community Boards three and four have invested in Wildflower Schools' efforts in trying to reviving Montessori in our community. In the late 1970s and early 1980s Montessori classrooms lived within our community as described by my colleague, Madame Chair of the Bronx Community Board three, Gloria Alston. The revival of such a powerful program will serve as a unique viable option for parents.

The Montessori methods that the Wildflower Schools NY is bringing into our community holds no cultural boundaries. The model supports and invests in all children so it is crucial that our community gain access to this type of educational model. As Executive Director of Claremont Neighborhood Centers, Inc., I hereby write this letter of support for Wildflower Schools NY. On behalf of the community and Claremont Neighborhood Center, Inc., I hope SUNY CSI considers their application for a public Pre-K to 5th grade charter for Wildflower Schools NY. As a member of the Bronx Community Board 3, we as a collective body voted unanimously in favor of this model; and as executive director of Claremont Neighborhood Centers, for me, it is truly inspiring to see such a grassroots approach to developing a school that is truly symbolic to the community needs. Thank you.

Very truly yours,


Abraham Jones/Executive Director

Cc: Board of Directors



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Educational Director

JUDITH MCCRAY
Administrative Director

May 18, 2018

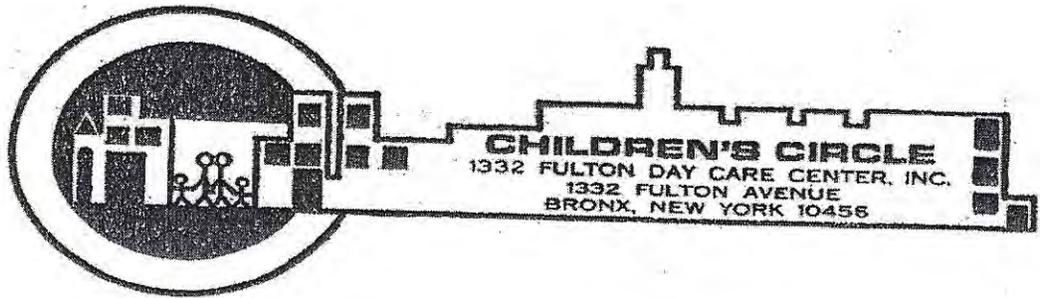
Mario Benabe
Wildflower Schools NY
507 Weiher Ct., Bronx, NY 10456

RE: Wildflower Schools NY

The “Children’s Circle” 1332 Fulton Day Care Center, Inc., was founded in 1969. We offer family day care, pre-school, UPK, After-school and a summer camp. Our program serves children 6 weeks to 12 years old with programming from 8AM to 6PM all year around. We have provided for the families of our community for over 45 years. We offer strong nutritional programming for children, creative and comprehensive curriculum, arts, music, dance and indoor/outdoor learning. In total we service 97 families for our day care program. Our journey has its lineage in Community Schools District 9, and our efforts have been to provide a high quality education for all our families.

In the 1970s, Gloria Alston, Board Chair and founder of “Children’s Circle” 1332 Fulton Day Care Center began the original infant and toddler, primary and lower elementary program with a Montessori environment. Her colleague lead another Montessori program in the Claremont Neighborhood Center just a short walk from our site in Fulton Avenue, 169th Street. Ms. Alston believes that the Montessori Method captures the holistic approach to child development, and it is imperative that Montessori gets revived in our community. She mentioned that in her remaining lifetime she would want to see Montessori live and breathe in our building. Ms. Alston mentioned, “next year marks the 50th anniversary of our program— what a gift it’ll be to see Wildflower Schools NY take form in our community and bring back her dream of having several Montessori programs in our community”.

Wildflower Schools NY offers a child centered, Montessori educational model that is nested in neighborhood shopfronts. Upon review of Wildflower Schools NY’s model we was significantly impressed around how localized



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Educational Director

JUDITH MCCRAY
Administrative Director

their efforts are in ensuring high quality education for all families in the Morrisania area in the Bronx. The Montessori environment is one of the most highly regarded approach to teaching and learning. The "Children's Circle" 1332 Fulton Day Care Center, Inc. is in full support of Wildflower Schools NY. We have been in constant communication with Wildflower Schools NY and have offered space in our building for them to be able to host programming for family and community engagement.

As the current educational director of 1332 Fulton Day Care Center Inc., I recommend to SUNY CSI moves to approve Wildflower Schools NY application for a PreK to 5th grade program. We plan to maximize our relationship with Wildflower Schools so live out our community and Board Chair's vision of having a strong Montessori program in our district.

Respectfully yours,

GLORIA ALSTON

Chairperson

1332 Fulton Day Care Center

1332 Fulton Avenue, Bronx, New York, 10456





May 10, 2018

To whom it may concern:

I am writing to offer my strong support for a Wildflower Schools preK-5 charter school in Community School District 9. Through conversations with Maryanne Kiley and Mario Benabe, I have come to see their mission as exciting, important, and closely aligned with the work of South Bronx Rising Together.

South Bronx Rising Together is a community-wide, collective impact effort composed of more than 150 cross-sector partners committed to building pathways to success “from cradle through college and career” by employing data-driven decision making to align efforts, leverage resources, and create an easily navigable continuum of care in the heart of the South Bronx, including a large portion of Community School District 9. Children in this community face seemingly insurmountable odds from an early age, as more than 83% are born into poverty. As they transition to school, adolescence, and early adulthood, the outcomes only worsen for too many of them. Four in five third-graders read below grade level, nearly 40% of K-12 students are chronically absent, only one in five students who complete high school are ready for college and career, and fewer than one in 10 adults have earned a four-year college degree.

Wildflower’s use of research-backed Montessori pedagogy will provide a high-quality early childhood and elementary option that will prepare our young people for future success in school and life. Their small, shopfront schools allow Wildflower classrooms to be easily accessible to families and integrated into the CSD 9 community. It is clear to me that the child-directed, yet structured, Montessori approach will expand the choices available to Bronx families.

In addition to my professional enthusiasm for Wildflower Schools, I can also say that as someone who grew up in the Bronx and as a parent who still lives in the borough, Wildflower presents the kind of option I would want for my own children.

I encourage you to support their application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Abe Fernández".

Abe Fernández
Co-Director

Black Lives Matter of Greater NY

4 May 2018

Hawk Newsome

President of BLMNY



Mario Benabe

Wildflower Schools New York
507 Weiher Ct.,
Bronx, NY 10456

Re: Wildflower Schools New York

To Whom It May Concern:

Black Lives Matter of Greater NY believes in building community through civic engagement, education and mentorship. Our vision is to directly impact the policies that impact our conditions to live a peaceful life as citizens. We focus on issues related to criminal justice reform, basic public safety, fair and equal access to education, jobs and infrastructure. Through grassroots organizing and direct action, we serve as a resounding voice for the underserved and disenfranchised in New York City.

As a full-time activist in this movement, a part of my real work is to be the best father that I could be for my recently born daughter and my thirteen-year-old autistic son. Education is at the cornerstone of building community, and I am honored to see Wildflower Schools New York begin to build a name for itself in our community. I am a resident within the school district that Wildflower Schools New York is proposing to the SUNY Charter School Institute. When I think about what makes schools such an asset to the community is knowing that these places provide resources to better the impact they are having in the surrounding area. After hearing Wildflower Schools' model, I was excited around the one-roomed shopfront model because this will eventually shift in a positive direction the dynamics of the community.

Children are our future, and having them develop in the heart of the community paints a narrative to me that Wildflower Schools deeply values and cares for the people in my community. I want to state in this letter of support that I will work as a parent advocate to all the families of Wildflower Schools. Our resources and team at Black Lives Matter of Greater New York will ensure all families have an advocate for justice related to any, and all needs they have. Please consider their proposal since the community have spoken of wanting free access to the Montessori education program Wildflower Schools will provide.

Sincerely,

Hawk Newsome

Frances Rivera



Bronx, NY 10455

23 April 2018

To Whom it May Concern:

My name is Frances Rivera and I am the Founder and CEO of Wonderfully Made Family Services in the South Bronx. I am also a resident of the Bronx. I'm writing in support of a Wildflower Schools PreK-5 charter in Community School District 9.

As a native Nuyo-Rican born and raised in the Bronx, it brings me great joy to support Mario Benabe Bronx Native to advocate in establishing a Wildflower School, Pre-K to 6 in the district 9 community. As an early childhood educator, it seems to be a place for children to grow authentically within a supportive environment, and there is a lot to admire about that.

A Wildflower school planted in a thriving community already rich in culture not only brings something new but it brings a fresh idea that moves educators, families and community helpers to adopt a radical and soulful organization as a partner. We are in need of forming an authentic community. Ultimately, I believe that a community that is already rich in culture, music and talent will only be enhanced in ways that foster connection and opportunities to learn from each other.

Wildflower's use of local shopfronts allows classrooms to be part of a community and to connect with other community-based organizations. I have always dreamed of a neighborhood-centered school committed to working in partnership with local and grassroots organizations to create an environment that is healthier for children and families.

In much of the same way a shopfront has always been a part of my thought process, beauty has also always been a part of anything I worked to do or be a part. I always firmly believed as teacher, parent coach, and an active member of the community that any set up or environment should be designed to invite exploration and love for learning. Instilling people's culture and experiences will bring familiarity and appreciation for one another.

As a parent, I would send my child to a Wildflower school. My child will benefit from a school that values the child's learning style and independence. The school will bring a sense of community and love for learning in an environment created for the child to thrive. The beauty of the school is how the children learn first from the materials, then from each other and then the teacher. The materials are created to build learning and independence. They can manipulate and investigate until they master the lesson inside. Then the children learn from each other because of the mixed age group. Being able to observe materials being used by older children creates an excitement to want to learn them. Also the idea of older children helping or teaching younger children instill leadership, empathy and responsibility.

As a public charter Wildflower School in the Bronx, it wouldn't divest or take away from the district school or the community. It will serve as a positive option for parents. I believe that parents should have options in their children's education. It is evident that children have different learning styles. If we have a storefront, two teacher leaders, no hierarchical structure and age appropriate materials, it will bring a whole new revolutionary school system to enhance the community. I encourage you to support their application.

Sincerely,

Frances Rivera, M.S.E

April 2, 2018

To whom it may concern,

My name is Richard Rivera and I am a church Planter and Pastor at Restoration Community Church. I live and serve in Community School District 8, specifically, in the Longwood area. I am a lifelong Bronx resident and have lived in Longwood for the past 6 years.

I love where I live. I love the people and the potential that is everywhere around me. As a pastor I am well aware of the obstacles many of our families face in regard to finding and supporting a quality educational environment here. I have all those same struggles. Both of my children are in public schools.

We firmly believe in children being educated in the same community they live in and that conviction has led to many sacrifices and, sadly, missed opportunities for our children. It is hard to find supportive school community here.

This is why I became so interested in the Wildflower Schools. I have always believed that as things grow, they need to find a way to get smaller. Every person needs individual care. It is next to impossible to get the attention children deserve inside of the massive NYC system. The Wildflower Schools and their embracing of the Montessori education philosophy is a much-needed breath of fresh air.

Children are creative sponges with the capacity to far exceed any of our expectations for them. The Montessori Educational method, in my opinion, celebrates and affirms their potential. As both a parent and a community partner, I welcome a Wildflower School with open arms. I do not believe a Wildflower School, a public charter, would have a negative impact on the community. In fact, my conviction is that it could only enhance the community as another, much needed, form of support for Bronx residents. A Wildflower School would provide another option for parents who just want their children to flourish.

Best Regards,

A handwritten signature in black ink, appearing to read 'Richard Rivera', written in a cursive style.

Richard Rivera, Pastor
Restoration Community Church
rccsbx.com



Culturally Responsive Educators of the African Diaspora

Moving from theory to practice

June 1, 2018

To All Concerned Parties:

I am the founder of CREAD: Culturally Responsive Educators of the African Diaspora, an education, equity, diversity and inclusion consulting, coaching and curriculum development firm. Our mission is to support teachers, educators and community members in ensuring positive racial identity development through education of young people of the African Diaspora. Our vision is to strengthen our children and community with PRIDE based on the Sankofa principle.

This year alone CREAD has worked with 100s of educators, parents and community members in ensuring that diasporic children receive a quality anti racist, anti oppressive education. Next year, we aim to deepen our work specifically in the Bronx as we are partnering with various groups to ensure the recruitment and retention of highly effective teachers and administrators and developing culturally responsive learning environments and cultures, of which we believe the Wildflower Schools will be an integral partner.

As the founder of CREAD and as a supporter of the Wildflower schools, I am writing in support of the schools because we believe in their theory of impact, being deeply rooted in the community, decentralizing the impact of the ways institutional racism plays out in the learning experiences of diasporic children and engaging the community in the co-development of an education that allows for the liberation and freedom of diasporic children.

As a consulting partner with Seneca Village Montessori School in the Brooklyn NY, CREAD is dedicated to building across a network of Montessori schools that engages



Culturally Responsive Educators of the African Diaspora

Moving from theory to practice

the physical, emotional, and intellectual development of the children in our communities. Partnering and supporting the Wildflower Schools will ensure that we solidify best practices and ensure sustainability.

CREAD is dedicated to supporting Wildflower Schools by providing, where necessary, wanted or needed trainings grounded in critical race theory, cultural responsive and relevant pedagogy and critical pedagogy ensuring that participants actualize these theories into active practice.

Sincerely,

S. Khalilah Brann

Founder of CREAD: Culturally Responsive Educators of the African Diaspora



04/19/18

To Whom It May Concern:

A couple of months ago, an inspiring educator, Mario Benabe, brought the Wildflower Schools model to my attention. This letter is written to support the acquisition of a state charter to bring a Wildflower School to District 9.

As the founder and CEO of Practice Makes Perfect (www.practicemakesperfect.org), I know firsthand the impact of bringing research-based models of education that have existed for decades in wealthier communities to more socioeconomically disadvantaged neighborhoods. Since founding Practice Makes Perfect in 2011, we've worked with over 50 different schools, served over 3,000 low-income children, created almost 1,000 seasonal jobs, and trained over 300 aspiring educators.

Historically, we've struggled to educate new language learners and children with learning differences, which are both targeted by Wildflower Schools. While city proficiency rates on the state assessments have historically been dismal (with only ~35 percent of students meeting the state benchmark), only ~10 percent of new language learners and students with learning differences meet those benchmarks.

By focusing on students' learning and development much earlier, before they are "of-age" to enter school, we have an unrealized opportunity to give them the chance they deserve to achieve their ambitions and fulfill their God-given potential. Bringing Wildflower Schools to District 9 has the ability to unleash the capacity of a talented educator and committed public servant who will work tirelessly to ensure its success for the sake of his community.

I hope that you will consider supporting this dynamic educator in his quest to bring an educational model that has the potential to transform lives and get us to think more critically about what we can be doing across all of our schools to better support all children in the process. I am looking forward to partnering with Mario and his team to ensure they learn from our experience and are set up to achieve the impact they dream of having – because Bronx needs them.

Sincerely,
Karim Abouelnaga
Founder & CEO, Practice Makes Perfect



Dear Sir or Madam,

As a New York State certified educator and community educator of over 15 years, I've come across a variety of learners. One thing that I immediately came to understand about each and every learner, whether I met them in my South Bronx middle school classrooms or in one of the community centers for which I created programs or curricula, they are all unique and worthy of our best efforts and approaches to address their unique needs. At times, this has meant that I would be providing a safe space for academic growth, but many times it required providing a safe space for the social emotional growth of my students and participants first. This awareness required much more of me than my Subject Matter Expert status as an English Teacher. Each unique ability or identity me to focus and commit support each child and teen through their struggles to understand themselves, maintain positive relationships, understand and participate in a world that seemed not to appreciate or understand them, and sometimes support their physical growth with gestures as small as bringing a daily muffin for breakfast so they could concentrate on learning instead of hunger pangs.

All this and more, I learned while teaching in the South Bronx, at MS 219. These lessons weren't a part of my Teacher Preparation program in grad school, nor were they a part of the mission of the MS 219 at the time. But it was being practiced in pockets of our "big" school, which housed 4 different middle school academies. There was enough of this approach happening around me, being what each unique student needed to ensure their growth and their success in every way possible, that I knew that the nature of schooling as taught in my Teacher Preparation program and how schooling at large felt for kids would need to undergo a major shift.

I now have supported those shifts across many schools in the Bronx as well as community based programming, but other programming and models of schooling are needed to bring about the widespread shift that so many of our students need in order to access the assets hidden behind tough stories and circumstances and the hurdles of urban life in the South Bronx, one of the most challenged districts in our country. So it is with 15 years of seeing the need and doing my part in mind, that I lend my voice in support for Mario Benabe and his proposal for the public charter application for Wildflower Schools in the Bronx.

Mario was a student in the "big" school where I taught. He found support in pockets of the school and his neighborhood and it has propelled him and compelled him to want to create whole systems to provide the same nurturing and support for the Social Emotional Developmental growth for youth today. He has proposed a model of education that embraces the needs of each participant, student, family and community member. The Wildflower School model makes the individual experience of every person in the school the most important mission, makes the talents and abilities of every teacher leader and learner the most valuable asset, makes the school a safe space within and supported by the community. All of these things will help expand what

educators are now doing in pockets. Through the Wildflower Model, educators will have the support of a network to create whole spaces for whole children in a day where our children are fragmented and struggle to pull all their pieces, their whole selves, together to walk into lifelong success, self-efficacy and self-acceptance.

This mission, the Wildflower Schools Mission that is focused on equity and community, is one needed in the Bronx. The Montessori methodology and approach, making education intimate and approachable and nesting the whole experience in the community while letting the community lead the direction of the school is one that the Bronx will benefit from greatly. There is no question that community engagement for a school can be challenging, but when the school is led by the community, the community is engaged and invested in deciding how best to support the community's learners. The Wildflower models allow for this investment and engagement. It has always been a fact that diverse learners requires diverse approaches that are sensitive to, appreciative of, respectful of and centered on their whole identities and needs to ensure success. I stand in agreement with Mario here in this letter that Wildflower Schools will allow for a community model of education. I support this model which includes plans that will embrace and nurture the best in our youth, educators and families alike in a model that celebrates diversity in learning. This will allow for more stories of success for whole communities in need of an individualized approach to learning and parents in need of a more intimate support network provided by a smaller school with wraparound services that enable them to grow as parents and community members.

The number of charters may be limited, but I am grateful that the support for innovation in learning in New York has never been limited and that proposals like can be heard and considered as a part of the solution for youth in the city. Please consider approving Mr. Benabe and Wildflower school's proposal for the good of continuing to support teaching and learning for our diverse learners in the diverse ways they need.

Yours in support and service,
Ms. Shané A. Tate, M.S.Ed.

To Whom it May Concern,

My name is Barbara Crespo, and I am a Bronx borough resident. I was enrolled in public schools my entire academic career, and decided to begin my teaching trajectory in a public elementary school in District 9. As a student, teacher, and an aunt of a bright 3-year--od, I look forward to learning about schools that seek to be exponentially productive, fun, and more fulfilling than our current schools. It is for this reason that I am delighted to support Wildflower schools in the South Bronx. I strongly believe that our children will benefit from being apart of a healthy community which encourages self--dcovery, self--wareness, and self-- orth. I am struck by the Wildflower school design; in particular the decision to invite community members to visually join the children as they engage in the school setting. After learning about Wildflower schools, as a teacher, I became interested in learning more about how we can engage our future leaders to be authentic contributors in their community. The Arts, environmental learning, and mindfulness practices, are methods I myself would like to explore and employ in the near future. As a woman of color, working with thirty--on students of color, it brings comfort to know that Wildflower schools work towards supporting our children to build their own capacity to interrupt and end the injustices and systemic inequities that infect our communities. I would be delighted to introduce this school and model to my relatives, and sparkle the possibility of enrolling their children in a Wildflower school. I look forward to learning more and seeing positivity spread throughout our borough.

Sincerely,

Barbara Crespo



February 5th, 2018

To Whom It May Concern:

My name is Marlene Rivera, and I am a New York City resident in the Mott Haven section of the Bronx. I work at a Democracy Prep Endurance Middle school in Harlem, New York as part of the operations team. After hearing about what wildflowers intel, I am more than happy to say that I will support a wildflower school in the Bronx as I feel that many of our local communities will benefit from having the opportunity to be able to send their children to a smaller group setting environment that is very enhanced not only in their academics, but in the social development of our youth of tomorrow. After hearing about wildflower, as a parent myself, I became interested in learning more about the development of the school's setting and culture. I would like to see schools in neighborhoods and in my own community that not only serve as an innovation model, but whose main focus is based on the child's individual needs. We need more schools that offer a better education for our young ones.

In support of Wildflower Schools, I, as a mother of a 6-year-old, would be forever proud and relieved to send my child to this school. Wildflower Schools will provide a truly alternative educational option for families in the Bronx. One of which will focus on high standards of achievement, personal growth, problem-solving, social responsibility and global awareness. I am looking forward to seeing the development of Wildflower Schools in the Bronx!

Sincerely,

Marlene Rivera

To whom it may concern,

I am Jessica Bouret, an educator at Eagle Academy for Young Men of Harlem. In addition to being an educator, I am a mother of a young boy living and attending school in the Bronx. I am a Bronx resident, born and raised. As a child, I moved to all sections of the Bronx. I currently reside on the Grand Concourse area in community school district nine.

As a parent and teacher, several things about the Wildflower Schools draws my attention. To begin with, I appreciate the small class sizes that will be implemented. Having a small student to teacher ratio will greatly impact the learning of the student. In addition, the Wildflower Schools plan to incorporate nature and equity into the student's daily experience. Having the opportunity to have such experiences at a very young age will allow scholars to be critical thinkers and innovators. Many schools in the Bronx do not have the privilege of interacting with nature and lose the understanding of the importance of their surroundings and environment. Students in district 9 are majority most impacted by systems of oppression. Introducing ideas of equity at a young age will allow students to develop into the future leaders of change.

As a parent, I will love for my son to have the opportunity to attend a Wildflower School. At a Montessori environment, my son will be able to thrive in his individuality. In addition, he will receive the small instruction support he needs to enhance his learning.

I fully support the development of the Wildflower School. It will bring a positive impression on the district 9 neighborhood. It will influence students, families and the community in an uplifting way. I urge you to support the application of the Wildflowers Schools.

Sincerely,

Jessica Bouret

To Whom It May Concern:

My name is Shane Stephen and I am a Lead infant/toddler lead teacher at Riverside Montessori School of Manhattan. As a Bronx native from the Wakefield area, I am eager to support Mario Benabe in bringing a Wildflower School to the District 9 community.

Growing up in the Bronx, I attended a mix of private, public, and religious based schools. The Montessori pedagogy is something special that has truly changed my life, in particular, its emphasis on developmentally appropriate and child-directed learning. This is especially powerful in a community like CSD 9, where high-quality and accessible Montessori would otherwise be non-existent.

Wildflower has several principles that together build a strong and exciting environment for children and parents alike: the high level of connectedness between the teacher, parent, and child is something that I don't see in The Bronx as much as I do in schools in Manhattan. Additionally, one of the founding teacher-leaders, Mario Benabe, is one of the most passionate educators I've met. With his team full of fresh ideas and an exciting plan, I look forward to supporting his school and hope you will too.

The District 9 area is going through changes and will continue to over the years. A Wildflower school is precisely the type of change that will elevate the community and offer a place not only for children to practice skills in an exciting way, but serve its surrounding community in the many it will need to as changes take place.

Kind Regards,

Shane Stephen

Shane Stephen

R-15F - ADMISSIONS POLICY

Describe the admissions policy for the school including any at-risk designations or set- asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: www.newyorkcharters.org/applications- admissions-materials/.

Admissions Policy

Wildflower New York is deeply committed to its status as a tuition-free, open enrollment, public charter school. Our community outreach efforts have emphasized the messaging that we are open to all students in New York City who are the correct ages levels for grades we serve. Our admissions processes will adhere to all laws related to charter school admissions, Title VI of the Civil Rights Act and § 2854(2) of New York Education Law.

Application Information

Wildflower New York will participate in the New York City Charter School Center's Common Charter School Application and also collect paper applications which will be available at the school and at all of our student recruiting outreach events. We will use the *New York Charter School Uniform Application* form as required by The New York Charter Schools Act of 1998 and 8 NYCRR §119.5. We will produce the form on our letterhead with information about our mission. We will also translate the form into Spanish, the most common language other than English in the South Bronx. Applications can be submitted online, via mail, via fax, hand delivery or e-mail.

Application Timeline

Applications for the 2019-2020 school year will be available starting December 1, 2018 and will close at 5:00 pm on Monday, April 1st, 2019. Parents and guardians may only submit one application per student. Duplicate applications will be removed from consideration.

Application Preferences

All students who are residents of New York State are eligible to attend Wildflower New York. Students must be five years old by December 1st, 2019, in order to be eligible for Kindergarten.

Our enrollment preferences are as follows:

Residents of CSD 9. Preference will be given to students residing in the community school district in which Wildflower New York is located (currently planned for CSD 9). In order to qualify for this preference parents must provide proof of address by the April 1, 2019 application deadline. Proof of address includes a signed lease, mortgage, water or utility bill, paystub or other proof of payroll with a mailing address, credit card statement or other official document dated with 60 days of the application submission date. If this information isn't submitted by the deadline, the student will still be placed in the lottery process but will not be given the residential preference.

Sibling Preference. Preference will be given to siblings of existing students. Siblings are defined as having the same parent(s) and living in the same home. Parents are defined as those with primary custody (at least 50% of the time). For siblings of students who are already enrolled at Wildflower New York, they will be given a preferential number in the lottery. For siblings who are applying to open seats together, they will be given one lottery number for the household. Thus if one child's name is chosen, the sibling would also receive a seat, if an open seat is available in their grade level.

Children of Founders and School Employees. Children of Wildflower New York employees and members of the Founding Board of Trustees will receive preference in the lottery process. All employees who work at least half-time will be eligible. Enrollment preference applies to employees who have primary custody of the child(ren). The number of children admitted under this preference shall not exceed 15% of total enrollment. If applications under this preference exceed that number, preference will be given in order of seniority, as defined by number of years of service as a Wildflower New York employee or member of the Founding Board of Trustees.

Lottery Logistics

If the number of applications submitted exceeds the number of seats available, Wildflower New York will conduct a transparent and equitable lottery process that meets NYSED's regulations, *Random Selection Process for Charter School Student Applicants*, 8 NYCRR § 119.5. The lottery will be publicly noted consistent with Public Officers Law § 104. We will provide notice on the time and place of the lottery to the news media at least one week prior to the date, post notices in public locations at least 72 hours prior to the date and post a note to our website at the same time as the media announcement. The lottery will be held in a place that is open and accessible to the public and can accommodate the expected number of attendees. Families are not required to attend the preference and receive no preference for doing so.

Wildflower New York will thoroughly document the steps taken during the lottery process and make the documentation available upon request. We will also engage an external observer that will ensure that the steps outlined are followed during the lottery. During the lottery, names will be called for each of the preference categories listed above. The number of open seats and remaining number of applications will be tracked. A random number generator will be used to assign lottery numbers for each application. A different member of the Wildflower New York team will then use a random number generator to select which applications will be assigned to each open seat.

Notification and Backfill

All families who are assigned seats during the lottery process will be contacted via phone, e-mail and mail and asked to verify their intention to enroll and provided with the next steps and deadlines in the enrollment process. If families inform Wildflower New York that they have enrolled their child in another school, that seat will be immediately filled with another student from the waitlist. If families fail to meet key enrollment deadlines, they will be given one warning via phone and mail, after which their seat will be filled with another student from the waitlist. If families transfer students out during the school year, the vacant seat will be filled with a new student from the waitlist. Wildflower New York will backfill if needed to maintain a full class of students.

Waitlist

Wildflower New York will maintain a waitlist all year to ensure that we are fully enrolled and that families who want to enroll students during the year have the opportunity to attend. After the lottery is conducted in April, all applicants who were not assigned a seat will be assigned a waitlist number, using the same random number generator process. Any new applicants received after April 1, 2019 will be added to the waitlist. As new students are admitted, the numbers on the waitlist will be updated. The waitlist will be managed by the Teacher Leaders in an online database.

On September 1, 2019, the entire waitlist will be reassigned new waitlist numbers. This process allows families who have recently moved to the community a better chance of being assigned a seat, rather than having them permanently assigned to the bottom of the waitlist all year. The re-assignment of all waitlist numbers will occur again on October 1, 2019 and November 1, 2019. In between re-assignment dates, new applications will be placed at the bottom of the waitlist and open seats will be filled by students at the top of the waitlist. After November, the waitlist will remain in place until the end of the year. In December, the application process will open for the following school year.

R-16AC - FACILITY

CONTENTS

A. FACILITY NEEDS

B. FACILITY SELECTION

C. FACILITY RELATED CONFLICTS OF INTEREST

A. FACILITY NEEDS

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services, a nurse's office, and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.¹*

A. Facility Needs

Wildflower New York is committed to serving the CSD 9 /Morrisania community in the South Bronx and has explored the neighborhood to identify viable facility options that will work with the particular requirements of the Montessori micro-school model we seek to implement. That model calls for several small multi-grade shopfront classrooms situated proximate to each other but separate enough to establish a sense of autonomy. We are actively engaged in exploring facilities options in the community. We are talking with landlords and property management organizations about a range of spaces. To complete our due diligence to explore all potential facility options, we will inquire with the New York City Department of Education of Portfolio Management to see if there is an appropriate public facility where Wildflower New York could co-locate in shopfront space with the support of the community. Given the considerable time between submitting this charter application and taking occupancy of a facility, we are unlikely to identify and lock in any particular space until we receive the approval to open a school. But we will be fully prepared to do so.

Many stakeholders in the South Bronx community have encouraged Wildflower New York to look for private space. In considering private space that meets our design principles, we seek classrooms clustered within the same site, that ideally each have their own entrance onto the street. We have determined that there are numerous affordable, vacant storefront locations that fit our requirements in CSD 9, particularly in close proximity to Estella Diggs Park at the intersection of 167th Street and 3rd Avenue. Some of these building are existing structures with vacancies; others are low-income housing

¹ Wildflower New York does not intend to offer a residence program for students.

facilities currently under construction, with retail space on the ground floor. We are in contact with numerous commercial realtors regarding these buildings, obtaining availability projections and price quotes and are confident that we will have numerous options for siting the school upon approval.

We will secure 1,200 to 1,500 square feet of space for the program. That space will be broken out and partitioned in a way that allows sufficient space for classrooms and support areas, including space for the special education needs of enrolled students. Given the small scale of the program and its staffing, the need for administrative space will be limited, but we anticipate reserving an area within each classroom for administrative functions, as well as services such as food service. Our classroom spaces will not be conventional classrooms, with rows of student desks taking up most of the room; they will be open, flexible spaces that allow for configuration and reconfiguration to suit changing needs.

B. FACILITY SELECTION

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;*
- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use ("G"), and state sanitary specifications by commencement of the first year of operation;*
- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;*
- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization.*

B. Facility Selection

We have not yet locked into a particular facility. The community in which we seek to operate faces a host of economic challenges, including a high vacancy rate for street-front spaces that could serve our needs. Our numerous interactions with commercial real estate professionals and our own exploration of the neighborhood, walking its blocks and talking with residents, indicate to us that finding a viable facility will not be difficult, even with our design specifications. Those include allowing each classroom at the site to have a door leading to the street. That feature is a part of the Wildflower model of direct engagement with the environment. If, upon approval of the charter application, we decide on a facility that requires considerable renovation work in order to serve our needs and meet applicable codes, we

will quickly engage in that work through the property manager of that site. Our needs are simple, though and micro schools do not require extensive space.²

To date, we have engaged with numerous local building representatives and South Bronx Real Estate Firms, including KZA Realty, L&M Development Partners and MBX Acquisition Holdings. They have shown us properties that would meet our requirements and would house all of our multi-grade classrooms at a single site. We will remain in contact with these and other real estate organizations while the charter application is under review and will be ready to negotiate for space upon charter approval. We have included within our budgets conservative estimates of what we believe to be the cost of renting, and, if necessary, renovating appropriate space in the neighborhood.

As noted above, to complete our due diligence to explore all potential facility options, we will inquire with the New York City Department of Education's Office of Portfolio Management to see if there are any appropriate public facilities where Wildflower New York could co-locate with another school. Given the unusual format of our instructional environment (a cluster of small shopfront classrooms on street level, each with a door leading outside), it seems unlikely that the City will be able to offer suitable space within a district building. If not, we are prepared to move forward with private space, and will seek rental assistance as allowed by law. The budgets provided in the charter application account for the anticipated cost of space in a suitable private facility.

C. FACILITY RELATED CONFLICTS OF INTEREST

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

C. Facility Related Conflicts of Interest

We do not anticipate that Wildflower or any partnering organization would own or lease a facility on the School's behalf.

² Regardless of the facility we choose, we will ensure that it meets all applicable requirements of the New York City Department of Buildings for school use ("G"), and state sanitary specifications.

R-16D – FACILITIES DOCUMENTS

(d) Additional Facility Information Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

Wildflower New York has not yet identified a facility and therefore does not yet have documents responsive to this request.

R-17 – FOOD SERVICES

Describe the plans for food services the charter school will provide.

Food Services

At Wildflower New York, we cultivate each child's direct relationship with the natural world, by attending to and going out into the nature that surrounds us and by bringing abundant plant life into our schools so that children learn to care for their living environment. We maintain nutritional standards that are earth-conscious and protect natural, healthful diets for children. A school nutrition program is vital to developing healthy students who can focus on learning.

Wildflower New York will provide students with breakfast, lunch, and a snack in accordance with all federal school nutrition guidelines. We plan to participate in the Free and Reduced Price Lunch program and will follow all regulations related to tracking and reporting student eligibility and meals. Based on the demographics of our school community, we anticipate that the majority of Wildflower New York students will qualify for a Free or Reduced Price Lunch. Consequently, we anticipate utilizing the Community Provision so that Breakfast, Lunch, and Snack are offered free of charge to all Wildflower New York students, regardless of family income. We believe this option will maximize student participation in the school nutrition program and reduce any social stigma associated with participation in the Free and Reduced Price Lunch program.

As part of our commitment to partnering with families, we will also welcome families to choose to send in meals or snacks with their students. The Wildflower New York Family Handbook will have a Meals Policy that will encourage families to provide snacks that are nutritious and promote student learning. One Teacher Leader of each classroom will manage the selected school food vendor and school nutrition program and will work closely with the nurse to identify any students with allergies or nutritional restrictions.

Wildflower New York will select a meal vendor, such as Revolution Foods or Red Rabbit, to provide health food options to our students. This may require Wildflower New York becoming a Local School Food Authority to manage the process of meal counting and administration of our meal program. We will select a vendor by putting together a detailed and public request for proposal process, through which we will collect competitive bids. The Board will evaluate these bids based on financial feasibility as required per our internal controls, alignment with the goals of our nutrition program and compliance with all New York City, State, and Federal regulations.

R-18 – HEALTH SERVICES

Describe the plans for health services the charter school will provide.

Health Services

Wildflower New York will comply with all health service regulations in accordance with Education Law article 19, Public Health Law, and will provide similar health services as in district schools. We will contract with a licensed school nurse who will provide regular health services to students, including administering daily medication for students who need it, evaluation of students who are sick, maintenance of student health records, including immunization records, and conducting all required health screenings, such as vision, hearing, and scoliosis. Where possible we will also partner with community health organizations to provide additional screenings or health services to students.

Dr. Mervin Griffin at AFC Medical Center, a children’s clinic within walking distance of Wildflower New York’s potential shopfront spaces, is working on a partnership with Wildflower New York Lead Applicant and proposed Teacher Leader, Mario Benabe. Wildflower New York hopes to provide Montessori materials for AFC Medical Center’s waiting room. AFC Medical Center has expressed an interest in providing school nurse services to Wildflower New York. AFC Medical Center is a critical partner to other South Bronx community service organizations, including The Claremont Neighborhood Center.

In accordance with Education Law Article 19 Section 903, all incoming kindergarten students must have a current physical examination and provide records of such to the School within 30 days of the start of the school year. In accordance with Section 904, if such a record is not produced, the students will be referred for a health appraisal by licensed school personnel. All newly enrolled students will be required to provide appropriate documentation of the necessary immunizations (in accordance with public health law section 2164). For grades K-5, these immunizations include:

- Diphtheria, Tetanus and Pertussis vaccine (DTaP/DTP/Tdap/Td)
- Polio vaccine (IPV/OPV)
- Measles, Mumps and Rubella (MMR)
- Hepatitis B vaccine
- Varicella (Chickenpox) vaccine

Wildflower New York’s nurse will perform these appraisals. The nurse will also be responsible for maintaining all student health records. In addition, the nurse, or an outside consultant if appropriate, will also provide training to the full Wildflower New York, including use of the automated external defibrillator (AED) and how to administer CPR, per Education Law.

R-19 – TRANSPORTATION

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

Transportation Arrangements

Wildflower New York will ensure that all students receive transportation services, per §2853(4)(b) and §3635 of Education Law. Wildflower New York will coordinate with the NYCDOE Office of Pupil Transportation (OPT) to provide adequate transportation services to our general education and special education students. WNYCS will submit a Request for Service form and Certificate of Occupancy, as required by OPT. Parents will be required to notify the DOE about transportation needs for the Office of Pupil Transportation (“OPT”) to coordinate and organize its bus routes for the year by April 1. Wildflower New York will inform all families about this step as we receive applications during the recruitment period.

Wildflower New York will coordinate with OPT to ensure that the best transportation options for every parent are met. OPT determines a student’s eligibility to receive transportation services based on the student’s grade level and distance from the school using the following guidelines:

	Less than .5 miles	.5- 1 miles	1- 1.5 miles	1.5 miles or more
Kindergarten-Second Grade	Half fare	School bus or full fare	School bus or full fare	School bus or full fare
Third - Fifth Grade	Not eligible	Half fare	School bus or full fare	School bus or full fare

Supplemental Transportation Arrangements

For days when Wildflower New York is in session when the New York City public schools are not, we will seek arrangements with the New York City Department of Education to provide transportation, at cost, pursuant to §2853(4) (b) of the Education Law. We anticipate that will be approximately 12 days during the year and have budgeted the cost of a daily Metrocard for all students for those days.

Students who are ineligible for transportation under §2853(4) (b) or §3635 of the Education Law will be required to provide their own transportation. Since these are likely students in grades 3 and above who live within a half mile of the school, we anticipate that they can walk to and from school with family members or other approved caregivers.

Transportation for Special Education Students

Special education students may have different eligibility for transportation. Their Individual Education Program (IEP) will dictate their eligibility. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. If a student is not eligible for transportation, transportation will become the responsibility of the child/s parents or guardian.

Parents of special education students seeking transportation services will be required to submit a written request each year, no later than April 1st, to the CSE, as the CSE is responsible for updating student records in the Department of Education Pupil Information System. Parents can contact the Office of Pupil Transportation's Customer Service Unit to check the student's transportation status. As a result, parents will have to make transportation requests prior to being admitted to Wildflower New York.

The Teacher Leader at each site responsible for transportation will be responsible for Student Transportation, including the following duties:

- Coordinating with Office of Pupil Transportation
- Supporting Parents in meeting OPT deadlines
- Documenting how all students are transported to and from school and updating parental preferences accordingly
- Communicating with yellow bus drivers (if applicable) about route changes and timing
- Determining eligibility of students for MetroCards
- Distributing MetroCards to students
- Assigning MetroCard serial numbers to student records
- Deactivating and replacing lost or stolen cards
- Reviewing MetroCard inventory upon receipt

R20 – INSURANCE

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Insurance

Wildflower New York has spoken to Austin & Co. about structuring an insurance portfolio to protect key assets, Officers and Trustees and employees at our school. We anticipate applying for the following coverage and negotiating with our insurance provider for competitive rates. Estimated costs for insurance coverage are reflected in our budget. Wildflower New York does not intend to own or lease school vehicles, therefore, coverage is not included in the estimate below.



Insurance Indication - Year 1

(Wildflower New York Charter School is working with Austin & Co., Inc. to seek insurance coverage. The coverages below are comprehensive and typical of a charter school. Total Annual Premium is an INDICATION ONLY and is subject to carrier applications and underwriting review.)

For: Wildflower New York Charter School		Date Prepared: 06/07/18	
Coverage	Year 1		
	Limits	Premium	
Property – Choice Form Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood <i>Property Deductible:</i> <i>Earthquake/Flood Deductible:</i> <i>Wood/Hail Deductible:</i> Equipment Breakdown Business Income with Extra Expense <i>Waiting Period:</i> Automobile Hired & Non-Owned Liability Hired Physical Damage Crime Employee Dishonesty including ERISA Forgery Money & Securities: Inside the Premises Outside the Premises	150,000	\$2,500	
	Included		
	2,500		
	25,000		
	5,000		
	Included		
	750,000		
	48 Hours		
	1,000,000		
	35,000		
350,000			
275,000			
50,000			
25,000			
Excess Crime Employee Dishonesty (Retention: \$350,000) Computer Fraud (Retention: \$2,500) Funds Transfer Fraud (Retention: \$2,500) Cyber Liability Aggregate Limit	500,000	\$2,500	
	500,000		
	500,000		
	1,000,000	Included	
Directors & Officers Including Educators Legal Liability Internet Liability Workplace Violence Employment Practices Liability Third Party Liability Fiduciary Liability Defense Costs are Outside the Limits *Applies to Both Indemnity & Defense Costs	1,000,000	\$5,000	
	Included		
	100,000 Sublimit		
	1,000,000		
	Included		
	15,000		
	1,000,000		
	1,000		

For: Wildflower New York Charter School		Date Prepared: 06/07/18	
Coverage		Year 1	
		Limits	Premium
4	General Liability Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment Employee Benefits Liability <i>Student Enrollment:</i>	1,000,000 3,000,000 Included Included Included 24	\$2,000
	Umbrella Liability Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment <i>Retention:</i>	10,000,000 10,000,000 Included Included 10,000	\$2,500
	Excess Educators Legal Liability Including Directors & Officers and Employment Practices	10,000,000	\$2,000
	Excess Fiduciary Liability Annual Aggregate	3,000,000	\$150
5	Workers' Compensation & Employers' Liability Estimated Payroll Class 8888: School - Professional & Clerical Class 9101: School - All Other (Maintenance, Security, Etc...) <i>Experience Modification:</i>	1,000,000 \$800,000 50 N/A	\$4,000
	Workers' Compensation is Subject to Audit		
6	Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible:</i>	50,000 Included 0	\$400
	Type of Coverage	Full Excess	
7	Catastrophic Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible:</i>	1,000,000 Included 50,000	\$400
	Type of Coverage	Full Excess	
Total Annual Estimated Premium			\$21,450

This Premium Indication does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively extend, extend or alter the coverage afforded by the policies listed.

R21ad - FISCAL SOUNDNESS

CONTENTS

- A. BUDGET NARRATIVE
- B. FINANCIAL PLANNING
- C. FISCAL AUDIT
- D. DISSOLUTION PROCEDURES

A. BUDGET NARRATIVE

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

A. Budget Narrative

Wildflower New York has designed its budget to be fiscally sound and support the implementation of the academic program described in the proposal.

During start-up, we conservatively anticipate Wildflower New York will receive \$500,000 through the Charter Schools Program grant. Two Teacher-Leaders will start in January 2019 on an hourly basis; one will proceed through AMI certification. We have budgeted for all anticipated costs to ensure a smooth opening, including contracted services to set up the legal and financial infrastructure and the necessary building renovations insurance, technology, and staff and student recruitment materials.

In each of its first five operational years, Wildflower New York’s budget reflects very conservative assumptions. For revenue, Wildflower anticipates relying mostly on state per pupil revenue, NYC rental assistance, and in its first year the CSP grant. In order to be conservative, Wildflower has not budgeted for any Title funding. As the school grows to scale in Years 1-4, Wildflower New York will also utilize \$750,000 in grant funding that has been committed in writing from The Wildflower Schools Foundation. Once it has reached scale in Year 5 and forward, the school will only use state and federal revenue to fund its expenditures. Wildflower New York will depend on predictable and reliable revenue streams to fund its activities, and has budgeted revenue conservatively.

The anticipated expenditures reflect our proposed school design. Wildflower New York has budgeted carefully for expenses that will ensure the school’s academic achievement and organizational viability, including:

Staffing

- Teacher Leaders, teachers and Fellow paid competitively according to DOE salary schedule; plus contracted Teacher Leader in pre-opening periods
 - Teacher-leader salaries are assumed at \$85K¹
 - Special Education Teachers are assumed at \$55K
 - Wildflower fellow salaries are assumed at 45k²
- FTE and staffing positions reflect Wildflower New York’s model
- Competitive benefits

To understand the Wildflower New York staffing assumptions, it is important to understand how traditional grades align to Wildflower New York Montessori grades:

Enrollment						
Montessori Grades	GRADES	2019-20	2020-21	2021-22	2022-23	2023-24
Primary	Kindergarten	8	8	18	18	18
E1	1st Grade	10	8	8	18	18
	2nd Grade		9	8	8	17
	3rd Grade			8	8	8
E2	4th Grade				8	8
	5th Grade					8

Wildflower New York will have the following staff in each year of operation:

Staffing	2019-20	2020-21	2021-22	2022-23	2023-24
Primary Teachers	1.0	1.0	2.0	2.0	2.0
E1 Teachers	1.0	1.0	2.0	3.0	4.0
E2 Teachers	0.0	0.0	0.0	1.0	2.0
Total	2.0	2.0	4.0	6.0	8.0

Teachers - SPED	0.5	1.0	1.0	1.0	2.0
Teaching Fellows	0.0	1.0	0.0	1.0	0.0

Academic program:

- Generous curriculum, textbook, and material budgets, all aligned to the academic program of the school and reflective of vendor quotes where applicable

¹ NYC DOE teacher salary schedule: as reference:
<http://schools.nyc.gov/NR/rdonlyres/7AF6C566-C667-446A-BB24-E956EC857725/0/SalaryScheduleTeachers5117.pdf>

NYC DOE elementary principal salary schedule: as reference:
<https://www.csa-nyc.org/wp-content/uploads/2018/01/SALARY-SCHEDULE.pdf>

² <http://schools.nyc.gov/NR/rdonlyres/B6B64D76-CAC6-4FC4-96DF-8249C157B5DB/0/SalarySchedulePara5117.pdf>

- Ample funds for professional development:
 - \$300 per instructional staff member for external professional development
 - Funds for summer AMI course, AMI certification for 1 Teacher Leader, and AMI training in year 2 and 4
 - Travel for site visits for each Teacher Leader once per year and 4 Teacher Leaders to visit NYC school once per year
- Participation in NYCCSC Special Education Collaborative and external evaluators in Year 2 and 4 to ensure the academic success of the school
- Full implementation of NWEA MAP and F&P interim assessments and NYS assessment beginning in Year 3
- Funds to equip each classroom and provide full inventory of teaching supplies
- 1 computer per teacher plus small technology budget for each new student plus tech support contractor

Organizational Viability:

- Contracted legal, accounting, food service and janitorial services to support the financial health and operations of the school, while remaining lean on costs
- Full D&O and liability insurance
- Sufficient expenses for both staff and student recruitment
- Lease for storefront, utilities and funds for renovating facilities as needed

All expenses were informed by the Wildflower schools in operation in other states, and cost estimates were developed by thorough research, including examination of the budgets and spending of other independent charter schools in New York City, research into pricing of items, and quotes from specific vendors with whom Wildflower intends to purchase items from.

Wildflower New York has ensured a balanced budget each year. Wildflower New York will set aside \$25,000 in each Years 1-3 in an escrow account toward dissolution expenses. In the case of stalled or shortfalls in revenue, unanticipated expenses, or other deviations from this budget, this design will ensure the organization will have funds on hand to address the situation as needed while maintaining financially healthy.

B. FINANCIAL PLANNING

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval.*

B. Financial Planning

Teacher Leaders of each site working with the back-office financial services provider and Treasurer and Finance Committee of the Board of Trustees, will lead the financial planning

process. The annual financial planning process will begin in January of each fiscal year. The first round of the budget will be drafted between January and March of each year for the following fiscal year. All the key assumptions will be updated to reflect any increase in the school's size, emerging changes to the goals and priorities, new compliance requirements, trends in actual year-to-date numbers, and anticipated changes in revenue or costs based on annual increases. The first draft of the budget will be reviewed with the Treasurer in March. The Finance Committee will review the second draft of the budget in April. The full Board of Trustees will vote on the final budget in May or June. During each revision feedback from Board members will be incorporated, along with updates to any assumptions based on the conclusion of the strategic planning process. The final approved budget will be submitted to SUNY per the Model Charter Agreement.

Throughout the process, Wildflower New York will work with our outsourced back-office provider of financial services. Wildflower New York has had preliminary conversations with EdTEc and with Charter School Business Management about providing ongoing financial reporting, payroll, accounting, compliance, accounts payable, financial systems, and policy set-up services. By utilizing a provider that is familiar with charter schools across New York City, we will have expert input on key assumptions and benchmarks relative to the charter school sector as a whole.

Teacher Leaders of each site and the Board will ensure that the budget is not only fiscally responsible, but also that it is aligned to the school's mission and key design elements. Should the school need to make significant trade-offs within the budget, these decisions will be analyzed in light of the school's mission, school model, school performance data, and stakeholder input, if appropriate.

The budget will be monitored on a regular basis by Teacher Leaders of each site, by the outsourced back-office service provider, by the Finance Committee, and by the Board of Trustees. On a monthly basis, the service provider will close the books and provide preliminary financial statements to the Teacher Leaders of each site. After review, those financial statements will be sent to the Finance Committee for review. The Finance Committee will have access to the both the Teacher Leaders of each site and the back-office service provider to ask any questions during their monthly committee meeting. The Committee will review the financials, which will include updated cash balances and budget vs. actual results, as well as commentary on any variances, during their monthly Finance Committee meeting. The Financial Committee will then present the financials to the full Board of Trustees at the monthly meeting.

The annual budget will be updated by Teacher Leaders of each site and approved by the Board in two circumstances. The first is if the variance of actual numbers to budget is large and requires a major adjustment – for example if enrollment is lower than anticipated or the number of special education students is much higher than anticipated. In this case, proactive financial management would require major changes to the budget and it would be easier for the Board to approve the new adjusted budget and manage towards that budget over the course of the school year. The second scenario is if there is new information to inform a major change after the budget is approved. For example, if policy changes impact the amount of per pupil funding the school can expect or the school wins a large new grant, the budget would be updated to reflect the latest accurate information. The budget will only be updated for material changes that will make it easier to monitor, and not for smaller variances, which are to be

expected in the course of normal operations. All changes will be made in consultation with the back office service provider and Finance Committee. All changes will be approved by the Board of Trustees and reported to SUNY as required.

C. FISCAL AUDITS

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

C. Fiscal Audits

Wildflower New York will engage a state-approved audit firm with New York charter school experience and expertise to conduct an annual financial audit. The audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Finance Committee of the Board of Trustees will request proposals for audit and select the audit firm, which will report directly to the Board of Trustees. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute. In addition, Wildflower New York will use the selected firm for any other required reporting, including but not limited to, the CSP agreed upon procedures reporting, A-133 audit, and the filing of its annual 990 with IRS.

D. DISSOLUTION PROCEDURES

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

D. Dissolution Procedures

In case of dissolution, the Board of Trustees of Wildflower New York will have the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t). The process will include notification to parents of children enrolled at Wildflower New York. An enrollment roster will be sent to the NYCDOE, with Wildflower New York transferring student records to NYCDOE. Unrestricted assets of Wildflower New York, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE.

As required, Wildflower New York has included a line item of \$25,000 each year, in Years 1 through 3, to be set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in an escrow account, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.



**2018 New School Proposal
Budget(s) & Cash Flow(s) Template**

Wildflower New York Charter School

Contact Name: Maryanne Kiley

Contact Title: Partner

Contact Email:

Contact Phone:



First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

WILDFLOWER NEW YORK CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	8	8	18	18	18	4-6
1st Grade	Elementary School	10	8	8	18	18	5-7
2nd Grade	Elementary School		9	8	8	17	6-8
3rd Grade	Elementary School			8	8	8	7-9
4th Grade	Elementary School				8	8	8-10
5th Grade	Elementary School					8	9-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		18	25	42	60	77	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	1	1	2	2	2
1st Grade	Elementary School	1	1	1	2	2
2nd Grade	Elementary School		1	1	1	2
3rd Grade	Elementary School			1	1	1
4th Grade	Elementary School				1	1
5th Grade	Elementary School					1
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		2	3	5	7	9

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	8	8	9	9	9
1st Grade	Elementary School	10	8	8	9	9
2nd Grade	Elementary School	0	9	8	8	9
3rd Grade	Elementary School	0	0	8	8	8
4th Grade	Elementary School	0	0	0	8	8
5th Grade	Elementary School	0	0	0	0	8
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	18	25	42	60	77
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	18	25	42	60	77
Change in Net Enrollment from Prior Year (Count)	18	7	17	18	17
Change in Net Enrollment from Prior Year (Percent)	100.0%	38.9%	68.0%	42.9%	28.3%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	18	25	42	60	77
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000
ENROLLMENT (Charter School)		18	25	42	60	77
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list ->	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

WILDFLOWER NEW YORK CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	18	25	42	60	77

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE

	FTE				
Executive Management	0.4	0.4	0.8	1.2	1.6
Instructional Management	0.4	0.4	0.8	1.2	1.6
Deans, Directors & Coordinators	0.0	0.0	0.0	0.0	0.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0
Administrative Staff	0.0	0.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF	0.8	0.8	1.6	2.4	3.2

Description of Assumptions
Year 1: 1 Teacher Leader in Primary class 1, 1 TL in E1 class 1; Year 2: 1 TL in Primary class 1, 1 TLs in E1 class 1; Year 3: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, Year 4: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 1 TL in E1 class 2, 1 TL in E2 class; Year 5: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 2 TLs in E1 class 2, 2 TLs in E2 class. Teacher leaders allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular
Year 1: 1 Teacher Leader in Primary class 1, 1 TL in E1 class 1; Year 2: 1 TL in Primary class 1, 1 TLs in E1 class 1; Year 3: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, Year 4: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 1 TL in E1 class 2, 1 TL in E2 class; Year 5: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 2 TLs in E1 class 2, 2 TLs in E2 class. Teacher leaders allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular
Outsourced service provider

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	1.2	1.2	2.4	3.6	4.8
Teachers - SPED	0.5	1.0	1.0	1.0	2.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	1.0	0.0	1.0	0.0
Specialty Teachers	0.0	0.0	0.0	0.0	0.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	1.7	3.2	3.4	5.6	6.8

Year 1: 1 Teacher Leader in Primary class 1, 1 TL in E1 class 1; Year 2: 1 TL .5 Special Ed teacher in Yr1; 1 Special Ed teacher in Yr 2-4, 2 Special Ed
Yr2 is fellow who becomes TL in Yr3 for E1, Yr4 fellow becomes TL in Yr5

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

Outsourced
Outsourced

TOTAL PERSONNEL SERVICE FTE	2.5	4.0	5.0	8.0	10.0
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**WILDFLOWER NEW YORK CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**

July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	300,000	
Total Expenses	255,428	
Net Income	44,572	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	300,000	First phase of CSP grant
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	300,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	300,000	

WILDFLOWER NEW YORK CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	300,000	
Total Expenses	255,428	
Net Income	44,572	
	START-UP PERIOD	

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	5,040	2 Teacher leaders 15 hour per week contract based from January to June 30 @ \$35/hour. Allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular.
Instructional Management	-	5,040	2 Teacher leaders 15 hour per week contract based from January to June 30 @ \$35/hour. Allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular.
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	-	10,080	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	15,120	2 Teacher leaders 15 hour per week contract based from January to June 30 @ \$35/hour. Allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular.
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	15,120	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	25,200	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		1,928	
Fringe / Employee Benefits		-	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		1,928	
TOTAL PERSONNEL SERVICE COSTS	-	27,128	
CONTRACTED SERVICES			
Accounting / Audit		2,500	Establish and review of financial systems
Legal		10,000	Start-up legal guidance and support (governance, HR, finance policies, student and family handbook, etc.)
Management Company Fee		-	

WILDFLOWER NEW YORK CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

****NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	300,000	
Total Expenses	255,428	
Net Income	44,572	
	START-UP PERIOD	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	12,000	Specialized consultants (curriculum, operations)
TOTAL CONTRACTED SERVICES	24,500	

**WILDFLOWER NEW YORK CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**

July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	300,000	
Total Expenses	255,428	
Net Income	44,572	
	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	2,000	\$500 for 2x trainings per year, \$100 per month for regular meetings
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,200	\$50 per month per staff member
Technology	3,000	\$1000 per staff members for hardware & software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,800	\$100 per month June-March, \$300 per month after lottery April-July
Staff Development	27,000	E1 primary teacher needs to get AMI certified in pre-op year: cost is \$14K + \$6K for living, food, travel stipend, total \$20K; \$7000 for other PD related to school start up such as visit to other WSF schools
Staff Recruitment	2,400	Includes marketing materials, job fairs, job postings, recruitment events, etc. Estimated at \$250 per month Sept-April, \$100 per month otherwise.
Student Recruitment / Marketing	3,400	Includes marketing materials, mailers, advertising, community outreach events, etc. Ramps up to \$500 per month in peak enrollment window of Dec - Apr. Otherwise ranges from 1500-\$500 per month.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	40,800	
FACILITY OPERATION & MAINTENANCE		
Insurance	2,500	Limited liability and D&O insurance for non-operational school.
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	10,500	\$6500 for rent deposit; \$3000 attorney fee; \$1000 permitting expenses
Repairs & Maintenance	150,000	\$50K renovation for K class, \$100K renovation for E1 class
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	163,000	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	255,428	
NET INCOME	44,572	

PRE-OPENING CASH FLOW 1-YEAR		WILDFLOWER NEW YORK CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
		July 1, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	300,000	
Total Expenses	2,892	1,492	1,792	1,792	1,792	2,042	36,063	37,663	37,663	37,613	37,313	57,313	255,428	
Net Income	(2,892)	(1,492)	(1,792)	(1,792)	35,708	35,458	1,437	(163)	(163)	(113)	187	(19,813)	44,572	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	-	
Net Income	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	44,572	44,572	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions												
Executive Management	-	-	-	-	-	-	-	840	840	840	840	840	840	5,040
Instructional Management	-	-	-	-	-	-	-	840	840	840	840	840	840	5,040
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	1,680	1,680	1,680	1,680	1,680	1,680	10,080
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	2,520	2,520	2,520	2,520	2,520	2,520	15,120
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	2,520	2,520	2,520	2,520	2,520	2,520	15,120
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS														
	-	-	-	-	-	-	-	4,200	4,200	4,200	4,200	4,200	4,200	25,200
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	-	-	-	321	321	321	321	321	321	1,928
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	321	321	321	321	321	321	1,928
TOTAL PERSONNEL SERVICE COSTS														
	-	-	-	-	-	-	-	4,521	4,521	4,521	4,521	4,521	4,521	27,128
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	2,500	2,500
Legal	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	12,000
TOTAL CONTRACTED SERVICES	833	833	833	833	833	833	833	2,833	2,833	2,833	2,833	2,833	5,333	24,500

PRE-OPENING CASH FLOW 1-YEAR		WILDFLOWER NEW YORK CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
		July 1, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	300,000	
Total Expenses	2,892	1,492	1,792	1,792	1,792	2,042	36,063	37,663	37,663	37,613	37,313	57,313	255,428	
Net Income	(2,892)	(1,492)	(1,792)	(1,792)	35,708	35,458	1,437	(163)	(163)	(113)	187	(19,813)	44,572	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	-	
Net Income	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	44,572	44,572	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
SCHOOL OPERATIONS														
Board Expenses	500	100	100	100	100	100	500	100	100	100	100	100	2,000	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Telephone	50	50	50	50	50	50	150	150	150	150	150	150	1,200	
Technology	1,000	-	-	-	-	-	2,000	-	-	-	-	-	3,000	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	100	100	100	100	100	100	100	100	100	300	300	300	1,800	
Staff Development	-	-	-	-	-	-	-	4,000	4,000	4,000	4,000	11,000	27,000	
Staff Recruitment	100	100	250	250	250	250	250	250	250	250	100	100	2,400	
Student Recruitment / Marketing	100	100	250	250	250	500	500	500	500	250	100	100	3,400	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	1,850	450	750	750	750	1,000	3,500	5,100	5,100	5,050	4,750	11,750	40,800	
FACILITY OPERATION & MAINTENANCE														
Insurance	208	208	208	208	208	208	208	208	208	208	208	208	2,500	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	10,500	10,500	
Repairs & Maintenance	-	-	-	-	-	-	25,000	25,000	25,000	25,000	25,000	25,000	150,000	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	208	208	208	208	208	208	25,208	25,208	25,208	25,208	25,208	35,708	163,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	2,892	1,492	1,792	1,792	1,792	2,042	36,063	37,663	37,663	37,613	37,313	57,313	255,428	
NET INCOME	(2,892)	(1,492)	(1,792)	(1,792)	35,708	35,458	1,437	(163)	(163)	(113)	187	(19,813)	44,572	

PRE-OPENING CASH FLOW 1-YEAR	WILDFLOWER NEW YORK CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	37,500	37,500	37,500	37,500	37,500	37,500	37,500	37,500	300,000
Total Expenses	2,892	1,492	1,792	1,792	1,792	2,042	36,063	37,663	37,663	37,613	37,313	57,313	255,428
Net Income	(2,892)	(1,492)	(1,792)	(1,792)	35,708	35,458	1,437	(163)	(163)	(113)	187	(19,813)	44,572
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	-
Net Income	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	44,572	44,572
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	(2,892)	(1,492)	(1,792)	(1,792)	35,708	35,458	1,437	(163)	(163)	(113)	187	(19,813)	44,572
Beginning Cash Balance	-	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	-
ENDING CASH BALANCE	(2,892)	(4,383)	(6,175)	(7,967)	27,742	63,200	64,637	64,474	64,311	64,198	64,385	44,572	44,572

YEAR 1 BUDGET AND ASSUMPTION	WILDFLOWER NEW YORK CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	647,221	48,002	-	-	-	695,223	
Total Expenses	511,593	46,392	-	-	133,661	691,647	
Net Income	135,627	1,610	-	-	(133,661)	3,576	
Budgeted Student Enrollment	18	-				18	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Text Book	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	87,500	-	-	-	-	87,500	
TOTAL REVENUE	647,221	48,002	-	-	-	695,223	

YEAR 1 BUDGET AND ASSUMPTION	WILDFLOWER NEW YORK CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	647,221	48,002	-	-	-	695,223	
Total Expenses	511,593	46,392	-	-	133,661	691,647	
Net Income	135,627	1,610	-	-	(133,661)	3,576	
Budgeted Student Enrollment	18	-				18	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Payroll Services	-	-	-	-	800	800	Paychex as Processor; \$500 in reporting fees; \$5 per employee per pay period (24)
Special Ed Services	-	3,960	-	-	-	3,960	\$1000 per SPED Student, Assume 22% SPED
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	4,000	-	-	24,000	28,000	\$4K NYCCSC SPED Collaborative; \$2K/month tech support
TOTAL CONTRACTED SERVICES	38,830	7,960	-	-	51,800	98,590	

YEAR 1 BUDGET AND ASSUMPTION	WILDFLOWER NEW YORK CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	647,221	48,002	-	-	-	695,223	
Total Expenses	511,593	46,392	-	-	133,661	691,647	
Net Income	135,627	1,610	-	-	(133,661)	3,576	
Budgeted Student Enrollment	18	-				18	
	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,600	1,600	\$500 for one retreat, \$100 per month otherwise
Classroom / Teaching Supplies & Materials	4,500	-	-	-	-	4,500	\$250 per student
Special Ed Supplies & Materials	-	880	-	-	-	880	\$250 per SPED student
Textbooks / Workbooks	2,700	-	-	-	-	2,700	\$150 per student
	4,236	-	-	-	-	4,236	\$79.80 in NYSTL, NYSLIB, and NYSSL spending per student; \$100/student materials; \$1000 in PE supplies
Supplies & Materials other							
Equipment / Furniture	30,000	-	-	-	-	30,000	\$15K per new classroom
Telephone	3,000	-	-	-	4,800	7,800	\$100 per FTE per month + \$400 per month for office phone + schoolwide Internet
Technology	5,400	-	-	-	4,000	9,400	\$300 per new student, \$1000 per new staff member
Student Testing & Assessment	10,000	-	-	-	-	10,000	MAP / NWEA + F&P
Field Trips	540	-	-	-	-	540	\$30 per student
Transportation (student)	1,296	-	-	-	-	1,296	Metrocard for 12 days at \$6/day per student
Student Services - other							
Office Expense	-	-	-	-	12,000	12,000	\$1000 per month for supplies + copier lease
	7,750	-	-	-	-	7,750	\$7000 summer 2 of AMI course. \$300 per staff member.
Staff Development							
Staff Recruitment	2,000	-	-	-	-	2,000	\$500 per staff member
Student Recruitment / Marketing	3,600	-	-	-	-	3,600	\$200 per new student
School Meals / Lunch							
Travel (Staff)	9,000	-	-	-	-	9,000	Site visit for each teacher leader once a year and 4 teacher leaders site visit to NYC once per year
Fundraising	-	-	-	-	-	-	
Other	5,000	-	-	-	-	5,000	contingency
TOTAL SCHOOL OPERATIONS	89,022	880	-	-	22,400	112,302	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	21,500	21,500	D&O and Liability Insurance
Janitorial	20,000	-	-	-	-	20,000	Contracted Services: \$10,000 per site
Building and Land Rent / Lease / Facility Finance Interest	156,000	-	-	-	-	156,000	Lease: \$6500/month per site
Repairs & Maintenance	10,000	-	-	-	-	10,000	contingency
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	7,200	-	-	-	-	7,200	\$300 per month per site
TOTAL FACILITY OPERATION & MAINTENANCE	193,200	-	-	-	21,500	214,700	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	25,000	Year 1 contribution to Contingency Fund
TOTAL EXPENSES	511,593	46,392	-	-	133,661	691,647	
NET INCOME	135,627	1,610	-	-	(133,661)	3,576	

YEAR 1 BUDGET AND ASSUMPTION	WILDFLOWER NEW YORK CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	647,221	48,002	-	-	-	695,223	
Total Expenses	511,593	46,392	-	-	133,661	691,647	
Net Income	135,627	1,610	-	-	(133,661)	3,576	
Budgeted Student Enrollment	18	-				18	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	18					18	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	18					18	
REVENUE PER PUPIL	35,957					38,623	
EXPENSES PER PUPIL	28,422					38,425	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	WILDFLOWER NEW YORK CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	205,335	119	67,835	50,119	67,835	119	117,835	119	67,835	50,119	67,835	119	695,223
Total Expenses	134,761	44,554	47,855	50,878	50,878	49,078	50,878	49,078	50,878	65,878	49,078	47,855	691,647
Net Income	70,574	(44,435)	19,979	(758)	16,957	(48,958)	66,957	(48,958)	16,957	(15,758)	18,757	(47,736)	3,576
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	0	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	0
Ending Cash Balance	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	3,576	3,576
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."													
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	Basic Tuition (2018-19)												
PRIMARY School District: NYC CHANCELLOR'S OFFICE	15,307												
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	15,307												
TOTAL Per Pupil Revenue (Weighted Avg.)	15,307												
Special Education Revenue	8,000.39	-	8,000.39	-	8,000.39	-	8,000.39	-	8,000.39	-	8,000.39	-	48,002
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	13,794	-	13,794	-	13,794	-	13,794	-	13,794	-	13,794	-	82,764
Other	119.22	119.22	119.22	119.22	119.22	119.22	119.22	119.22	119.22	119.22	119.22	119.22	1,431
TOTAL REVENUE FROM STATE SOURCES	67,835	119	67,835	119	67,835	119	67,835	119	67,835	119	67,835	119	407,723
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	50,000	-	-	50,000	-	-	50,000	-	-	50,000	-	-	200,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	50,000	-	-	50,000	-	-	50,000	-	-	50,000	-	-	200,000
LOCAL and OTHER REVENUE													
Contributions and Donations	87,500	-	-	-	-	-	-	-	-	-	-	-	87,500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	87,500	-	-	-	-	-	-	-	-	-	-	-	87,500
TOTAL REVENUE	205,335	119	67,835	50,119	67,835	119	117,835	119	67,835	50,119	67,835	119	695,223

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	WILDFLOWER NEW YORK CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	205,335	119	67,835	50,119	67,835	119	117,835	119	67,835	50,119	67,835	119	695,223
Total Expenses	134,761	44,554	47,855	50,878	50,878	49,078	50,878	49,078	50,878	65,878	49,078	47,855	691,647
Net Income	70,574	(44,435)	19,979	(758)	16,957	(48,958)	66,957	(48,958)	16,957	(15,758)	18,757	(47,736)	3,576
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	0	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	0
Ending Cash Balance	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	3,576	3,576

EXPENSES		No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	0.40		2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	34,000
Instructional Management	0.40		2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	2,833.33	34,000
Deans, Directors & Coordinators	-		-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	0.80		5,667	68,000											
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	1.20		8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	102,000
Teachers - SPED	0.50		2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	27,500
Substitute Teachers	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	1.70		10,792	129,500											
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-		-												
SUBTOTAL PERSONNEL SERVICE COSTS	2.50		16,458	197,500											
PAYROLL TAXES AND BENEFITS															
Payroll Taxes			1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	1,259.06	15,109
Fringe / Employee Benefits			1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	1,876.71	22,521
Retirement / Pension			494	494	494	494	494	494	494	494	494	494	494	494	5,925
TOTAL PAYROLL TAXES AND BENEFITS			3,630	43,554											
TOTAL PERSONNEL SERVICE COSTS	2.50		20,088	241,054											
CONTRACTED SERVICES															
Accounting / Audit			-	-	-	-	-	-	-	-	-	15,000	-	-	15,000
Legal			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Management Company Fee			-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services			-	-	1,222	2,444	2,444	2,444	2,444	2,444	2,444	2,444	2,444	1,222	22,000
Food Service / School Lunch			-	-	1,683.00	1,683.00	1,683.00	1,683.00	1,683.00	1,683.00	1,683.00	1,683.00	1,683.00	1,683.00	16,830
Payroll Services			66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	66.67	800
Special Ed Services			-	-	396	396	396	396	396	396	396	396	396	396	3,960
Titlement Services (i.e. Title I)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting			6,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	28,000
TOTAL CONTRACTED SERVICES			7,067	3,067	6,368	7,590	7,590	7,590	7,590	7,590	7,590	22,590	7,590	6,368	98,590

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	WILDFLOWER NEW YORK CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	205,335	119	67,835	50,119	67,835	119	117,835	119	67,835	50,119	67,835	119	695,223
Total Revenue	205,335	119	67,835	50,119	67,835	119	117,835	119	67,835	50,119	67,835	119	695,223
Total Expenses	134,761	44,554	47,855	50,878	50,878	49,078	50,878	49,078	50,878	65,878	49,078	47,855	691,647
Net Income	70,574	(44,435)	19,979	(758)	16,957	(48,958)	66,957	(48,958)	16,957	(15,758)	18,757	(47,736)	3,576
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	0	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	0
Ending Cash Balance	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	3,576	3,576
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	1,600
Classroom / Teaching Supplies & Materials	4,500	-	-	-	-	-	-	-	-	-	-	-	4,500
Special Ed Supplies & Materials	880	-	-	-	-	-	-	-	-	-	-	-	880
Textbooks / Workbooks	2,700	-	-	-	-	-	-	-	-	-	-	-	2,700
Supplies & Materials other	4,236	-	-	-	-	-	-	-	-	-	-	-	4,236
Equipment / Furniture	30,000	-	-	-	-	-	-	-	-	-	-	-	30,000
Telephone	7,800	-	-	-	-	-	-	-	-	-	-	-	7,800
Technology	783.33	783.33	783.33	783.33	783.33	783.33	783.33	783.33	783.33	783.33	783.33	783.33	9,400
Student Testing & Assessment	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Field Trips	540	-	-	-	-	-	-	-	-	-	-	-	540
Transportation (student)	108	108	108	108	108	108	108	108	108	108	108	108	1,296
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Staff Development	7,750	-	-	-	-	-	-	-	-	-	-	-	7,750
Staff Recruitment	2,000	-	-	-	-	-	-	-	-	-	-	-	2,000
Student Recruitment / Marketing	3,600	-	-	-	-	-	-	-	-	-	-	-	3,600
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,800	1,800	-	1,800	-	1,800	1,800	-	-	9,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
TOTAL SCHOOL OPERATIONS	81,031	2,025	2,025	3,825	3,825	2,025	3,825	2,025	3,825	3,825	2,025	2,025	112,302
FACILITY OPERATION & MAINTENANCE													
Insurance	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	1,791.67	21,500
Janitorial	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	20,000
Building and Land Rent / Lease / Facility Finance Interest	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	156,000
Repairs & Maintenance	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	10,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	7,200	-	-	-	-	-	-	-	-	-	-	-	7,200
TOTAL FACILITY OPERATION & MAINTENANCE	24,492	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	17,292	214,700
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000
TOTAL EXPENSES	134,761	44,554	47,855	50,878	50,878	49,078	50,878	49,078	50,878	65,878	49,078	47,855	691,647
NET INCOME	70,574	(44,435)	19,979	(758)	16,957	(48,958)	66,957	(48,958)	16,957	(15,758)	18,757	(47,736)	3,576
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
NET INCOME	70,574	(44,435)	19,979	(758)	16,957	(48,958)	66,957	(48,958)	16,957	(15,758)	18,757	(47,736)	3,576
Beginning Cash Balance	0	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	0
ENDING CASH BALANCE	70,574	26,139	46,118	45,360	62,317	13,358	80,315	31,357	48,314	32,556	51,313	3,576	3,576

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		WILDFLOWER NEW YORK CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		695,223	822,916	1,120,998	1,692,498	1,803,080	
Total Expenses		691,647	814,194	1,054,707	1,621,564	1,743,388	
Net Income (Before Cash Flow Adjustments)		3,576	8,721	66,291	70,933	59,693	
Budgeted Student Enrollment		18	25	42	60	77	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
		Per Pupil Revenue Percentage Increase					
		0.0%	5.0%	0.0%	0.0%	0.0%	Assume 5% increase in Year 2 and then flat
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2018-19)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	15,307	275,526	401,809	675,039	964,341	1,237,571	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 15,307	275,526	401,809	675,039	964,341	1,237,571	
Special Education Revenue		48,002	66,670	112,005	160,008	205,343	Assumes 22% SPED Population; of that 22%, 50% below 20% classification, 30% in the 20-59% Classification at \$10,390 rate, and 20% greater than 60% at \$19,049 rate;
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		82,764	114,950	193,116	275,880	354,046	\$4598 per student for facility add-on; 30% of Per Pupil amount of \$15,327
Other		1,431	1,987	3,338	4,769	6,120	NYSTL(\$58.25); NYSSL (\$14.98); NYSLIB (\$6.25) per student; \$750,000 from Wildflower Foundation over four years
TOTAL REVENUE FROM STATE SOURCES		407,723	585,416	983,498	1,404,998	1,803,080	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		-	-	-	-	-	
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		200,000	-	-	-	-	
LOCAL and OTHER REVENUE							
Contributions and Donations		87,500	237,500	137,500	287,500	-	\$750,000 for first four years committed from Wildflower foundation
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		87,500	237,500	137,500	287,500	-	
TOTAL REVENUE		695,223	822,916	1,120,998	1,692,498	1,803,080	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		WILDFLOWER NEW YORK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		695,223	822,916	1,120,998	1,692,498	1,803,080	
Total Expenses		691,647	814,194	1,054,707	1,621,564	1,743,388	
Net Income (Before Cash Flow Adjustments)		3,576	8,721	66,291	70,933	59,693	
Budgeted Student Enrollment		18	25	42	60	77	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management		0.40	34,000	35,020	70,071	106,173	143,358
Instructional Management		0.40	34,000	35,020	70,071	106,173	143,358
Deans, Directors & Coordinators		-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	Outsourced
Administrative Staff		-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF		0.80	68,000	70,040	140,141	212,345	286,716
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		1.20	102,000	105,060	210,212	318,518	430,074
Teachers - SPED		0.50	27,500	55,825	57,500	59,225	116,001
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants		-	-	45,000	-	45,000	-
Specialty Teachers		-	-	-	-	-	-
Aides		-	-	-	-	-	-
Therapists & Counselors		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL INSTRUCTIONAL		1.70	129,500	205,885	267,712	422,743	546,075
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	-
Librarian		-	-	-	-	-	-
Custodian		-	-	-	-	-	Outsourced
Security		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		2.50	197,500	275,925	407,853	635,088	832,791

Year 1: 1 Teacher Leader in Primary class 1, 1 TL in E1 class 1; Year 2: 1 TL in Primary class 1, 1 TLs in E1 class 1; Year 3: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, Year 4: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 1 TL in E1 class 2, 1 TL in E2 class; Year 5: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 2 TLs in E1 class 2, 2 TLs in E2 class. Teacher leaders allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular

Year 1: 1 Teacher Leader in Primary class 1, 1 TL in E1 class 1; Year 2: 1 TL in Primary class 1, 1 TLs in E1 class 1; Year 3: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, Year 4: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 1 TL in E1 class 2, 1 TL in E2 class; Year 5: 1 TL in Primary class 1, 1 TL in Primary class 2, 2 TLs in E1 class 1, 2 TLs in E1 class 2, 2 TLs in E2 class. Teacher leaders allocated as .2 FTE Executive Management, .2 FTE Instructional Management, .6 FTE Teachers - Regular

.5 Teacher in Yr 1; 1 Teacher in Yr 2-4, 2 Teachers in Yr 5

Yr2 is fellow who becomes TL in Yr3 for E1, Yr4 fellow becomes TL in Yr5 for E2

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	WILDFLOWER NEW YORK CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	695,223	822,916	1,120,998	1,692,498	1,803,080	
Total Expenses	691,647	814,194	1,054,707	1,621,564	1,743,388	
Net Income (Before Cash Flow Adjustments)	3,576	8,721	66,291	70,933	59,693	
Budgeted Student Enrollment	18	25	42	60	77	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	15,109	21,108	31,201	48,584	63,709	6.2% SSI; 1.45% Medicare
Fringe / Employee Benefits	22,521	30,153	38,321	61,139	76,813	\$6,500 per FTE in medical, dental, and vision coverage; 1% of salaries towards Workers Comp; 1st \$8500 per employee at 4.1% for state unemployment
Retirement / Pension	5,925	8,278	12,236	19,053	24,984	3% 401K employer match
TOTAL PAYROLL TAXES AND BENEFITS	43,554	59,539	81,757	128,776	165,505	
TOTAL PERSONNEL SERVICE COSTS	2.50					
TOTAL PERSONNEL SERVICE COSTS	241,054	335,464	489,610	763,864	998,296	
CONTRACTED SERVICES						
Accounting / Audit	15,000	15,750	16,538	17,364	18,233	Assume 5% increase per year
Legal	12,000	12,600	13,230	13,892	14,586	Assume 5% increase per year
Management Company Fee	-	-	-	-	72,123	4% of total revenue starting in Year 5
Nurse Services	22,000	23,100	24,255	25,468	26,741	Assume 5% increase per year
Food Service / School Lunch	16,830	24,625	41,370	59,100	75,845	\$5 per student per day
Payroll Services	800	980	1,100	1,460	1,700	Paychex as Processor; \$500 in reporting fees; \$5 per employee per pay period (24)
Special Ed Services	3,960	5,500	9,240	13,200	16,940	\$1000 per SPED Student, Assume 22% SPED
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	28,000	49,400	66,870	62,340	33,810	\$4K NYCCSC SPED Collaborative; \$2K/month tech support. Includes 2 teacher leaders in year 3 on contracted basis @\$50/hr per hour for 15 hours per week from January-June and \$20K for external evaluators in YR2; \$30K external evaluator YR4. Assumes 5% increase per year
TOTAL CONTRACTED SERVICES	98,590	131,955	172,603	192,824	259,978	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	WILDFLOWER NEW YORK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	695,223	822,916	1,120,998	1,692,498	1,803,080	
Total Expenses	691,647	814,194	1,054,707	1,621,564	1,743,388	
Net Income (Before Cash Flow Adjustments)	3,576	8,721	66,291	70,933	59,693	
Budgeted Student Enrollment	18	25	42	60	77	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	1,600	1,680	1,764	1,852	1,945	Y1: \$500 for 1 retreat, \$100 / month, 5% increase per year
Classroom / Teaching Supplies & Materials	4,500	6,250	10,500	15,000	19,250	\$250 per student
Special Ed Supplies & Materials	880	1,375	2,310	3,300	4,235	\$250 per SPED student
Textbooks / Workbooks	2,700	3,750	6,300	9,000	11,550	\$150 per student
Supplies & Materials other	4,236	5,495	5,495	5,495	5,495	\$79.80 in NYSTL, NYSLIB, and NYSSL spending per student; \$100/student materials; \$1000 in enrichment supplies
Equipment / Furniture	30,000	15,000	15,000	15,000	30,000	\$15,000 per new classroom
Telephone	7,800	9,600	10,800	14,400	16,800	\$100 per FTE per month + \$400 per month for office phone + schoolwide Internet
Technology	9,400	3,600	6,100	8,400	7,100	\$300 per new student, \$1000 per new staff member
Student Testing & Assessment	10,000	10,500	11,025	11,576	12,155	NWEA MAP +F&P, Y3: NYS Testing
Field Trips	540	750	1,260	1,800	2,310	\$30 per student
Transportation (student)	1,296	1,800	3,024	4,320	5,544	Metrocard for 12 days at \$6/day per student
Student Services - other	-	-	-	-	-	
Office Expense	12,000	12,600	13,230	13,892	14,586	\$1000 per month for supplies + copier lease, 5% increase per year
Staff Development	7,750	15,200	1,500	16,400	3,000	\$300 per staff member plus external PD in year 2 and year 4 (AMI/AMS training).
Staff Recruitment	2,000	2,000	2,500	4,000	5,000	\$500 per staff member
Student Recruitment / Marketing	3,600	1,400	3,400	3,600	3,400	\$200 per new student
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	9,000	9,000	12,000	15,000	18,000	Includes site visit for each teacher leader once a year and 4 teacher leaders site visit to NYC once per year
Fundraising	-	-	-	-	-	
Other	5,000	5,000	5,000	5,000	5,000	contingency
TOTAL SCHOOL OPERATIONS	112,302	105,000	111,208	148,035	165,370	
FACILITY OPERATION & MAINTENANCE						
Insurance	21,500	22,575	23,704	24,889	26,133	D&O and Liability Insurance, 5% increase per year
Janitorial	20,000	21,000	22,050	33,153	34,810	Contracted Services: \$10,000 per site, 5% increase per year
Building and Land Rent / Lease / Facility Finance Interest	156,000	156,000	160,000	238,000	238,000	\$6500 per month per site. For year 3- \$1000 permitting expenses and \$3000 real estate attorney fee
Repairs & Maintenance	10,000	10,000	43,333	210,000	10,000	contingency + \$33K for renovation in Year 3 and \$200K for renovation in Year 4
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	7,200	7,200	7,200	10,800	10,800	\$300 per month per site
TOTAL FACILITY OPERATION & MAINTENANCE	214,700	216,775	256,287	516,841	319,744	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	Contribution to contingency fund
TOTAL EXPENSES	691,647	814,194	1,054,707	1,621,564	1,743,388	
NET INCOME	3,576	8,721	66,291	70,933	59,693	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	WILDFLOWER NEW YORK CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	695,223	822,916	1,120,998	1,692,498	1,803,080	
Total Expenses	691,647	814,194	1,054,707	1,621,564	1,743,388	
Net Income (Before Cash Flow Adjustments)	3,576	8,721	66,291	70,933	59,693	
Budgeted Student Enrollment	18	25	42	60	77	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	18	25	42	60	77	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	18	25	42	60	77	
REVENUE PER PUPIL	38,623	32,917	26,690	28,208	23,417	
EXPENSES PER PUPIL	38,425	32,568	25,112	27,026	22,641	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	0	-	-	-	-	
NET INCOME	3,576	8,721	66,291	70,933	59,693	
Beginning Cash Balance	0	3,576	12,298	78,589	149,522	
ENDING CASH BALANCE	3,576	12,298	78,589	149,522	209,215	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	18	15,307	275,526	132,197	407,723	24,300,000,000	0.002%
Year 2 (2020-21)	25	16,072	401,809	183,607	585,416	24,300,000,000	0.002%
Year 3 (2021-22)	42	16,072	675,039	308,460	983,498	24,300,000,000	0.004%
Year 4 (2022-23)	60	16,072	964,341	440,657	1,404,998	24,300,000,000	0.006%
Year 5 (2023-24)	77	16,072	1,237,571	565,509	1,803,080	24,300,000,000	0.007%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			(Enter Source on Tab 2, "Enrollment Chart")				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							



June 22nd, 2018

From: Matthew Kramer
The Wildflower Foundation
1010 W Lake Street, Ste 100
Minneapolis, MN 55408

To: Susan Miller Carello
Executive Director
SUNY Charter Schools Institute 41 State Street
Albany, NY 12207

Re: Commitment of Funds to Wildflower New York Charter School

Dear Ms. Miller Carello:

We are pleased to inform you that the Wildflower Schools Foundation will make available up to \$750,000 of funds to Wildflower New York upon charter authorization. These will be available to the school over the course of the first four years of operation, in alignment with the financial needs laid out in the budget submission for the Wildflower New York charter application. These funds will be characterized as a \$750,000 grant.

Thank you,

A handwritten signature in black ink that reads "Matthew Kramer". The signature is written in a cursive style with a large, flowing "M" and "K".

Matthew Kramer

Short Form Return of Organization Exempt From Income Tax

OMB No 1545-1150

2015

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990-EZ and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Open to Public
Inspection

A For the 2016 calendar year, or tax year beginning **JUL 1, 2015** and ending **JUN 30, 2016**

B Check if applicable:
 Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C Name of organization
ASTER MONTESSORI SCHOOL, INC.

D Employer identification number
47-1417900

Number and street (or P.O. box, if mail is not delivered to street address) Room/suite
 Telephone number

City or town, state or province, country, and ZIP or foreign postal code
CAMBRIDGE, MA 02141

F Group Exemption Number ▶

G Accounting Method: Cash Accrual Other (specify) ▶

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

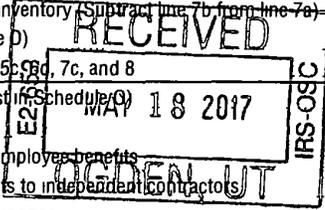
I Website: ▶ **WWW.ASTERMONTESSORI.ORG**

J Tax-exempt status (check only one) — 501(c)(3) 501(c) () ◀ (insert no.) 4947(a)(1) or 527

K Form of organization: Corporation Trust Association Other

L Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ **86,394.**

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)		Total
Check if the organization used Schedule O to respond to any question in this Part I <input checked="" type="checkbox"/>		
Revenue	1 Contributions, gifts, grants, and similar amounts received	1
	2 Program service revenue including government fees and contracts	2 86,394.
	3 Membership dues and assessments	3
	4 Investment income	4
	5a Gross amount from sale of assets other than inventory	5a
	b Less: cost or other basis and sales expenses	5b
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c
	6 Gaming and fundraising events	
	a Gross income from gaming (attach Schedule G if greater than \$15,000)	6a
b Gross income from fundraising events (not including \$ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b	
c Less: direct expenses from gaming and fundraising events	6c	
d Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d	
7a Gross sales of inventory, less returns and allowances	7a	
b Less: cost of goods sold	7b	
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c	
8 Other revenue (describe in Schedule D)	8	
9 Total revenue. Add lines 1, 2, 3, 4, 5, 6d, 7c, and 8	9 86,394.	
Expenses	10 Grants and similar amounts paid (list in Schedule O)	10
	11 Benefits paid to or for members	11
	12 Salaries, other compensation, and employee benefits	12 102,089.
	13 Professional fees and other payments to independent contractors	13 13,073.
	14 Occupancy, rent, utilities, and maintenance	14 69,086.
	15 Printing, publications, postage, and shipping	15
	16 Other expenses (describe in Schedule O) SEE SCHEDULE O	16 37,047.
	17 Total expenses. Add lines 10 through 16	17 221,295.
18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18 <134,901.>	
Net Assets	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19 1,078.
	20 Other changes in net assets or fund balances (explain in Schedule O)	20 0.
	21 Net assets or fund balances at end of year. Combine lines 18 through 20	21 <133,823.>



SCANNED JUN 09 2017

23 917

Part V Other Information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Sch. O to respond to any question in this Part V **X**

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		X
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		X
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		X
35b	If "Yes" to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O	N/A	
35c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		X
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions	37a	0.
37b	Did the organization file Form 1120-POL for this year?		X
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		X
38b	If "Yes," complete Schedule L, Part II and enter the total amount involved	38b	N/A
39	Section 501(c)(7) organizations. Enter:		
39a	Initiation fees and capital contributions included on line 9	39a	N/A
39b	Gross receipts, included on line 9, for public use of club facilities	39b	N/A
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 0. ; section 4912 0. ; section 4955 0.		
40b	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
40c	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958		0.
40d	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax on line 40c reimbursed by the organization		0.
40e	All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T		X
41	List the states with which a copy of this return is filed MA		
42a	The organization's books are in care of KANAN PATEL Telephone no. 857-285-6916 Located at 883 CAMBRIDGE STREET, CAMBRIDGE, MA ZIP + 4 02141		
42b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country: _____ See the instructions for exceptions and filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).	42b	X
42c	At any time during the calendar year, did the organization maintain an office outside the United States? If "Yes," enter the name of the foreign country: _____	42c	X
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here and enter the amount of tax-exempt interest received or accrued during the tax year 43		N/A
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44a	X
44b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44b	X
44c	Did the organization receive any payments for indoor tanning services during the year?	44c	X
44d	If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	44d	
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	45a	X
45b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)	45b	

46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I

Table with Yes/No columns for question 46. No is checked (X).

Part VI Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51. Check if the organization used Schedule O to respond to any question in this Part VI

47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Sch. C, Part II
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E
49a Did the organization make any transfers to an exempt non-charitable related organization?
49b If "Yes," was the related organization a section 527 organization?

Table with Yes/No columns for questions 47, 48, 49a, and 49b. 48, 49a, and 49b are checked (X).

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees, and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

Table with 5 columns: (a) Name and title of each employee, (b) Average hours per week devoted to position, (c) Reportable compensation, (d) Health benefits, (e) Estimated amount of other compensation. All cells contain 'NONE'.

f Total number of other employees paid over \$100,000

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

Table with 3 columns: (a) Name and business address of each independent contractor, (b) Type of service, (c) Compensation. All cells contain 'NONE'.

d Total number of other independent contractors each receiving over \$100,000

52 Did the organization complete Schedule A? Note: All section 501(c)(3) organizations must attach a completed Schedule A

Yes (checked) No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here: Signature of officer (Kanan Patel), Date (5/11/17), Name and Title (KANAN PATEL, TREASURER AND CO-HEAD OF SCHOOL)

Paid Preparer Use Only: Print/Type preparer's name (YEUGENIYA GORLOVSKY-SCHEPP), Preparer's signature (YEUGENIYA GORLOVSKY-SCHEPP), Date (05/08/17), Check self-employed, PTIN (P01485484), Firm's name (ALEXANDER, ARONSON, FINNING & CO., P.C.), Firm's address (WESTBOROUGH, MA 01581), Firm's EIN (04-2571780), Phone no. (508-508-5100)

May the IRS discuss this return with the preparer shown above? See instructions

Yes (checked) No

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14		%
15 Public support percentage from 2015 Schedule A, Part II, line 14	15		%

16a 33 1/3% support test - 2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support test - 2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization

17a 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization

b 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
13 Total support. (Add lines 9, 10c, 11, and 12)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit came out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI) See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	
Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions)		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required- explain in Part VI). See instructions			
3 Excess distributions carryover, if any, to 2016.			
a			
b			
c From 2013			
d From 2014			
e From 2015			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2016 from Section D, line 7. \$			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any Subtract lines 3g and 4a from line 2 For result greater than zero, explain in Part VI. See instructions			
6 Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1 For result greater than zero, explain in Part VI See instructions			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7:			
a			
b Excess from 2013			
c Excess from 2014			
d Excess from 2015			
e Excess from 2016			

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10, Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2, Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1, Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6 Also complete this part for any additional information (See instructions)

PART IV

THE ASTER MONTESSORI SCHOOL WAS INCORPORATED IN MASSACHUSETTS ON JULY 8, 2014. AS A SCHOOL, THE ASTER MONTESSORI SCHOOL IS NOT REQUIRED TO COMPLETE PARTS II AND III OF SCHEDULE A.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2016

Open to Public Inspection

Name of the organization

ASTER MONTESSORI SCHOOL, INC.

Employer identification number

47-1417900

Part I

- 1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II.

NON DISCRIMINATION STATEMENT IS PRINTED IN THE CAMBRIDGE CHRONICLE.

- 4 Does the organization maintain the following?
- a Records indicating the racial composition of the student body, faculty, and administrative staff?
- b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.

- 5 Does the organization discriminate by race in any way with respect to:
- a Students' rights or privileges?
- b Admissions policies?
- c Employment of faculty or administrative staff?
- d Scholarships or other financial assistance?
- e Educational policies?
- f Use of facilities?
- g Athletic programs?
- h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a Does the organization receive any financial aid or assistance from a governmental agency?
- b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" on either line 6a or line 6b, explain on Part II.

- 7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II.

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b	X	
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a		X
6b		X
7	X	

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2016

Open to Public
Inspection

Name of the organization

ASTER MONTESSORI SCHOOL, INC.

Employer identification number
47-1417900

FORM 990-EZ, PART I, LINE 16, OTHER EXPENSES:

DESCRIPTION OF OTHER EXPENSES:	AMOUNT:
OFFICE SUPPLIES AND OTHER ADMIN EXPENSES	9,778.
INSURANCE	2,082.
PAYROLL TAXES	8,641.
DEPRECIATION EXPENSE	4,092.
PROGRAM SUPPLIES	11,176.
TRAVEL	902.
PROFESSIONAL DEVELOPMENT EXPENSE	100.
INTEREST EXPENSE	47.
DUES & SUBSCRIPTIONS	229.
TOTAL TO FORM 990-EZ, LINE 16	37,047.

FORM 990-EZ, PART II, LINE 24, OTHER ASSETS:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID INSURANCE	605.	0.
PREPAID RENT	3,086.	3,086.
SECURITY DEPOSIT	3,083.	3,083.
ACCOUNTS RECEIVABLE	3,000.	0.
TOTAL TO FORM 990-EZ, LINE 24	9,774.	6,169.

FORM 990-EZ, PART II, LINE 26, OTHER LIABILITIES:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
ACCOUNTS PAYABLE	2,900.	14,822.
NOTE PAYABLE	30,000.	151,395.
DEFERRED REVENUE	8,053.	10,250.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2016)

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public
Inspection

Name of the organization

ASTER MONTESSORI SCHOOL, INC.

Employer identification number

47-1417900

ACCRUED PAYROLL	0.	1,359.
TOTAL TO FORM 990-EZ, LINE 26	40,953.	177,826.

FORM 990-EZ, PART III, PRIMARY EXEMPT PURPOSE - ASTER MONTESSORI SCHOOL IS AN AUTHENTIC MONTESSORI LAB SCHOOL SERVING CHILDREN AGES 2.9-6 YEARS, AND THEIR FAMILIES.

FORM 990-EZ, PART V, INFORMATION REGARDING PERSONAL BENEFIT CONTRACTS: THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY, OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT. THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY, OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT.

Form 990-EZ

Short Form Return of Organization Exempt From Income Tax

OMB No 1545-1150

2015

Open to Public Inspection

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public. Information about Form 990-EZ and its instructions is at www.irs.gov/form990.

Department of the Treasury Internal Revenue Service

A For the 2015 calendar year, or tax year beginning 09-01-2015, and ending 08-31-2016

B Check if applicable

- Address change
Name change
Initial return
Final return/terminated
Amended return
Application pending

C Name of organization DANDELION PARENT EDUCATION INCORPORATED
Number and street (or P O box, if mail is not delivered to street address) Room/suite 1064 CAMBRIDGE STREET
City or town, state or province, country, and ZIP or foreign postal code CAMBRIDGE, MA 02139

D Employer identification number 47-3704981
E Telephone number (857) 259-4184
F Group Exemption Number

G Accounting Method Cash Accrual Other (specify)

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF)

I Website: DANDELIONMONTESSORICOOP.ORG

J Tax-exempt status (check only one) 501(c)(3) 501(c) (insert no) 4947(a)(1) or 527

K Form of organization Corporation Trust Association Other

L Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ \$187,283

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)

Check if the organization used Schedule O to respond to any question in this Part I

Table with 3 main sections: Revenue (lines 1-9), Expenses (lines 10-17), and Net Assets (lines 18-21). Includes columns for line numbers and amounts.

Part II Balance Sheets (see the instructions for Part II)

Check if the organization used Schedule O to respond to any question in this Part II

	(A) Beginning of year	(B) End of year
22 Cash, savings, and investments	47,442	22 44,991
23 Land and buildings		23
24 Other assets (describe in Schedule O)	30,882	24 50,208
25 Total assets	78,324	25 95,199
26 Total liabilities (describe in Schedule O)	95,453	26 107,125
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)	-17,129	27 -11,926

Part III Statement of Program Service Accomplishments (see the instructions for Part III)

Check if the organization used Schedule O to respond to any question in this Part III

What is the organization's primary exempt purpose?

THE PURPOSE OF DANDELION PARENT EDUCATION IS TO OPERATE A PRE-SCHOOL AND EARLY LEARNING CENTER SPECIALIZING IN THE MONTESSORI METHOD OF EDUCATION

Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title

Expenses
(Required for section 501 (c)(3) and 501(c)(4) organizations, optional for others)

28 See Additional Data Table		
(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>		28a
29		
(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>		29a
30		
(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>		30a
31 Other program services (describe in Schedule O)		
(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>		31a
32 Total program service expenses (add lines 28a through 31a) <input type="checkbox"/>		32 140,728

Part IV List of Officers, Directors, Trustees, and Key Employees (list each one even if not compensated — see the instructions for Part IV)

Check if the organization used Schedule O to respond to any question in this Part IV.

(a) Name and title	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC) (if not paid, enter -0-)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
KATELYN SHORE PRESIDENT	5 00	0	0	0
LINDSEY SUDBURY CLERK	20 00	0	0	0
MEGHAN SHAW TREASURER	20 00	0	0	0
ANDREW MARCUS BOARD MEMBER	5 00	0	0	0
ARIEL MOON HEAD OF SCHOOL	50 00	19,038	0	0
ROSALIND MCGRAIL HEAD OF SCHOOL	50 00	14,797	1,635	0

Part V Other Information (Note the Schedule A and personal benefit contract statement requirements in the

instructions for Part V) Check if the organization used Schedule O to respond to any question in this Part V

		Yes	No		
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		No		
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		No		
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		No		
b	If "Yes," to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O				
c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		No		
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		No		
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions ▶ <table border="1" style="display: inline-table;"><tr><td>37a</td><td>0</td></tr></table>	37a	0		
37a	0				
b	Did the organization file Form 1120-POL for this year?				
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		No		
b	If "Yes," complete Schedule L, Part II and enter the total amount involved				
39	Section 501(c)(7) organizations Enter				
a	Initiation fees and capital contributions included on line 9				
b	Gross receipts, included on line 9, for public use of club facilities				
40a	Section 501(c)(3) organizations Enter amount of tax imposed on the organization during the year under section 4911 ▶ 0, section 4912 ▶ 0, section 4955 ▶ 0				
b	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		No		
c	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 ▶ 0				
d	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Enter amount of tax on line 40c reimbursed by the organization ▶ 0				
e	All organizations At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T		No		
41	List the states with which a copy of this return is filed ▶ MA				
42a	The organization's books are in care of ▶ MEGHAN SHAW Telephone no ▶ (857) 259-4184 Located at ▶ 1064 CAMBRIDGE STREET CAMBRIDGE, MA ZIP + 4 ▶ 02139				
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country ▶	Yes	No		
	See the instructions for exceptions and filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR)				
c	At any time during the calendar year, did the organization maintain an office outside the U S ? If "Yes," enter the name of the foreign country ▶	Yes	No		
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year ▶ <table border="1" style="display: inline-table;"><tr><td>43</td><td></td></tr></table>	43			
43					
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		No		
b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		No		
c	Did the organization receive any payments for indoor tanning services during the year?		No		
d	If "Yes," to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O				
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		No		
45b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)				

		Yes	No
46	Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		No

Part VI Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51
Check if the organization used Schedule O to respond to any question in this Part VI

		Yes	No
47	Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		No
48	Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	Yes	
49a	Did the organization make any transfers to an exempt non-charitable related organization?		No
49b	If "Yes," was the related organization a section 527 organization?		

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None "

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000 ▶

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None "

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation
NONE		

d Total number of other independent contractors each receiving over \$100,000. ▶

52 Did the organization complete Schedule A? **NOTE.** All Section 501(c)(3) organizations must attach a completed Schedule A ▶ Yes No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	***** Signature of officer	2017-07-06 Date
	MEGHAN SHAW HEAD OF SCHOOL Type or print name and title	

Paid Preparer Use Only	Print/Type preparer's name YEVGENIYA GORLOVSKY-SCHEPP CPA	Preparer's signature	Date 2017-06-06	Check <input type="checkbox"/> if self-employed	PTIN P01485484
	Firm's name ▶ ALEXANDER ARONSON FINNING & CO PC			Firm's EIN ▶ 04-2571780	
	Firm's address ▶ 21 EAST MAIN STREET WESTBOROUGH, MA 01581			Phone no (508) 366-9100	

May the IRS discuss this return with the preparer shown above? See instructions ▶ Yes No

Additional Data

Software ID:
Software Version:
EIN: 47-3704981
Name: DANDELION PARENT EDUCATION INCORPORATED

Form 990EZ, Part III - Statement of Program Service Accomplishments

Describe what was achieved in carrying out the organization's exempt purposes. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.	Expenses (Required for 501(c)(3) and 501(c)(4) organizations and 4947(a)(1) trusts; optional for others.)	
BEGINNING SEPTEMBER 2015, WE SERVED 10 CHILDREN THROUGH THE SCHOOL YEAR (SEPTEMBER 2015 - AUGUST 2016) AND PROVIDED SCHOLARSHIPS TO SEVERAL STUDENTS 28 OUR SERVICE AREA IS THE CAMBRIDGE AND SOMERVILLE AREA (Grants \$ 0)	28a	140,728

**TY 2015 Transfers Personal Benefits
Contracts Declaration**

Name: DANDELION PARENT EDUCATION INCORPORATED

EIN: 47-3704981

Declaration: THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY, OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT. THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY, OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT.

SCHEDULE A (Form 990 or 990EZ)

Public Charity Status and Public Support

OMB No 1545-0047

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust. Attach to Form 990 or Form 990-EZ.

2015

Open to Public Inspection

Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Department of the Treasury Internal Revenue Service

Name of the organization DANDELION PARENT EDUCATION INCORPORATED

Employer identification number 47-3704981

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is (For lines 1 through 11, check only one box)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ))
3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii).
5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv).
6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi).
8 A community trust described in section 170(b)(1)(A)(vi).
9 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions...
10 An organization organized and operated exclusively to test for public safety.
11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations...
a Type I. A supporting organization operated, supervised, or controlled by its supported organization(s)...
b Type II. A supporting organization supervised or controlled in connection with its supported organization(s)...
c Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s)...
d Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated...
e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization
f Enter the number of supported organizations
g Provide the following information about the supported organization(s)

Table with 6 columns: (i) Name of supported organization, (ii) EIN, (iii) Type of organization, (iv) Is the organization listed in your governing document?, (v) Amount of monetary support, (vi) Amount of other support. Includes a Total row at the bottom.

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
 (Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any unusual grants)						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						

12 Gross receipts from related activities, etc (see instructions) 12

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f)) 14

15 Public support percentage for 2014 Schedule A, Part II, line 14 15

16a 33 1/3% support test—2015. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶

b 33 1/3% support test—2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶

17a 10%-facts-and-circumstances test—2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization ▶

b 10%-facts-and-circumstances test—2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization ▶

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
13 Total support. (Add lines 9, 10c, 11, and 12)						
14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	
19a 33 1/3% support tests—2015. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
b 33 1/3% support tests—2014. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ <input type="checkbox"/>		

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations, (b) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part II of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Part IV Supporting Organizations (continued)

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions) <ul style="list-style-type: none"> a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below. b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below. c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions). 		
2 <u>Activities Test</u> Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 <u>Parent of Supported Organizations</u> Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income

	(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1	
2 Recoveries of prior-year distributions	2	
3 Other gross income (see instructions)	3	
4 Add lines 1 through 3	4	
5 Depreciation and depletion	5	
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7 Other expenses (see instructions)	7	
8 Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount

	(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year)	1	
a Average monthly value of securities	1a	
b Average monthly cash balances	1b	
c Fair market value of other non-exempt-use assets	1c	
d Total (add lines 1a, 1b, and 1c)	1d	
e Discount claimed for blockage or other factors (explain in detail in Part VI) _____		
2 Acquisition indebtedness applicable to non-exempt use assets	2	
3 Subtract line 2 from line 1d	3	
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6 Multiply line 5 by 0.35	6	
7 Recoveries of prior-year distributions	7	
8 Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount

		Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2 Enter 85% of line 1	2	
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4 Enter greater of line 2 or line 3	4	
5 Income tax imposed in prior year	5	
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions) <input type="checkbox"/>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2015 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1 Distributable amount for 2015 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2015 (reasonable cause required--see instructions)			
3 Excess distributions carryover, if any, to 2015			
a			
b			
c			
d From 2013. _____			
e From 2014. _____			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2015 distributable amount			
i Carryover from 2010 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2015 from Section D, line 7 \$ _____			
a Applied to underdistributions of prior years			
b Applied to 2015 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2015, if any Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions)			
6 Remaining underdistributions for 2015 Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2016. Add lines 3j and 4c			
8 Breakdown of line 7			
a			
b			
c Excess from 2013. _____			
d From 2014. _____			
e From 2015. _____			

Part VI Supplemental Information.

Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions).

Facts And Circumstances Test

990 Schedule A, Supplemental Information

Return Reference	Explanation
PART IV	DANDELION PARENT EDUCATION INCORPORATED WAS INCORPORATED ON APRIL 3, 2015 AS A SCHOOL, DANDELION PARENT EDUCATION INCORPORATED IS NOT REQUIRED TO COMPLETE PARTS II AND III OF SCHEDULE A

Schedule A (Form 990 or 990-EZ) 2015

SCHEDULE E (Form 990 or 990-EZ)

Schools

OMB No 1545-0047

2015

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.

Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization DANDELION PARENT EDUCATION INCORPORATED

Employer identification number 47-3704981

Part I

Table with 3 columns: Question, YES, NO. Rows include questions 1 through 7 regarding racial discrimination, scholarships, and financial aid.

Part II **Supplemental Information.**

Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions)

Return Reference	Explanation
SCHEDULE E, PART I, LINE 3	NON DISCRIMINATION STATEMENT IS PRINTED IN THE CAMBRIDGE CHRONICLE, AND ON OUR APPLICATION, AND OUR WEBSITE

**SCHEDULE O
(Form 990 or
990-EZ)**

Supplemental Information to Form 990 or 990-EZ

OMB No 1545-0047

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

2015

**Open to Public
Inspection**

Department of the
Treasury
Internal Revenue
Service

Name of the organization
DANDELION PARENT EDUCATION INCORPORATED

Employer identification number

47-3704981

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART I, LINE 16 - OTHER EXPENSES	DESCRIPTION INSURANCE AMOUNT 4,828 DESCRIPTION PROFESSIONAL DEVELOPMENT AMOUNT 3,665 DESCRIPTION BANK CHARGES AMOUNT 112 DESCRIPTION DUES AND SUBSCRIPTIONS AMOUNT 50 DESCRIPTION COMMUNITY EVENTS AMOUNT 119 DESCRIPTION OFFICE EXPENSES AMOUNT 3,664 DESCRIPTION DEPRECIATION AMOUNT 4,914 DESCRIPTION LICENSING AMOUNT 385 DESCRIPTI ON PROGRAM SUPPLIES AMOUNT 2,081 DESCRIPTION START UP EXPENSES AMOUNT 3,561 DESCRI PTION BAD DEBTS AMOUNT 10 TOTAL TO FORM 990-EZ, LINE 16 23,845

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART II, LINE 24 - OTHER ASSETS	DESCRIPTION SECURITY DEPOSIT BEG OF YEAR AMOUNT 5,250 END OF YEAR AMOUNT 5,250 DESC RIPTION ACCOUNTS RECEIVABLE BEG OF YEAR AMOUNT 1,064 END OF YEAR AMOUNT 22,811 DESC RIPTION LEASEHOLD IMPROVEMENTS BEG OF YEAR AMOUNT 24,568 END OF YEAR AMOUNT 19,653 DESCRIPTION PREPAID EXPENSES BEG OF YEAR AMOUNT 0 END OF YEAR AMOUNT 2,494

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART II, LINE 26 - OTHER LIABILITIES	DESCRIPTION ACCRUED EXPENSES BEG OF YEAR AMOUNT 12,568 END OF YEAR AMOUNT 3,229 DESCRIPTION DEFERRED REVENUE BEG OF YEAR AMOUNT 32,635 END OF YEAR AMOUNT 48,395 DESCRIPTION LOAN PAYABLE BEG OF YEAR AMOUNT 50,250 END OF YEAR AMOUNT 52,750 DESCRIPTION PAYROLL LIABILITIES BEG OF YEAR AMOUNT 0 END OF YEAR AMOUNT 2,751

Form **990-EZ**

Short Form Return of Organization Exempt From Income Tax

OMB No 1545-1150

2016

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990-EZ and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2016 calendar year, or tax year beginning 07-01-2016, and ending 06-30-2017

B Check if applicable

- Address change
- Name change
- Initial return
- Final return/terminated
- Amended return
- Application pending

C Name of organization SNAPDRAGON MONTESSORI SCHOOL INC	
Number and street (or P O box, if mail is not delivered to street address)	Room/suite
1190 CAMBRIDGE STREET	
City or town, state or province, country, and ZIP or foreign postal code CAMBRIDGE, MA 02139	

D Employer identification number

81-2350019

E Telephone number

(301) 275-1540

F Group Exemption Number ▶ 6267

G Accounting Method Cash Accrual Other (specify) ▶ _____

H Check if the organization is **not** required to attach Schedule B (Form 990, 990-EZ, or 990-PF)

I Website: ▶ SNAPDRAGONMONTESSORI.ORG

J Tax-exempt status (check only one) - 501(c)(3) 501(c) () ◀(insert no) 4947(a)(1) or 527

K Form of organization Corporation Trust Association Other _____

L Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ. ▶ \$ 194,677

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)

Check if the organization used Schedule O to respond to any question in this Part I.

Revenue	1 Contributions, gifts, grants, and similar amounts received	1	200
	2 Program service revenue including government fees and contracts	2	193,055
	3 Membership dues and assessments	3	
	4 Investment income	4	1
	5a Gross amount from sale of assets other than inventory	5a	
	b Less cost or other basis and sales expenses	5b	
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	
	6 Gaming and fundraising events		
	a Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	
b Gross income from fundraising events (not including \$ _____ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b		
c Less direct expenses from gaming and fundraising events	6c		
d Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d		
7a Gross sales of inventory, less returns and allowances	7a		
b Less cost of goods sold	7b		
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8 Other revenue (describe in Schedule O)	8	1,421	
9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8 ▶	9	194,677	
Expenses	10 Grants and similar amounts paid (list in Schedule O)	10	
	11 Benefits paid to or for members	11	
	12 Salaries, other compensation, and employee benefits	12	100,572
	13 Professional fees and other payments to independent contractors	13	6,415
	14 Occupancy, rent, utilities, and maintenance	14	36,097
	15 Printing, publications, postage, and shipping	15	5
	16 Other expenses (describe in Schedule O)	16	18,491
17 Total expenses. Add lines 10 through 16 ▶	17	161,580	
Net Assets	18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18	33,097
	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	0
	20 Other changes in net assets or fund balances (explain in Schedule O)	20	0
	21 Net assets or fund balances at end of year. Combine lines 18 through 20	21	33,097

Part V Other Information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Schedule O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		No
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		No
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		No
35b	If "Yes," to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O		
35c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		No
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		No
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions ▶ 37a 0		
37b	Did the organization file Form 1120-POL for this year?		
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		No
38b	If "Yes," complete Schedule L, Part II and enter the total amount involved		
39	Section 501(c)(7) organizations Enter		
39a	a Initiation fees and capital contributions included on line 9		
39b	b Gross receipts, included on line 9, for public use of club facilities		
40a	Section 501(c)(3) organizations Enter amount of tax imposed on the organization during the year under section 4911 ▶ 0, section 4912 ▶ 0, section 4955 ▶ 0		
40b	b Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		No
40c	c Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 ▶ 0		
40d	d Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Enter amount of tax on line 40c reimbursed by the organization ▶ 0		
40e	e All organizations At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T		No
41	List the states with which a copy of this return is filed ▶ MA		
42a	The organization's books are in care of ▶ ANGELINA HAWLEY-DOLAN Telephone no ▶ (301) 275-1540 Located at ▶ 1190 CAMBRIDGE STREET CAMBRIDGE, MA ZIP + 4 ▶ 02139		
42b	b At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country ▶ _____	Yes	No
42c	c At any time during the calendar year, did the organization maintain an office outside the U S ? If "Yes," enter the name of the foreign country ▶ _____		No
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year ▶ 43		
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		No
44b	b Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		No
44c	c Did the organization receive any payments for indoor tanning services during the year?		No
44d	d If "Yes," to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		No
45b	b Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)		

	Yes	No
46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I	46	No

Part VI Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51. Check if the organization used Schedule O to respond to any question in this Part VI

	Yes	No
47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II	47	No
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	48	Yes
49a Did the organization make any transfers to an exempt non-charitable related organization?	49a	No
b If "Yes," was the related organization a section 527 organization?	49b	

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None "

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000 ▶ _____

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None "

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation
NONE		

d Total number of other independent contractors each receiving over \$100,000. ▶ _____

52 Did the organization complete Schedule A? **NOTE.** All Section 501(c)(3) organizations must attach a completed Schedule A ▶ **Yes** **No**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	***** Signature of officer	2017-11-14 Date
	GABRIELLE BRABAZON, PRESIDENT Type or print name and title	

Paid Preparer Use Only	Print/Type preparer's name JOSEPH P WOLKOWICZ CPA	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed PTIN P00734754
	Firm's name ▶ BOISSELLE MORTON & WOLKOWICZ LLP			Firm's EIN ▶ 13-4260189
	Firm's address ▶ 48 BAY ROAD PO BOX 374 HADLEY, MA 01035			Phone no (413) 587-0099

May the IRS discuss this return with the preparer shown above? See instructions ▶ **Yes** **No**

Additional Data

Software ID:
Software Version:
EIN: 81-2350019
Name: SNAPDRAGON MONTESSORI SCHOOL INC

Form 990EZ, Part III - Statement of Program Service Accomplishments

Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.	Expenses (Required for section 501(c)(3) and 501(c)(4) organizations; optional for others.)	
28 TO OPERATE A MONTESSORI SCHOOL FOR CHILDREN AGES 15-33 MONTHS (Grants \$ 0) If this amount includes foreign grants, check here . . . ► <input type="checkbox"/>	28a	157,305

**TY 2016 Transfers Personal Benefits
Contracts Declaration**

Name: SNAPDRAGON MONTESSORI SCHOOL INC

EIN: 81-2350019

Declaration: THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY,OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT.THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY,OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT.

SCHEDULE A (Form 990 or 990EZ)

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

2016

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Name of the organization SNAPDRAGON MONTESSORI SCHOOL INC

Employer identification number

81-2350019

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is (For lines 1 through 12, check only one box)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ))
3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii).
5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv).
6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi).
8 A community trust described in section 170(b)(1)(A)(vi) (Complete Part II)
9 An agricultural research organization described in 170(b)(1)(A)(ix) operated in conjunction with a land-grant college or university or a non-land grant college of agriculture See instructions Enter the name, city, and state of the college or university
10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions...
11 An organization organized and operated exclusively to test for public safety See section 509(a)(4).
12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
a Type I. A supporting organization operated, supervised, or controlled by its supported organization(s)...
b Type II. A supporting organization supervised or controlled in connection with its supported organization(s)...
c Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s)...
d Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated...
e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization
f Enter the number of supported organizations
g Provide the following information about the supported organization(s)

Table with 6 columns: (i) Name of supported organization, (ii) EIN, (iii) Type of organization, (iv) Is the organization listed in your governing document?, (v) Amount of monetary support, (vi) Amount of other support. Includes a Total row.

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, 8, or 9 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grant")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc (see instructions)					12	

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14	
15 Public support percentage for 2015 Schedule A, Part II, line 14	15	

16a 33 1/3% support test—2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

b 33 1/3% support test—2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

17a 10%-facts-and-circumstances test—2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization ►

b 10%-facts-and-circumstances test—2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization ►

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ►

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
13 Total support. (Add lines 9, 10c, 11, and 12)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	

19a 33 1/3% support tests—2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests—2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b	Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI .		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI .		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI .		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI .		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer line 10b below.		
b	Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI</i>		
11a		
11b		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised or controlled the supporting organization.</i>		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization (s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions)		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
2b		
3 Parent of Supported Organizations Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov 20, 1970 **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year)	1	
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI)		
2	Acquisition indebtedness applicable to non-exempt use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions)

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required--see instructions)			
3 Excess distributions carryover, if any, to 2016			
a			
b			
c From 2013.			
d From 2014.			
e From 2015.			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2016 from Section D, line 7			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions)			
6 Remaining underdistributions for 2016 Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7			
a			
b Excess from 2013.			
c Excess from 2014.			
d Excess from 2015.			
e Excess from 2016.			

Part VI Supplemental Information.

Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions).

Facts And Circumstances Test

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No 1545-0047

2016

Open to Public Inspection

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
▶ **Attach to Form 990 or Form 990-EZ.**

▶ **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.**

Department of the Treasury

Name of the organization

SNAPDRAGON MONTESSORI SCHOOL INC

Employer identification number

81-2350019

Part I

1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?

	YES	NO
1	Yes	

2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?

2	Yes	
----------	-----	--

3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space use Part II

3	Yes	
----------	-----	--

4 Does the organization maintain the following?

a Records indicating the racial composition of the student body, faculty, and administrative staff?

4a	Yes	
-----------	-----	--

b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?

4b	Yes	
-----------	-----	--

c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?

4c	Yes	
-----------	-----	--

d Copies of all material used by the organization or on its behalf to solicit contributions?

4d	Yes	
-----------	-----	--

If you answered "No" to any of the above, please explain. If you need more space, use Part II

5 Does the organization discriminate by race in any way with respect to

a Students' rights or privileges?

5a		No
-----------	--	----

b Admissions policies?

5b		No
-----------	--	----

c Employment of faculty or administrative staff?

5c		No
-----------	--	----

d Scholarships or other financial assistance?

5d		No
-----------	--	----

e Educational policies?

5e		No
-----------	--	----

f Use of facilities?

5f		No
-----------	--	----

g Athletic programs?

5g		No
-----------	--	----

h Other extracurricular activities?

5h		No
-----------	--	----

If you answered "Yes" to any of the above, please explain. If you need more space, use Part II

6a Does the organization receive any financial aid or assistance from a governmental agency?

6a		No
-----------	--	----

b Has the organization's right to such aid ever been revoked or suspended?

6b		No
-----------	--	----

If you answered "Yes" to either line 6a or line 6b, explain on Part II

7 Does the organization certify that it has complied with the applicable requirements of sections 4 01 through 4 05 of Rev Proc 75-50, 1975-2 C B 587, covering racial nondiscrimination? If "No," explain on Part II

7	Yes	
----------	-----	--

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions)

Return Reference	Explanation
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DLN: 93492320009357

OMB No 1545-0047

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization
SNAPDRAGON MONTESSORI SCHOOL INC

Employer identification number

81-2350019

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART I, LINE 4 - OTHER INVESTMENT INCOME	DESCRIPTION INTEREST INCOME AMOUNT 1

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART I, LINE 8 - OTHER REVENUE	DESCRIPTION OTHER INCOME AMOUNT 1,421

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART I, LINE 16 - OTHER EXPENSES	DESCRIPTION INSTRUCTIONAL EXPENSES AMOUNT 8,886 DESCRIPTION ADMINISTRATIVE EXPENSES AMOUNT 3,275 DESCRIPTION ADVERTISING AMOUNT 619 DESCRIPTION INSURANCE AMOUNT 4,097 DESCRIPTION OTHER EXPENSES AMOUNT 1,614 TOTAL TO FORM 990-EZ, LINE 16 18,491

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990-EZ, PART II, LINE 26 - OTHER LIABILITIES	DESCRIPTION DEFERRED REVENUE BEG OF YEAR AMOUNT 0 END OF YEAR AMOUNT 25,423 DESCRIP TION LOAN PAYABLE BEG OF YEAR AMOUNT 0 END OF YEAR AMOUNT 7,000

Part V Other information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Sch. O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		X
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		X
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		X
b	If "Yes" to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O	N/A	
c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		X
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions	37a	0.
b	Did the organization file Form 1120-POL for this year?	37b	X
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?	38a	X
b	If "Yes," complete Schedule L, Part II and enter the total amount involved	38b	N/A
39	Section 501(c)(7) organizations. Enter:	39a	N/A
a	Initiation fees and capital contributions included on line 9	39b	N/A
b	Gross receipts, included on line 9, for public use of club facilities		
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under:		
	section 4911 <input type="text" value="0."/> , section 4912 <input type="text" value="0."/> , section 4955 <input type="text" value="0."/>		
b	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I	40b	X
c	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958		
d	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations Enter amount of tax on line 40c reimbursed by the organization		
e	All organizations At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T	40e	X
41	List the states with which a copy of this return is filed	MA	
42a	The organization's books are in care of	MARK LARGESS Telephone no. 857-600-0084	
	Located at	290 BROADWAY, CAMBRIDGE, MA ZIP + 4 02139	
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	42b	X
	If "Yes," enter the name of the foreign country		
	See the instructions for exceptions and filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR)		
c	At any time during the calendar year, did the organization maintain an office outside the United States?	42c	X
	If "Yes," enter the name of the foreign country		
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here and enter the amount of tax-exempt interest received or accrued during the tax year	43	N/A
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44a	X
b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44b	X
c	Did the organization receive any payments for indoor tanning services during the year?	44c	X
d	If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	44d	
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	45a	X
b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)	45b	

	Yes	No
46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I	46	X

Part VI Section 501(c)(3) organizations only
 All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51
 Check if the organization used Schedule O to respond to any question in this Part VI

	Yes	No
47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Sch. C, Part II	47	X
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	48	X
49a Did the organization make any transfers to an exempt non-charitable related organization?	49a	X
b If "Yes," was the related organization a section 527 organization?	49b	

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees, and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None"

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000 ▶

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None" **NONE**

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation

d Total number of other independent contractors each receiving over \$100,000 ▶

52 Did the organization complete Schedule A? **Note:** All section 501(c)(3) organizations must attach a completed Schedule A ▶ Yes No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge

Sign Here	Signature of officer: <u><i>Astrid Steverlynck</i></u>	Date: <u>6/20/2017</u>
	Type or print name and title: ASTRID STEVERLYNCK, HEAD OF SCHOOL, TREASURER	

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	YEVGENIYA GORLOVSKY-SCHEPP, CPGORLOVSKY-SCHEPP,	YEVGENIYA GORLOVSKY-SCHEPP,	06/14/17		P01485484
	Firm's name ▶ ALEXANDER, ARONSON, FINNING & CO., P.C.	Firm's EIN ▶ 04-2571780		Phone no. [REDACTED]	
	Firm's address ▶ [REDACTED]	WESTBOROUGH, MA 01581			

May the IRS discuss this return with the preparer shown above? See instructions ▶ Yes No

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14		%
15 Public support percentage from 2015 Schedule A, Part II, line 14	15		%
16a 33 1/3% support test - 2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>			
16b 33 1/3% support test - 2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>			
17a 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>			
17b 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>			
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶ <input type="checkbox"/>			

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
13 Total support (Add lines 9, 10c, 11, and 12)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15		%
16 Public support percentage from 2015 Schedule A, Part III, line 15	16		%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17		%
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18		%

19a 33 1/3% support tests - 2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ▶

b 33 1/3% support tests - 2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ▶

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI .		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI .		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI .		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer 10b below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	2a	
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.	2b	
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.	3a	
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.	3b	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov 20, 1970 (explain in Part VI) See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year)		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI)		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions)

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required- explain in Part VI) See instructions			
3 Excess distributions carryover, if any, to 2016			
a			
b			
c From 2013			
d From 2014			
e From 2015			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2016 from Section D, line 7 \$			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any Subtract lines 3g and 4a from line 2 For result greater than zero, explain in Part VI See instructions			
6 Remaining underdistributions for 2016 Subtract lines 3h and 4b from line 1 For result greater than zero, explain in Part VI See instructions			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7			
a			
b Excess from 2013			
c Excess from 2014			
d Excess from 2015			
e Excess from 2016			

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10, Part II, line 17a or 17b, Part III, line 12, Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c, Part IV, Section B, lines 1 and 2, Part IV, Section C, line 1, Part IV, Section D, lines 2 and 3, Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b, Part V, line 1, Part V, Section B, line 1e, Part V, Section D, lines 5, 6, and 8, and Part V, Section E, lines 2, 5, and 6 Also complete this part for any additional information (See instructions)

PART IV

VIOLETA MONTESSORI SCHOOL, INC. WAS INCORPORATED IN MASSACHUSETTS ON
MAY 6, 2015. AS A SCHOOL, VIOLETA MONTESSORI SCHOOL IS NOT REQUIRED TO
COMPLETE PARTS II AND III OF SCHEDULE A.

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No 1545-0047

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

2016

▶ Attach to Form 990 or Form 990-EZ.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization **VIOLETA MONTESSORI SCHOOL, INC** Employer identification number **47-4052601**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II. NON DISCRIMINATION STATEMENT IS PRINTED IN THE CAMBRIDGE CHRONICLE.	X	
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.	X	
5 Does the organization discriminate by race in any way with respect to		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		X
6a Does the organization receive any financial aid or assistance from a governmental agency?		X
b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" on either line 6a or line 6b, explain on Part II.		X
7 Does the organization certify that it has complied with the applicable requirements of sections 4 01 through 4 05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II.	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2016

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2016

Open to Public
Inspection

Name of the organization

VIOLETA MONTESSORI SCHOOL, INC

Employer identification number

47-4052601

FORM 990-EZ, PART I, LINE 16, OTHER EXPENSES:

DESCRIPTION OF OTHER EXPENSES:	AMOUNT:
OFFICE AND OTHER ADMIN EXPENSES	3,344.
INSURANCE	4,450.
PAYROLL TAXES	9,132.
DEPRECIATION EXPENSE	16,790.
PROGRAM SUPPLIES	12,115.
MARKETING	430.
LICENSING	699.
PAYROLL SERVICE FEES	565.
BANK CHARGES	50.
REPAIRS AND MAINTENANCE	9.
TOTAL TO FORM 990-EZ, LINE 16	47,584.

FORM 990-EZ, PART II, LINE 24, OTHER ASSETS:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID RENT	5,800.	2,899.
ACCOUNTS RECEIVABLE	198.	0.
LEASEHOLD IMPROVEMENTS, NET	22,432.	10,231.
TOTAL TO FORM 990-EZ, LINE 24	28,430.	13,130.

FORM 990-EZ, PART II, LINE 26, OTHER LIABILITIES:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
ACCRUED EXPENSES	2,900.	289.
DEFERRED REVENUE	63,271.	62,973.
LOAN	0.	55,000.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2016)

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2016

Open to Public
Inspection

Name of the organization

VIOLETA MONTESSORI SCHOOL, INC

Employer identification number

47-4052601

TOTAL TO FORM 990-EZ, LINE 26

66,171.

118,262.

FORM 990-EZ, PART III, PRIMARY EXEMPT PURPOSE - VIOLETA MONTESSORI SCHOOL IS A BILINGUAL DUAL IMMERSION SPANISH-ENGLISH MONTESSORI PRIMARY (2.9-6 YEARS OLD) PROGRAM IN CAMBRIDGE, MASSACHUSETTS. OUR MISSION IS TO OFFER A QUALITY MONTESSORI BILINGUAL PROGRAM THAT SUPPORTS THE NATURAL DEVELOPMENT OF CHILDREN WITHIN A NURTURING, SAFE AND DIVERSE COMMUNITY. OUR SCHOOL TEAM CONSISTS OF SCIENTISTS AND TEACHERS PERSONALLY INVESTED IN THE MONTESSORI METHOD. WE SEEK TO CREATE A LEARNING ENVIRONMENT THAT MOVES FLUIDLY BETWEEN SCHOOL, HOME AND COMMUNITY, NESTING CHILDREN WITHIN A RICH CONTEXT OF OPPORTUNITIES CENTERED ON THEIR GROWTH AND FLEXIBLE TO CHANGE WHEN THAT GROWTH DEMANDS.

FORM 990-EZ, PART III, LINE 28, PROGRAM SERVICE ACCOMPLISHMENTS:

VIOLETA MONTESSORI SCHOOL OPENED ITS DOORS SEPTEMBER 15, 2015. WE ARE A ONE CLASSROOM BILINGUAL DUAL IMMERSION (SPANISH-ENGLISH) MONTESSORI SCHOOL IN CAMBRIDGE, MASSACHUSETTS, SERVING CHILDREN 3 TO 6 YEARS OF AGE. WE STARTED WITH NINE CHILDREN AGES 2.9 TO 4 YEARS OLD. OUR AIM IS TO GROW TO 20 CHILDREN OVER THE COURSE OF THREE YEARS. WE HOPE TO REACH THIS GOAL BY ACADEMIC YEAR 2017-2018.

FORM 990-EZ, PART V, INFORMATION REGARDING PERSONAL BENEFIT CONTRACTS:

THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY, OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT.

THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY,

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2016)

Short Form Return of Organization Exempt From Income Tax

OMB No 1545-1150

2015

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Information about Form 990-EZ and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Open to Public
Inspection

A For the 2015 calendar year, or tax year beginning JAN 1, 2015 and ending JUN 30, 2015

- B** Check if applicable
- Address change
 - Name change
 - Initial return
 - Final return/terminated
 - Amended return
 - Application pending

C Name of organization
WILD ROSE MONTESSORI SCHOOL, INC

Number and street (or P.O. box, if mail is not delivered to street address) Room/suite
[REDACTED]

City or town, state or province, country, and ZIP or foreign postal code
CAMBRIDGE, MA 02140

D Employer identification number
47-1477397

E Telephone number
[REDACTED]

F Group Exemption Number ▶

G Accounting Method: Cash Accrual Other (specify) ▶

I Website: ▶ **WWW.WILDFLOWERSCHOOLS.ORG**

J Tax-exempt status (check only one) — 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

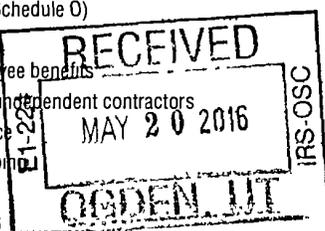
K Form of organization: Corporation Trust Association Other

L Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ **20,740.**

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)

Check if the organization used Schedule O to respond to any question in this Part I

	Description	Line	Amount
Revenue	1 Contributions, gifts, grants, and similar amounts received	1	5,000.
	2 Program service revenue including government fees and contracts	2	15,348.
	3 Membership dues and assessments	3	
	4 Investment income	4	
	5a Gross amount from sale of assets other than inventory	5a	
	b Less: cost or other basis and sales expenses	5b	
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	
	6 Gaming and fundraising events		
	a Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	
	b Gross income from fundraising events (not including \$ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b	
c Less: direct expenses from gaming and fundraising events	6c		
d Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d		
7a Gross sales of inventory, less returns and allowances	7a		
b Less: cost of goods sold	7b		
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8 Other revenue (describe in Schedule O) SEE SCHEDULE O	8	392.	
9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8	9	20,740.	
Expenses	10 Grants and similar amounts paid (list in Schedule O)	10	
	11 Benefits paid to or for members	11	
	12 Salaries, other compensation, and employee benefits	12	36,796.
	13 Professional fees and other payments to independent contractors	13	
	14 Occupancy, rent, utilities, and maintenance	14	35,347.
	15 Printing, publications, postage, and shipping	15	
	16 Other expenses (describe in Schedule O) SEE SCHEDULE O	16	19,589.
17 Total expenses. Add lines 10 through 16	17	91,732.	
Net Assets	18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18	<70,992.>
	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	<41,533.>
	20 Other changes in net assets or fund balances (explain in Schedule O)	20	0.
	21 Net assets or fund balances at end of year. Combine lines 18 through 20	21	<112,525.>



LHA For Paperwork Reduction Act Notice, see the separate instructions.

Part V Other Information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Sch. O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		X
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		X
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		X
35b	If "Yes" to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O	N/A	
35c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		X
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions	37a 0.	
37b	Did the organization file Form 1120-POL for this year?		X
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		X
38b	If "Yes," complete Schedule L, Part II and enter the total amount involved	38b N/A	
39	Section 501(c)(7) organizations. Enter:		
39a	Initiation fees and capital contributions included on line 9	39a N/A	
39b	Gross receipts, included on line 9, for public use of club facilities	39b N/A	
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 <input type="text" value="0."/> ; section 4912 <input type="text" value="0."/> ; section 4955 <input type="text" value="0."/> .		
40b	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
40c	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 <input type="text" value="0."/> .		
40d	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax on line 40c reimbursed by the organization <input type="text" value="0."/> .		
40e	All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T		X
41	List the states with which a copy of this return is filed <input type="text" value="MA"/>		
42a	The organization's books are in care of <input type="text" value="ELIZABETH CASTLE O'NEILL"/> Telephone no. <input type="text" value="617-876-0757"/> Located at <input type="text" value="2284 MASSACHUSETTS AVE, CAMBRIDGE, MA"/> ZIP + 4 <input type="text" value="02140"/>		
42b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country: <input type="text"/>	Yes	No
42b			X
42c	At any time during the calendar year, did the organization maintain an office outside of the U.S.? If "Yes," enter the name of the foreign country: <input type="text"/>		X
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year <input type="text" value="43"/> N/A		
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	Yes	No
44a			X
44b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		X
44c	Did the organization receive any payments for indoor tanning services during the year?		X
44d	If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
45b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)		

46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I

Part VI Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI

47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Sch. C, Part II
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E
49a Did the organization make any transfers to an exempt non-charitable related organization?
b If "Yes," was the related organization a section 527 organization?

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

Table with 5 columns: (a) Name and title of each employee, (b) Average hours per week devoted to position, (c) Reportable compensation (Forms W-2/1099-MISC), (d) Health benefits, contributions to employee benefit plans, and deferred compensation, (e) Estimated amount of other compensation. All entries are NONE.

f Total number of other employees paid over \$100,000

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None." NONE

Table with 3 columns: (a) Name and business address of each independent contractor, (b) Type of service, (c) Compensation. All entries are NONE.

d Total number of other independent contractors each receiving over \$100,000

52 Did the organization complete Schedule A? Note: All section 501(c)(3) organizations must attach a completed Schedule A

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here: Signature of officer (Elizabeth Castle O'Neill), Date (May 14, 2016), Type or print name and title (ELIZABETH CASTLE O'NEILL, BOD PRES, TREAS, CLERK & HOS)

Paid Preparer Use Only: Print/Type preparer's name (YEVGENIYA GORLOVSKY-SCHEPP), Preparer's signature (YEVGENIYA GORLOVSKY-SCHEPP), Date (05/11/16), Check self-employed (checked), PTIN (P01485484), Firm's name (ALEXANDER, ARONSON, FINNING & CO., P.C.), Firm's EIN (04-2571780), Firm's address (WESTBORO, MA 01581)

May the IRS discuss this return with the preparer shown above? See instructions

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ► <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2014 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2015. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ► <input type="checkbox"/>		
b 33 1/3% support test - 2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ► <input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ► <input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ► <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2015. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2014. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document)</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ)</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings)</i>		

Part IV Supporting Organizations (continued)

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b	A family member of a person described in (a) above?		
c	A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s)		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):			
a	<input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b	<input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below		
c	<input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year).		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions)

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions.	
9 Distributable amount for 2015 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1 Distributable amount for 2015 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2015 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2015:			
a			
b			
c			
d From 2013			
e From 2014			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2015 distributable amount			
i Carryover from 2010 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2015 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2015 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2015 Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2016. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c Excess from 2013			
d Excess from 2014			
e Excess from 2015			

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12, Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3, Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8, and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

PART IV

THE WILD ROSE MONTESSORI SCHOOL WAS INCORPORATED IN MASSACHUSETTS ON
JUNE 26, 2014. AS A SCHOOL, THE WILD ROSE MONTESSORI SCHOOL IS NOT
REQUIRED TO COMPLETE PARTS II AND III OF SCHEDULE A.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2015

Open to Public Inspection

Name of the organization

WILD ROSE MONTESSORI SCHOOL, INC

Employer identification number

47-1477397

Part I

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain.
If you need more space, use Part II

NON DISCRIMINATION STATEMENT IS PRINTED IN THE CAMBRIDGE CHRONICLE.

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.

- 5** Does the organization discriminate by race in any way with respect to.
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.

- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b	X	
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a		X
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) (2015)

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

OMB No 1545-0047

2015

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization

WILD ROSE MONTESSORI SCHOOL, INC

Employer identification number

47-1477397

FORM 990-EZ, PART I, LINE 8, OTHER REVENUE:

DESCRIPTION OF OTHER REVENUE:	AMOUNT:
MISCELLANEOUS	392.

FORM 990-EZ, PART I, LINE 16, OTHER EXPENSES:

DESCRIPTION OF OTHER EXPENSES:	AMOUNT:
PAYROLL TAXES	3,314.
INSURANCE	1,015.
DEPRECIATION EXPENSE	276.
MEALS AND ENTERTAINMENT	580.
PROGRAM SUPPLIES	7,119.
OFFICE SUPPLIES AND OTHER ADMIN EXPENSES	2,656.
TRAVEL	1,295.
PROFESSIONAL DEVELOPMENT AND CONFERENCES	2,015.
CONTRACTORS	1,319.
TOTAL TO FORM 990-EZ, LINE 16	19,589.

FORM 990-EZ, PART II, LINE 24, OTHER ASSETS:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID INSURANCE	1,533.	1,194.
PREPAID RENT	0.	10,396.
SECURITY DEPOSIT	0.	5,970.
TOTAL TO FORM 990-EZ, LINE 24	1,533.	17,560.

FORM 990-EZ, PART II, LINE 26, OTHER LIABILITIES:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
-------------	--------------	-------------

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2015)

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

OMB No 1545-0047

2015

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Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

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Name of the organization

WILD ROSE MONTESSORI SCHOOL, INC

Employer identification number
47-1477397

ACCOUNTS PAYABLE	6,000.	3,000.
NOTE PAYABLE	60,000.	130,000.
ACCRUED PAYROLL	3,042.	0.
DEFERRED REVENUE	0.	7,759.
TOTAL TO FORM 990-EZ, LINE 26	69,042.	140,759.

FORM 990-EZ, PART III, PRIMARY EXEMPT PURPOSE - WILD ROSE MONTESSORI
 SCHOOL IS AN AUTHENTIC MONTESSORI COOPERATIVE SERVING CHILDREN AGES 6
 TO 9 YEARS OF AGE AND THEIR FAMILIES.

FORM 990-EZ, PART V, INFORMATION REGARDING PERSONAL BENEFIT CONTRACTS:
 THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY,
 OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT.
 THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY,
 OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT.

Form **990**
 Department of the Treasury
 Internal Revenue Service

Return of Organization Exempt From Income Tax

OMB No 1545-0047
2016
Open to Public Inspection

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public
 ▶ Information about Form 990 and its instructions is at www.irs.gov/form990

A For the 2016 calendar year, or tax year beginning 07-01-2016, and ending 06-30-2017

- B** Check if applicable
- Address change
 - Name change
 - Initial return
 - Final
 - Return/terminated
 - Amended return
 - Application pending

C Name of organization
 WILDFLOWER MONTESSORI SCHOOL

Doing business as

Number and street (or P O box if mail is not delivered to street address) Room/suite
 364A BROADWAY

City or town, state or province, country, and ZIP or foreign postal code
 CAMBRIDGE, MA 02139

D Employer identification number
 90-0977000

E Telephone number
 (617) 863-7290

G Gross receipts \$ 266,983

F Name and address of principal officer
 MARY ROCKETT
 364A BROADWAY
 CAMBRIDGE, MA 02139

H(a) Is this a group return for subordinates? Yes No

H(b) Are all subordinates included? Yes No

H(c) Group exemption number ▶

I Tax-exempt status 501(c)(3) 501(c) () ◀ (insert no) 4947(a)(1) or 527

J Website: ▶ WWW.WILDFLOWERSCHOOLS.ORG

K Form of organization Corporation Trust Association Other ▶

L Year of formation 2013

M State of legal domicile
 MA

Part I Summary

1 Briefly describe the organization's mission or most significant activities
 WILDFLOWER MONTESSORI SCHOOL IS AN AUTHENTIC MONTESSORI LAB SCHOOL SERVING CHILDREN AGES 2-9-6 YEARS OF AGE AND THEIR FAMILIES

2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets

3 Number of voting members of the governing body (Part VI, line 1a)	5
4 Number of independent voting members of the governing body (Part VI, line 1b)	2
5 Total number of individuals employed in calendar year 2016 (Part V, line 2a)	2
6 Total number of volunteers (estimate if necessary)	3
7a Total unrelated business revenue from Part VIII, column (C), line 12	0
7b Net unrelated business taxable income from Form 990-T, line 34	0

	Prior Year	Current Year
8 Contributions and grants (Part VIII, line 1h)	56,375	5,000
9 Program service revenue (Part VIII, line 2g)	182,266	261,983
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0	0
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,155	0
12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	241,796	266,983
13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	5,000	3,000
14 Benefits paid to or for members (Part IX, column (A), line 4)	0	0
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	155,426	154,611
16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	95,654	96,229
18 Total expenses Add lines 13-17 (must equal Part IX, column (A), line 25)	256,080	253,840
19 Revenue less expenses Subtract line 18 from line 12	-14,284	13,143
	Beginning of Current Year	End of Year
20 Total assets (Part X, line 16)	39,001	79,514
21 Total liabilities (Part X, line 26)	43,080	70,450
22 Net assets or fund balances Subtract line 21 from line 20	-4,079	9,064

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: _____ Date: 2018-02-21

MARY ROCKETT CO-HEAD OF SCHOOL
 Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name YEVGENIYA GORLOVSKY-SCHEPP CPA	Preparer's signature YEVGENIYA GORLOVSKY-SCHEPP CPA	Date 2018-02-21	Check <input type="checkbox"/> if self-employed	PTIN P01485484
Firm's name ▶ ALEXANDER ARONSON FINNING & CO PC			Firm's EIN ▶ 04-2571780	
Firm's address ▶ 50 WASHINGTON STREET WESTBOROUGH, MA 01581			Phone no (508) 366-9100	

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission

WILDFLOWER MONTESSORI SCHOOL IS AN AUTHENTIC MONTESSORI LAB SCHOOL SERVING CHILDREN AGES 2 9-6 YEARS OF AGE AND THEIR FAMILIES

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If "Yes," describe these new services on Schedule O

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If "Yes," describe these changes on Schedule O

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported

4a (Code) (Expenses \$ 204,780 including grants of \$ 3,000) (Revenue \$ 261,983)
See Additional Data

4b (Code) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 204,780

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	Yes	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	Yes	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		No
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		No
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		No
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		No
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		No
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		No
9 Did the organization report an amount in Part X, line 21 for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X, or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		No
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		No
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	Yes	
b Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		No
c Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		No
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		No
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		No
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		No
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		No
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		No
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	Yes	
14a Did the organization maintain an office, employees, or agents outside of the United States?		No
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		No
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		No
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		No
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> (see instructions)		No
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		No
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		No

Part IV Checklist of Required Schedules *(continued)*

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		No
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		No
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		No
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		No
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		No
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		No
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>	Yes	
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		No
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions)		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		No
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		No
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		No
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		No
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		No
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		No
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		No
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		No
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		No
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		No
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		No
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		No
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	Yes	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question number, question text, and Yes/No response boxes. Includes sections for backup withholding, employee reporting, unrelated business income, prohibited tax shelter transactions, charitable contributions, and 501(c)(7), (12), and (29) organizations.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to lines 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		No
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		No
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		No
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		No
6	Did the organization have members or stockholders?		No
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		No
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		No
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	Yes	
8b	Each committee with authority to act on behalf of the governing body?		No
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O.		No

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		No
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	Yes	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13.	Yes	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	Yes	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done.	Yes	
13	Did the organization have a written whistleblower policy?	Yes	
14	Did the organization have a written document retention and destruction policy?	Yes	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	Yes	
15b	Other officers or key employees of the organization		No
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions)		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		No
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the States with which a copy of this Form 990 is required to be filed: MA
- 18** Section 6104 requires an organization to make its Form 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records.
 ► MARY ROCKETT 364A BROADWAY CAMBRIDGE, MA 02139 (617) 876-0757

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns . . .	1a _____					
	b Membership dues . . .	1b _____					
	c Fundraising events . . .	1c _____					
	d Related organizations	1d _____					
	e Government grants (contributions)	1e _____					
	f All other contributions, gifts, grants, and similar amounts not included above	1f _____ 5,000					
	g Noncash contributions included in lines 1a-1f \$ _____						
	h Total. Add lines 1a-1f		5,000				
Program Service Revenue	2a TUITION	Business Code 611110	261,983	261,983			
	b _____						
	c _____						
	d _____						
	e _____						
	f All other program service revenue						
	g Total. Add lines 2a-2f		261,983				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6a Gross rents	(i) Real	(ii) Personal				
		b Less rental expenses					
		c Rental income or (loss)					
	d Net rental income or (loss)						
	7a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c) See Part IV, line 18	a _____					
		b Less direct expenses	b _____				
		c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities See Part IV, line 19	a _____					
b Less direct expenses		b _____					
c Net income or (loss) from gaming activities							
10a Gross sales of inventory, less returns and allowances	a _____						
	b Less cost of goods sold	b _____					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code				
11a							
b							
c							
d All other revenue							
e Total. Add lines 11a-11d							
12 Total revenue. See Instructions			266,983	261,983	0	0	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	3,000	3,000		
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, line 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	141,953	125,227	16,726	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401 (k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	12,658	11,261	1,397	
11 Fees for services (non-employees)				
a Management				
b Legal	3,168		3,168	
c Accounting	12,108		12,108	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)	426	341	85	
12 Advertising and promotion				
13 Office expenses	1,789	1,431	358	
14 Information technology				
15 Royalties				
16 Occupancy	57,729	46,183	11,546	
17 Travel	2,037	1,630	407	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	7,839	6,272	1,567	
23 Insurance	4,731	3,785	946	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a MISCELLANEOUS	3,275	2,619	656	
b PROGRAM SUPPLIES AND RE	2,649	2,649		
c PROFESSIONAL DEVELOPMEN	478	382	96	
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	253,840	204,780	49,060	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part IX

		(A) Beginning of year		(B) End of year
Assets	1 Cash—non-interest-bearing	1,947	1	48,694
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions) Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	3,825	9	5,430
	10a Land, buildings, and equipment cost or other basis Complete Part VI of Schedule D	10a 45,534		
	b Less accumulated depreciation	10b 27,144	26,229	10c 18,390
	11 Investments—publicly traded securities		11	
	12 Investments—other securities See Part IV, line 11		12	
	13 Investments—program-related See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets See Part IV, line 11	7,000	15	7,000
16 Total assets. Add lines 1 through 15 (must equal line 34)	39,001	16	79,514	
Liabilities	17 Accounts payable and accrued expenses	225	17	0
	18 Grants payable		18	
	19 Deferred revenue	24,355	19	31,950
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons Complete Part II of Schedule L	18,500	22	38,500
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24) Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	43,080	26	70,450
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	-7,079	27	9,064
	28 Temporarily restricted net assets	3,000	28	0
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	-4,079	33	9,064	
34 Total liabilities and net assets/fund balances	39,001	34	79,514	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	266,983
2	Total expenses (must equal Part IX, column (A), line 25)	2	253,840
3	Revenue less expenses Subtract line 2 from line 1	3	13,143
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	-4,079
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0
10	Net assets or fund balances at end of year Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	9,064

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1** Accounting method used to prepare the Form 990 Cash Accrual Other _____
 If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant?
 If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both
 Separate basis Consolidated basis Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant?
 If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both
 Separate basis Consolidated basis Both consolidated and separate basis
- c** If "Yes," to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
 If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a	Yes	
2b		No
2c		No
3a		No
3b		

Additional Data

Software ID:

Software Version:

EIN: 90-0977000

Name: WILDFLOWER MONTESSORI SCHOOL

Form 990 (2016)

Form 990, Part III, Line 4a:

WILDFLOWER OPERATES A SMALL SHOPFRONT MONTESSORI SCHOOL IT CONSISTS OF 15 CHILDREN (AGES 2 9-6 YEARS) AND TWO TEACHER/ADMINISTRATORS

SCHEDULE A (Form 990 or 990-EZ)

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

2016

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Name of the organization

WILDFLOWER MONTESSORI SCHOOL

Employer identification number

90-0977000

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is (For lines 1 through 12, check only one box)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ))
3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii).
5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv).
6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi).
8 A community trust described in section 170(b)(1)(A)(vi) (Complete Part II)
9 An agricultural research organization described in 170(b)(1)(A)(ix) operated in conjunction with a land-grant college or university or a non-land grant college of agriculture See instructions Enter the name, city, and state of the college or university
10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions...
11 An organization organized and operated exclusively to test for public safety See section 509(a)(4).
12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
a Type I. A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization You must complete Part IV, Sections A and B.
b Type II. A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s) You must complete Part IV, Sections A and C.
c Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions) You must complete Part IV, Sections A, D, and E.
d Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions) You must complete Part IV, Sections A and D, and Part V.
e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization
f Enter the number of supported organizations
g Provide the following information about the supported organization(s)

Table with 6 columns: (i) Name of supported organization, (ii) EIN, (iii) Type of organization, (iv) Is the organization listed in your governing document?, (v) Amount of monetary support, (vi) Amount of other support. Includes a Total row.

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, 8, or 9 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grant")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc (see instructions)					12	

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14	
15 Public support percentage for 2015 Schedule A, Part II, line 14	15	

16a 33 1/3% support test—2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

b 33 1/3% support test—2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

17a 10%-facts-and-circumstances test—2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ►

b 10%-facts-and-circumstances test—2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ►

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ►

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	

19a 33 1/3% support tests—2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests—2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI</i>		
	11a	
	11b	
	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised or controlled the supporting organization.</i>		
	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization (s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
	3	

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions)		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
	2a	
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
	2b	
3 Parent of Supported Organizations Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
	3a	
b Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		
	3b	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov 20, 1970 **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year)	1	
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI)		
2	Acquisition indebtedness applicable to non-exempt use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions)

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required--see instructions)			
3 Excess distributions carryover, if any, to 2016			
a			
b			
c From 2013.			
d From 2014.			
e From 2015.			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2016 from Section D, line 7			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions)			
6 Remaining underdistributions for 2016 Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7			
a			
b Excess from 2013.			
c Excess from 2014.			
d Excess from 2015.			
e Excess from 2016.			

Part VI Supplemental Information.

Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions).

Facts And Circumstances Test

990 Schedule A, Supplemental Information

Return Reference	Explanation
PART IV	THE WILDFLOWER MONTESSORI SCHOOL WAS INCORPORATED IN MASSACHUSETTS ON APRIL 2, 2013 AS A SCHOOL, THE WILDFLOWER MONTESSORI SCHOOL IS NOT REQUIRED TO COMPLETE PARTS II AND III OF SCHEDULE A

Schedule A (Form 990 or 990-EZ) 2016

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No 1545-0047

2016

Open to Public Inspection

Complete if the organization answered "Yes," on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Department of the Treasury Internal Revenue Service

Name of the organization WILDFLOWER MONTESSORI SCHOOL

Employer identification number 90-0977000

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

(a) Donor advised funds (b) Funds and other accounts

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows 1-4: Total number at end of year, Aggregate value of contributions to (during year), Aggregate value of grants from (during year), Aggregate value at end of year.

- 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply): Preservation of land for public use, Protection of natural habitat, Preservation of open space, Preservation of an historically important land area, Preservation of a certified historic structure.

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year. Table with columns: Held at the End of the Year, rows 2a-2d.

- 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year
4 Number of states where property subject to conservation easement is located
5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

- 1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items
b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items: (i) Revenue included on Form 990, Part VIII, line 1; (ii) Assets included in Form 990, Part X
2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items: a Revenue included on Form 990, Part VIII, line 1; b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3** Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply)
- a** Public exhibition
 - b** Scholarly research
 - c** Preservation for future generations
 - d** Loan or exchange programs
 - e** Other
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII
- 5** During the year, did the organization solicit or receive donations of art, historical treasures or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b** If "Yes," explain the arrangement in Part XIII and complete the following table
- | | Amount |
|--|-----------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b** If "Yes," explain the arrangement in Part XIII Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as

- a** Board designated or quasi-endowment ▶
 - b** Permanent endowment ▶
 - c** Temporarily restricted endowment ▶
- The percentages on lines 2a, 2b, and 2c should equal 100%

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by

- (i)** unrelated organizations
- (ii)** related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" on 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIII the intended uses of the organization's endowment funds

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		14,726	14,603	123
d Equipment		30,808	12,541	18,267
e Other				

Total. Add lines 1a through 1e (Column (d) must equal Form 990, Part X, column (B), line 10(c)) . . . ▶ 18,390

Part VII Investments—Other Securities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other _____		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Column (b) must equal Form 990, Part X, col (B) line 12)		

Part VIII Investments—Program Related. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col (B) line 13)		

Part IX Other Assets. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15

(a) Description	(b) Book value
(1) SECURITY DEPOSIT	7,000
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15)	7,000

Part X Other Liabilities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI		Reconciliation of Revenue per Audited Financial Statements With Revenue per Return	
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.			
1	Total revenue, gains, and other support per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII)	4b	
c	Add lines 4a and 4b		4c
5	Total revenue Add lines 3 and 4c . (This must equal Form 990, Part I, line 12)		5

Part XII		Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.	
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.			
1	Total expenses and losses per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part IX, line 25		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII)	4b	
c	Add lines 4a and 4b		4c
5	Total expenses Add lines 3 and 4c . (This must equal Form 990, Part I, line 18)		5

Part XIII		Supplemental Information
Provide the descriptions required for Part II, lines 3, 5, and 9, Part III, lines 1a and 4, Part IV, lines 1b and 2b, Part V, line 4, Part X, line 2, Part XI, lines 2d and 4b, and Part XII, lines 2d and 4b Also complete this part to provide any additional information		
Return Reference	Explanation	
See Additional Data Table		

Part XIII Supplemental Information *(continued)*

Return Reference	Explanation

Additional Data

Software ID:
Software Version:
EIN: 90-0977000
Name: WILDFLOWER MONTESSORI SCHOOL

Supplemental Information

Return Reference	Explanation
PART X, LINE 2	WILDFLOWER MONTESSORI SCHOOL ACCOUNTS FOR UNCERTAINTY IN INCOME TAXES IN ACCORDANCE WITH ASC TOPIC, INCOME TAXES. THIS STANDARD CLARIFIES THE ACCOUNTING FOR UNCERTAINTY IN TAX POSITIONS AND PRESCRIBES A RECOGNITION THRESHOLD AND MEASUREMENT ATTRIBUTE FOR THE FINANCIAL STATEMENTS REGARDING A TAX POSITION TAKEN OR EXPECTED TO BE TAKEN IN A TAX RETURN. THE SCHOOL HAS DETERMINED THAT THERE ARE NO UNCERTAIN TAX POSITIONS WHICH QUALIFY FOR EITHER RECOGNITION OR DISCLOSURE IN THE FINANCIAL STATEMENTS AT JUNE 30, 2017. THE SCHOOL'S INFORMATION RETURNS ARE SUBJECT TO EXAMINATION BY THE FEDERAL AND STATE JURISDICTIONS.

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No 1545-0047

2016

Open to Public Inspection

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Department of the Treasury

Name of the organization

WILDFLOWER MONTESSORI SCHOOL

Employer identification number

90-0977000

Part I

1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?

	YES	NO
1	Yes	

2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?

2	Yes	
----------	-----	--

3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space use Part II

3	Yes	
----------	-----	--

4 Does the organization maintain the following?

a Records indicating the racial composition of the student body, faculty, and administrative staff?

4a	Yes	
-----------	-----	--

b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?

4b		No
-----------	--	----

c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?

4c	Yes	
-----------	-----	--

d Copies of all material used by the organization or on its behalf to solicit contributions?

4d	Yes	
-----------	-----	--

If you answered "No" to any of the above, please explain. If you need more space, use Part II

5 Does the organization discriminate by race in any way with respect to

a Students' rights or privileges?

5a		No
-----------	--	----

b Admissions policies?

5b		No
-----------	--	----

c Employment of faculty or administrative staff?

5c		No
-----------	--	----

d Scholarships or other financial assistance?

5d		No
-----------	--	----

e Educational policies?

5e		No
-----------	--	----

f Use of facilities?

5f		No
-----------	--	----

g Athletic programs?

5g		No
-----------	--	----

h Other extracurricular activities?

5h		No
-----------	--	----

If you answered "Yes" to any of the above, please explain. If you need more space, use Part II

6a Does the organization receive any financial aid or assistance from a governmental agency?

6a		No
-----------	--	----

b Has the organization's right to such aid ever been revoked or suspended?

6b		No
-----------	--	----

If you answered "Yes" to either line 6a or line 6b, explain on Part II

7 Does the organization certify that it has complied with the applicable requirements of sections 4 01 through 4 05 of Rev Proc 75-50, 1975-2 C B 587, covering racial nondiscrimination? If "No," explain on Part II

7	Yes	
----------	-----	--

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions).

Return Reference	Explanation
SCHEDULE E, PART I, LINE 3	NON DISCRIMINATION STATEMENT IS PRINTED IN THE CAMBRIDGE CHRONICLE
SCHEDULE E, PART I, LINE 4	THERE WAS NO FINANCIAL ASSISTANCE AWARDED IN 2017

Schedule L
(Form 990 or 990-EZ)

Transactions with Interested Persons

OMB No 1545-0047

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, lines 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Information about Schedule L (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.**

2016

Open to Public Inspection

Name of the organization WILDFLOWER MONTESSORI SCHOOL	Employer identification number 90-0977000
--	--

Part I Excess Benefit Transactions (section 501(c)(3), section 501(c)(4), and 501(c)(29) organizations only)
Complete if the organization answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b

1	(a) Name of disqualified person	(b) Relationship between disqualified person and organization	(c) Description of transaction	(d) Corrected?	
				Yes	No

2 Enter the amount of tax incurred by organization managers or disqualified persons during the year under section 4958 ▶ \$ _____
 3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ▶ \$ _____

Part II Loans to and/or From Interested Persons.
Complete if the organization answered "Yes" on Form 990-EZ, Part V, line 38a, or Form 990, Part IV, line 26, or if the organization reported an amount on Form 990, Part X, line 5, 6, or 22

(a) Name of interested person	(b) Relationship with organization	(c) Purpose of loan	(d) Loan to or from the organization?		(e) Original principal amount	(f) Balance due	(g) In default?		(h) Approved by board or committee?		(i) Written agreement?	
			To	From			Yes	No	Yes	No	Yes	No
(1) SEPANDAR KAMVAR	DIRECTOR	CASH FLOW	X		38,500	38,500		No	Yes		Yes	
Total						▶ \$	38,500					

Part III Grants or Assistance Benefiting Interested Persons.
Complete if the organization answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of assistance	(d) Type of assistance	(e) Purpose of assistance

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No

Part V Supplemental Information

Provide additional information for responses to questions on Schedule L (see instructions)

Return Reference	Explanation

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization
WILDFLOWER MONTESSORI SCHOOL

Employer identification number

90-0977000

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION A, LINE 8B	THERE ARE NO COMMITTEES WITH AUTHORITY TO ACT ON BEHALF OF THE BOARD OF DIRECTORS

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION B, LINE 11B	THE BOARD OF DIRECTORS REVIEWS AND APPROVES THE 990 BEFORE IT IS FILED

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION B, LINE 12C	THE BOARD OF DIRECTORS MONITORS COMPLIANCE WITH WILDFLOWER'S CONFLICT OF INTEREST POLICY

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION B, LINE 15A	THE BOARD OF DIRECTORS DETERMINED THE SALARY OF THE HEADS OF SCHOOL USING COMPENSATION DATA FROM COMPARABLE SCHOOLS FORM 990, PART VI, SECTION B, LINE 15B THERE ARE NO OTHER OFFICERS OR KEY EMPLOYEES

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION C, LINE 19	GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY AND REVIEWED FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC UPON REQUEST

Form **990**
 Department of the Treasury
 Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public
 ▶ Information about Form 990 and its instructions is at www.irs.gov/form990

OMB No 1545-0047
2015
Open to Public Inspection

A For the 2015 calendar year, or tax year beginning 07-01-2015, and ending 06-30-2016

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization URBAN VILLAGE MONTESSORI INC Doing business as Number and street (or P O box if mail is not delivered to street address) Room/suite PO BOX 5313 City or town, state or province, country, and ZIP or foreign postal code HAVERHILL, MA 01835	D Employer identification number 47-1721718 E Telephone number (978) 361-0793 G Gross receipts \$ 175,638
F Name and address of principal officer JANET BEGIN 26 WHITE ST HAVERHILL, MA 01830		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list (see instructions) H(c) Group exemption number ▶
I Tax-exempt status <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		L Year of formation 2014 M State of legal domicile MA
J Website: ▶ URBANVILLAGEMONTESSORI.ORG		
K Form of organization <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities URBAN MONTESSORI SEEKS TO STRNGTHEN THE COMMUNITY BY PROVIDING MONTESSORI EDUCATION FOR CHILDREN AND FAMILIES WHO ARE REFLECTIVE OF HAVERHILL'S RICH DIVERSITY		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets		
	3 Number of voting members of the governing body (Part VI, line 1a) 4 Number of independent voting members of the governing body (Part VI, line 1b) 5 Total number of individuals employed in calendar year 2015 (Part V, line 2a) 6 Total number of volunteers (estimate if necessary) 7a Total unrelated business revenue from Part VIII, column (C), line 12 b Net unrelated business taxable income from Form 990-T, line 34	3 4 5 6 7a 7b	7 1 6 0 0 0
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	14,971	63,184
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	18,509	112,449
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	1	5
	12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	0	0
	12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	33,481	175,638
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1–3)	0	0
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0	0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	18,681	93,622
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ ⁰		
	17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	6,306	13,517
18 Total expenses Add lines 13–17 (must equal Part IX, column (A), line 25)	24,987	107,139	
19 Revenue less expenses Subtract line 18 from line 12	8,494	68,499	
Net Assets or Fund Balances		Beginning of Current Year	End of Year
	20 Total assets (Part X, line 16)	18,644	85,558
	21 Total liabilities (Part X, line 26)	10,150	8,680
	22 Net assets or fund balances Subtract line 21 from line 20	8,494	76,878

Part II Signature Block
 Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge

Sign Here	***** Signature of officer JANET BEGIN HEAD OF SCHOOL Type or print name and title	2016-11-28 Date
------------------	---	--------------------

Paid Preparer Use Only	Print/Type preparer's name GORDON W ULEN	Preparer's signature GORDON W ULEN	Date 2016-11-15	Check <input type="checkbox"/> if self-employed	PTIN P00486027
	Firm's name ▶ GORDON W ULEN CPA PC			Firm's EIN ▶ 47-2469104	
	Firm's address ▶ 109 WASHINGTON STREET HAVERHILL, MA 01832555			Phone no (978) 372-7050	

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission

URBAN VILLAGE MONTESSORI SEEKS TO STRENGTHEN THE COMMUNITY BY PROVIDING MONTESSORI EDUCATION FOR CHILDREN AND FAMILIES WHO ARE REFLECTIVE OF HAVERHILL'S RICH DIVERSITY

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If "Yes," describe these new services on Schedule O

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If "Yes," describe these changes on Schedule O

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported

4a (Code) (Expenses \$ 0 including grants of \$ 0) (Revenue \$ 0)

THIS IS A NEW SCHOOL AND THIS WAS THE FIRST YEAR OF FULL OPERATIONS, ACCORDINGLY NO NEW PROGRAMS WERE UNDERTAKEN

4b (Code) (Expenses \$ 0 including grants of \$ 0) (Revenue \$ 0)

4c (Code) (Expenses \$ 0 including grants of \$ 0) (Revenue \$ 0)

See Additional Data

4d Other program services (Describe in Schedule O)
(Expenses \$ 96,333 including grants of \$) (Revenue \$)

4e Total program service expenses **▶** 96,333

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	Yes	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?		No
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		No
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		No
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		No
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		No
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		No
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		No
9	Did the organization report an amount in Part X, line 21 for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X, or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		No
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		No
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	Yes	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		No
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		No
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		No
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	Yes	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		No
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		No
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		No
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	Yes	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		No
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		No
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		No
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		No
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> (see instructions)		No
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		No
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		No
20a	Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		No
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules *(continued)*

21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21		No
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22		No
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23		No
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a		No
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a		No
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b		No
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>	26	Yes	
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27		No
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions)			
a	A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28a		No
b	A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28b		No
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>	28c		No
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29		No
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30		No
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31		No
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32		No
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33		No
34	Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34		No
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		No
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36		No
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37		No
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	Yes	

Part V **Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096 Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	Yes	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		No
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		No
3b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		No
b	If "Yes," enter the name of the foreign country <input type="text"/> See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR)		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		No
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		No
5c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		No
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		No
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		No
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9a	Did the sponsoring organization make any taxable distributions under section 4966?		
9b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		No
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

Part VI Governance, Management, and Disclosure

For each "Yes" response to lines 2 through 7b below, and for a "No" response to lines 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 4 columns: Question, Yes, No, and a small table for 1a and 1b. Rows include questions about voting members, family relationships, management delegation, and governance decisions.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 4 columns: Question, Yes, No, and a small table for 10a and 10b. Rows include questions about local chapters, conflict of interest policies, whistleblower policies, and compensation processes.

Section C. Disclosure

- 17 List the States with which a copy of this Form 990 is required to be filed
18 Section 6104 requires an organization to make its Form 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year
20 State the name, address, and telephone number of the person who possesses the organization's books and records

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns 1a _____					
	b Membership dues 1b _____					
	c Fundraising events 1c _____					
	d Related organizations 1d _____					
	e Government grants (contributions) 1e _____					
	f All other contributions, gifts, grants, and similar amounts not included above 1f _____ 63,184					
	g Noncash contributions included in lines 1a-1f \$ _____					
	h Total. Add lines 1a-1f ▶		63,184			
	Program Service Revenue	2a TUITION _____ Business Code 611110	112,449	112,449		
b _____						
c _____						
d _____						
e _____						
f All other program service revenue _____						
g Total. Add lines 2a-2f ▶			112,449			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts) ▶	5	5			
	4 Income from investment of tax-exempt bond proceeds ▶					
	5 Royalties ▶					
	6a Gross rents	(i) Real				
		(ii) Personal				
		b Less rental expenses				
		c Rental income or (loss)				
	d Net rental income or (loss) ▶					
	7a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less cost or other basis and sales expenses				
		c Gain or (loss)				
	d Net gain or (loss) ▶					
	8a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c) See Part IV, line 18	a _____				
		b Less direct expenses b _____				
		c Net income or (loss) from fundraising events . . . ▶				
	9a Gross income from gaming activities See Part IV, line 19	a _____				
b Less direct expenses b _____						
c Net income or (loss) from gaming activities . . . ▶						
10a Gross sales of inventory, less returns and allowances	a _____					
	b Less cost of goods sold b _____					
	c Net income or (loss) from sales of inventory . . ▶					
Miscellaneous Revenue	Business Code					
11a _____	_____					
	b _____					
	c _____					
	d All other revenue					
e Total. Add lines 11a-11d ▶						
12 Total revenue. See Instructions ▶		175,638	112,454	0	0	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A)

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	93,622	93,622		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes				
11 Fees for services (non-employees)				
a Management	8,436		8,436	
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)	2,711	2,711		
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	2,370		2,370	
23 Insurance				
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a _____				
b _____				
c _____				
d _____				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	107,139	96,333	10,806	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)
		Beginning of year		End of year
Assets	1 Cash—non-interest-bearing	14,417	1	64,309
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	2,953	4	7,189
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions) Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment—cost or other basis. Complete Part VI of Schedule D	10a 16,643		
	b Less accumulated depreciation	10b 2,583	1,274	10c 14,060
	11 Investments—publicly traded securities		11	
	12 Investments—other securities. See Part IV, line 11		12	
	13 Investments—program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)	18,644	16	85,558	
Liabilities	17 Accounts payable and accrued expenses		17	
	18 Grants payable		18	
	19 Deferred revenue	6,521	19	2,260
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L	1,906	22	1,906
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	1,723	25	4,514
	26 Total liabilities. Add lines 17 through 25	10,150	26	8,680
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	8,494	27	76,878
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	8,494	33	76,878	
34 Total liabilities and net assets/fund balances	18,644	34	85,558	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	175,638
2	Total expenses (must equal Part IX, column (A), line 25)	2	107,139
3	Revenue less expenses Subtract line 2 from line 1	3	68,499
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	8,494
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	-115
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0
10	Net assets or fund balances at end of year Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	76,878

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990 <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	Yes	
2b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		No
2c	If "Yes," to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O		No
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		No
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits		

Additional Data

Software ID:
Software Version:
EIN: 47-1721718
Name: URBAN VILLAGE MONTESSORI INC

Form 990, Part III - 4 Program Service Accomplishments (See the Instructions)

(Code) (Expenses \$	96,333	including grants of \$	0) (Revenue \$	0)
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**SCHEDULE A
(Form 990 or
990EZ)**

Department of the
Treasury
Internal Revenue Service

Name of the organization
URBAN VILLAGE MONTESSORI INC

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2015

**Open to Public
Inspection**

Employer identification number

47-1721718

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is (For lines 1 through 11, check only one box)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ))
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II)
- 8 A community trust described in **section 170(b)(1)(A)(vi)** (Complete Part II)
- 9 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975 See **section 509(a)(2)**. (Complete Part III)
- 10 An organization organized and operated exclusively to test for public safety See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2) See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s) **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions) **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions) **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization
 - f Enter the number of supported organizations _____
 - g Provide the following information about the supported organization(s)

(i) Name of supported organization	(ii)EIN	(iii) Type of organization (described on lines 1- 9 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
 (Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any unusual grants.)						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f))	14	
15 Public support percentage for 2014 Schedule A, Part II, line 14	15	
16a 33 1/3% support test—2015. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support test—2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2011	(b)2012	(c)2013	(d)2014	(e)2015	(f)Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						
14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	

- 19a 33 1/3% support tests—2015.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶
- b 33 1/3% support tests—2014.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶
- 20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations, (b) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part II of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Part IV Supporting Organizations (continued)**Section B. Type I Supporting Organizations**

- | | Yes | No |
|--|-----|----|
| 1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year?
<i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i> | 1 | |
| 2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization?
<i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised or controlled the supporting organization.</i> | 2 | |

Section C. Type II Supporting Organizations

- | | Yes | No |
|---|-----|----|
| 1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)?
<i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i> | 1 | |

Section D. All Type III Supporting Organizations

- | | Yes | No |
|--|-----|----|
| 1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided? | 1 | |
| 2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization?
<i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i> | 2 | |
| 3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year?
<i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i> | 3 | |

Section E. Type III Functionally-Integrated Supporting Organizations

- 1** Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (**see instructions**)
- a** The organization satisfied the Activities Test. Complete **line 2** below.
- b** The organization is the parent of each of its supported organizations. Complete **line 3** below.
- c** The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).

2 Activities Test. **Answer (a) and (b) below.**

- | | Yes | No |
|--|-----|----|
| a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive?
<i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i> | 2a | |
| b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in?
<i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i> | 2b | |

3 Parent of Supported Organizations. **Answer (a) and (b) below.**

- | | | |
|--|----|--|
| a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i> | 3a | |
| b Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i> | 3b | |

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov 20, 1970 **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year)	1	
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI) _____		
2	Acquisition indebtedness applicable to non-exempt use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions) <input type="checkbox"/>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2015 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1 Distributable amount for 2015 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2015 (reasonable cause required--see instructions)			
3 Excess distributions carryover, if any, to 2015			
a			
b			
c			
d From 2013. _____			
e From 2014. _____			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2015 distributable amount			
i Carryover from 2010 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2015 from Section D, line 7 \$ _____			
a Applied to underdistributions of prior years			
b Applied to 2015 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2015, if any Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions)			
6 Remaining underdistributions for 2015 Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2016. Add lines 3j and 4c			
8 Breakdown of line 7			
a			
b			
c Excess from 2013. _____			
d From 2014. _____			
e From 2015. _____			

Part VI Supplemental Information.

Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions).

Facts And Circumstances Test

Return Reference	Explanation
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SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No 1545-0047

2015 Open to Public Inspection

Complete if the organization answered "Yes," on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Department of the Treasury Internal Revenue Service

Table with 2 columns: Name of the organization (URBAN VILLAGE MONTESSORI INC) and Employer identification number (47-1721718)

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 3 columns: Question number, Question text, and Yes/No checkboxes. Questions 1-4 are about donor advised funds and other accounts. Questions 5-6 are about legal control and private benefit.

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 3 columns: Question number, Question text, and Yes/No checkboxes. Questions 1-9 cover various aspects of conservation easements, including purpose, monitoring, and expenses.

Table titled 'Held at the End of the Year' with rows 2a, 2b, 2c, and 2d.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 3 columns: Question number, Question text, and Yes/No checkboxes. Questions 1a-1b and 2a-2b cover reporting requirements for art and historical treasures.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets
(continued)

- 3** Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply)
- a** Public exhibition
 - b** Scholarly research
 - c** Preservation for future generations
 - d** Loan or exchange programs
 - e** Other
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII
- 5** During the year, did the organization solicit or receive donations of art, historical treasures or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b** If "Yes," explain the arrangement in Part XIII and complete the following table
- | | Amount |
|---|--------|
| 1c Beginning balance | |
| 1d Additions during the year | |
| 1e Distributions during the year | |
| 1f Ending balance | |
- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b** If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as

- a** Board designated or quasi-endowment ▶
 - b** Permanent endowment ▶
 - c** Temporarily restricted endowment ▶
- The percentages on lines 2a, 2b, and 2c should equal 100%

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by

- (i)** unrelated organizations
- (ii)** related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" on 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIII the intended uses of the organization's endowment funds

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		10,016	1,002	9,014
d Equipment		6,627	1,581	5,046
e Other				
Total. Add lines 1a through 1e (Column (d) must equal Form 990, Part X, column (B), line 10(c)) ▶				14,060

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue Add lines 3 and 4c . (This must equal Form 990, Part I, line 12)		5	

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1 :			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses Add lines 3 and 4c . (This must equal Form 990, Part I, line 18)		5	

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9, Part III, lines 1a and 4, Part IV, lines 1b and 2b, Part V, line 4, Part X, line 2, Part XI, lines 2d and 4b, and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Return Reference	Explanation

Part XIII Supplemental Information (*continued*)

Return Reference	Explanation

SCHEDULE E (Form 990 or 990-EZ)

Schools

OMB No 1545-0047

2015

Open to Public Inspection

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.

Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Department of the Treasury Internal Revenue Service

Name of the organization URBAN VILLAGE MONTESSORI INC

Employer identification number

47-1721718

Part I

Table with 3 columns: Question, YES, NO. Rows include questions 1 through 7 regarding nondiscrimination policies, financial aid, and compliance requirements.

Part II Supplemental Information.

Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions)

Return Reference	Explanation
SCHEDULE E, PART I, LINE 3	SCHOOL HAS A NONDISCRIMINATORY POLICY STATED ON ITS WEB SITE AND POSTS IT IN PRINT MEDIA
SCHEDULE E, PART I, LINE 7	SCHOOL HAS A NONDISCRIMINATION POLICY STATED ON ITS WEB SITE AND POSTS IT ON PRINT MEDIA

**SCHEDULE O
(Form 990 or
990-EZ)**

Department of the
Treasury
Internal Revenue
Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at
www.irs.gov/form990.

OMB No 1545-0047

2015

**Open to Public
Inspection**

Name of the organization
URBAN VILLAGE MONTESSORI INC

Employer identification number

47-1721718

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION A, LINE 8B	NO NOTES WERE TAKEN DURING COMMITTEE MEETINGS BECAUSE THIS WAS THE FIRST YEAR OF OPERATIONS AND THEREFORE AN ORGANIZATION YEAR
FORM 990, PART VI, SECTION B, LINE 11	FORM 990 IS DISTRIBUTED TO BOARD OF DIRECTORS FOR THEIR APPROVAL BEFORE BEING FILED

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION B, LINE 12C	CONFLICTS ARE REQUIRED TO BE DISCLOSED WITH ANNUAL AFFIRMATIONS AND MEMBERS WITH POTENTIAL CONFLICTS RECUSE THEMSELVES FROM VOTING ON POTENTIALLY CONFLICTING ISSUES
FORM 990, PART VI, SECTION C, LINE 19	THESE DOCUMENTS ARE AVAILABLE UPON REQUEST

Form **990**
 Department of the Treasury
 Internal Revenue Service

Return of Organization Exempt From Income Tax
 Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
 Do not enter social security numbers on this form as it may be made public
 Information about Form 990 and its instructions is at www.irs.gov/form990

OMB No 1545-0047
2016
Open to Public Inspection

A For the 2016 calendar year, or tax year beginning 07-01-2016, and ending 06-30-2017

- B** Check if applicable:
 Address change
 Name change
 Initial return
 Final
 Return/terminated
 Amended return
 Application pending

C Name of organization: URBAN VILLAGE MONTESSORI INC
 Doing business as: MARIGOLD MONTESSORI
 Number and street (or P O box if mail is not delivered to street address): PO BOX 5313
 Room/suite:
 City or town, state or province, country, and ZIP or foreign postal code: HAVERHILL, MA 01835

D Employer identification number: 47-1721718

E Telephone number: (978) 361-0793

G Gross receipts \$ 178,344

F Name and address of principal officer:
 JANET BEGIN
 26 WHITE ST
 HAVERHILL, MA 01830

H(a) Is this a group return for subordinates? Yes No

H(b) Are all subordinates included? Yes No
 If "No," attach a list (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: 501(c)(3) 501(c) () ◀ (insert no) 4947(a)(1) or 527

J Website: ▶ MARIGOLDMONTESSORI.ORG

K Form of organization: Corporation Trust Association Other ▶

L Year of formation: 2014

M State of legal domicile: MA

Part I Summary

1 Briefly describe the organization's mission or most significant activities:
 URBAN MONTESSORI SEEKS TO STRNGTHEN THE COMMUNITY BY PROVIDING MONTESSORI EDUCATION FOR CHILDREN AND FAMILIES WHO ARE REFLECTIVE OF HAVERHILL'S RICH DIVERSITY

2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets

3 Number of voting members of the governing body (Part VI, line 1a)	6
4 Number of independent voting members of the governing body (Part VI, line 1b)	2
5 Total number of individuals employed in calendar year 2016 (Part V, line 2a)	12
6 Total number of volunteers (estimate if necessary)	15
7a Total unrelated business revenue from Part VIII, column (C), line 12	0
7b Net unrelated business taxable income from Form 990-T, line 34	0

	Prior Year	Current Year
8 Contributions and grants (Part VIII, line 1h)	63,184	21,400
9 Program service revenue (Part VIII, line 2g)	112,449	153,455
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	5	11
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0	3,478
12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	175,638	178,344

13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0	0
14 Benefits paid to or for members (Part IX, column (A), line 4)	0	0
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	93,622	149,688
16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	13,517	32,687
18 Total expenses Add lines 13-17 (must equal Part IX, column (A), line 25)	107,139	182,375
19 Revenue less expenses Subtract line 18 from line 12	68,499	-4,031

	Beginning of Current Year	End of Year
20 Total assets (Part X, line 16)	85,558	83,360
21 Total liabilities (Part X, line 26)	8,680	10,513
22 Net assets or fund balances Subtract line 21 from line 20	76,878	72,847

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge

Sign Here
 Signature of officer: _____ Date: 2017-11-21
 Type or print name and title: JANET BEGIN HEAD OF SCHOOL

Paid Preparer Use Only
 Print/Type preparer's name: GORDON W ULEN Preparer's signature: GORDON W ULEN Date: 2017-11-21
 Check if self-employed PTIN: P00486027
 Firm's name: GORDON W ULEN CPA PC Firm's EIN: 47-2469104
 Firm's address: 109 WASHINGTON STREET Haverhill, MA 01832555 Phone no: (978) 372-7050

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission

URBAN VILLAGE MONTESSORI SEEKS TO STRENGTHEN THE COMMUNITY BY PROVIDING MONTESSORI EDUCATION FOR CHILDREN AND FAMILIES WHO ARE REFLECTIVE OF HAVERHILL'S RICH DIVERSITY

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If "Yes," describe these new services on Schedule O

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If "Yes," describe these changes on Schedule O

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported

4a (Code) (Expenses \$ 163,402 including grants of \$) (Revenue \$ 153,455)
See Additional Data

4b (Code) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 163,402

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	Yes	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?		No
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		No
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		No
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		No
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		No
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		No
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		No
9 Did the organization report an amount in Part X, line 21 for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X, or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		No
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		No
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	Yes	
b Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		No
c Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		No
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		No
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	Yes	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		No
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		No
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		No
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	Yes	
14a Did the organization maintain an office, employees, or agents outside of the United States?		No
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		No
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		No
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		No
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> (see instructions)		No
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		No
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		No

Part IV Checklist of Required Schedules *(continued)*

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		No
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		No
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		No
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		No
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		No
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		No
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		No
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		No
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions)		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		No
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		No
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		No
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		No
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		No
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		No
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		No
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		No
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		No
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		No
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		No
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		No
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	Yes	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question ID, question text, and Yes/No response boxes. Includes sections for backup withholding, employee reporting, unrelated business income, prohibited tax shelter transactions, charitable contributions, and 501(c)(7), (12), and (29) organizations.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to lines 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 4 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members of the governing body at the end of the tax year (6); 1b Enter the number of voting members included in line 1a, above, who are independent (2); 2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? (No); 3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person? (No); 4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? (No); 5 Did the organization become aware during the year of a significant diversion of the organization's assets? (No); 6 Did the organization have members or stockholders? (No); 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? (No); 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? (No); 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: a The governing body? (Yes); b Each committee with authority to act on behalf of the governing body? (No); 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O. (No)

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 4 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates? (No); 10b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?; 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? (Yes); 11b Describe in Schedule O the process, if any, used by the organization to review this Form 990; 12a Did the organization have a written conflict of interest policy? If "No," go to line 13 (Yes); 12b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? (Yes); 12c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done (Yes); 13 Did the organization have a written whistleblower policy? (Yes); 14 Did the organization have a written document retention and destruction policy? (Yes); 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision? a The organization's CEO, Executive Director, or top management official (No); b Other officers or key employees of the organization (No); 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? (No); 16b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?

Section C. Disclosure

- 17 List the States with which a copy of this Form 990 is required to be filed MA
18 Section 6104 requires an organization to make its Form 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply: [] Own website [] Another's website [X] Upon request [] Other (explain in Schedule O)
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year
20 State the name, address, and telephone number of the person who possesses the organization's books and records: JANET BEGIN 26 WHITE STREET HAVERHILL, MA 01830 (978) 361-0793

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns . . .	1a					
	b Membership dues . . .	1b					
	c Fundraising events . . .	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	6,500				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	14,900				
	g Noncash contributions included in lines 1a-1f \$ _____						
	h Total. Add lines 1a-1f			21,400			
Program Service Revenue	2a TUITION	Business Code	611110	153,455	153,455		
	b _____						
	c _____						
	d _____						
	e _____						
	f All other program service revenue						
	g Total. Add lines 2a-2f			153,455			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		11	11			
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6a Gross rents	(i) Real	(ii) Personal				
		b Less rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c) See Part IV, line 18	a	3,478				
		b Less direct expenses	b	0			
		c Net income or (loss) from fundraising events		3,478			3,478
	9a Gross income from gaming activities See Part IV, line 19	a					
b Less direct expenses		b					
c Net income or (loss) from gaming activities							
10a Gross sales of inventory, less returns and allowances	a						
	b Less cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
11a Miscellaneous Revenue	Business Code						
	b _____						
	c _____						
	d All other revenue						
	e Total. Add lines 11a-11d						
12 Total revenue. See Instructions			178,344	153,466	0	3,478	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A)

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments See Part IV, line 21				
2 Grants and other assistance to domestic individuals See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals See Part IV, line 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	71,750	71,750		
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	64,733	64,733		
8 Pension plan accruals and contributions (include section 401 (k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	13,205	13,205		
11 Fees for services (non-employees)				
a Management				
b Legal				
c Accounting	4,222		4,222	
d Lobbying				
e Professional fundraising services See Part IV, line 17				
f Investment management fees				
g Other (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)				
12 Advertising and promotion	1,354		1,354	
13 Office expenses	367		367	
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	5,885		5,885	
23 Insurance	7,067		7,067	
24 Other expenses Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a PROFESSIONAL DEVELOPMENT	4,800	4,800		
b CONSULTANTS	4,000	4,000		
c SUPPLIES	2,058	2,058		
d SCHOOL FOOD	1,774	1,774		
e All other expenses	1,160	1,082	78	
25 Total functional expenses. Add lines 1 through 24e	182,375	163,402	18,973	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part IX

		(A) Beginning of year		(B) End of year
Assets	1 Cash—non-interest-bearing	64,309	1	33,602
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	7,189	4	6,957
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions) Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment cost or other basis Complete Part VI of Schedule D	10a 51,269		
	b Less accumulated depreciation	10b 8,468	14,060	10c 42,801
	11 Investments—publicly traded securities		11	
	12 Investments—other securities See Part IV, line 11		12	
	13 Investments—program-related See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)		85,558	16	83,360
Liabilities	17 Accounts payable and accrued expenses		17	99
	18 Grants payable		18	
	19 Deferred revenue	2,260	19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons Complete Part II of Schedule L	1,906	22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24) Complete Part X of Schedule D	4,514	25	10,414
	26 Total liabilities. Add lines 17 through 25		8,680	26
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	76,878	27	72,847
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances		76,878	33	72,847
34 Total liabilities and net assets/fund balances		85,558	34	83,360

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	178,344
2	Total expenses (must equal Part IX, column (A), line 25)	2	182,375
3	Revenue less expenses Subtract line 2 from line 1	3	-4,031
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	76,878
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0
10	Net assets or fund balances at end of year Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	72,847

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1** Accounting method used to prepare the Form 990 Cash Accrual Other _____
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant?
If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both
 Separate basis Consolidated basis Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant?
If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both
 Separate basis Consolidated basis Both consolidated and separate basis
- c** If "Yes," to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a	Yes	
2b		No
2c		No
3a		No
3b		

Additional Data

Software ID:

Software Version:

EIN: 47-1721718

Name: URBAN VILLAGE MONTESSORI INC

Form 990 (2016)

Form 990, Part III, Line 4a:

THIS IS A NEW SCHOOL AND THIS WAS THE SECOND YEAR OF FULL OPERATIONS, ACCORDINGLY NO NEW PROGRAMS WERE UNDERTAKEN

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization
URBAN VILLAGE MONTESSORI INC

Employer identification number

47-1721718

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ))
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II)
- 8 A community trust described in **section 170(b)(1)(A)(vi)** (Complete Part II)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land grant college of agriculture See instructions Enter the name, city, and state of the college or university _____
- 10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975 See **section 509(a)(2)**. (Complete Part III)
- 11 An organization organized and operated exclusively to test for public safety See **section 509(a)(4)**.
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s) **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions) **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions) **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization
 - f Enter the number of supported organizations _____
 - g Provide the following information about the supported organization(s)

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1- 10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, 8, or 9 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grant")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc (see instructions)					12	

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14	
15 Public support percentage for 2015 Schedule A, Part II, line 14	15	

16a 33 1/3% support test—2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

b 33 1/3% support test—2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

17a 10%-facts-and-circumstances test—2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization ►

b 10%-facts-and-circumstances test—2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization ►

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ►

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
1 Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a)2012	(b)2013	(c)2014	(d)2015	(e)2016	(f)Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
13 Total support. (Add lines 9, 10c, 11, and 12)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	

19a 33 1/3% support tests—2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests—2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b	Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI .		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI .		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI .		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI .		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer line 10b below.		
b	Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI</i>		
11a		
11b		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised or controlled the supporting organization.</i>		
1		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization (s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
1		
2		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions)		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		
2a		
2b		
3a		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov 20, 1970 **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year)	1	
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI)		
2	Acquisition indebtedness applicable to non-exempt use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions)

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required--see instructions)			
3 Excess distributions carryover, if any, to 2016			
a			
b			
c From 2013.			
d From 2014.			
e From 2015.			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2016 from Section D, line 7			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions)			
6 Remaining underdistributions for 2016 Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7			
a			
b Excess from 2013.			
c Excess from 2014.			
d Excess from 2015.			
e Excess from 2016.			

Part VI Supplemental Information.

Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions).

Facts And Circumstances Test

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No 1545-0047

2016

Open to Public Inspection

Complete if the organization answered "Yes," on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Department of the Treasury Internal Revenue Service

Name of the organization URBAN VILLAGE MONTESSORI INC

Employer identification number 47-1721718

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

(a) Donor advised funds (b) Funds and other accounts

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows 1-4: Total number at end of year, Aggregate value of contributions to (during year), Aggregate value of grants from (during year), Aggregate value at end of year.

- 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply)
2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year
3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year
4 Number of states where property subject to conservation easement is located
5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

- 1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items
b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items
2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3** Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply)
- a** Public exhibition
 - b** Scholarly research
 - c** Preservation for future generations
 - d** Loan or exchange programs
 - e** Other
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII
- 5** During the year, did the organization solicit or receive donations of art, historical treasures or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b** If "Yes," explain the arrangement in Part XIII and complete the following table
- | | Amount |
|--|-----------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b** If "Yes," explain the arrangement in Part XIII Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2** Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as
- a** Board designated or quasi-endowment ▶
 - b** Permanent endowment ▶
 - c** Temporarily restricted endowment ▶
- The percentages on lines 2a, 2b, and 2c should equal 100%
- 3a** Are there endowment funds not in the possession of the organization that are held and administered for the organization by
- | | Yes | No |
|--|---------------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" on 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4** Describe in Part XIII the intended uses of the organization's endowment funds

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		23,728	558	23,170
c Leasehold improvements				
d Equipment				
e Other		27,541	7,910	19,631
Total. Add lines 1a through 1e (Column (d) must equal Form 990, Part X, column (B), line 10(c)) ▶				42,801

Part VII Investments—Other Securities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other _____		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Column (b) must equal Form 990, Part X, col (B) line 12.)		

Part VIII Investments—Program Related. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col (B) line 13.)		

Part IX Other Assets. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 15.)	

Part X Other Liabilities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
TUITION DEPOSITS	3,371
SCHOLARSHIP FUNDS	7,043
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25.)	10,414

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return
 Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue Add lines 3 and 4c . (This must equal Form 990, Part I, line 12)		5	

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
 Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses Add lines 3 and 4c . (This must equal Form 990, Part I, line 18)		5	

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9, Part III, lines 1a and 4, Part IV, lines 1b and 2b, Part V, line 4, Part X, line 2, Part XI, lines 2d and 4b, and Part XII, lines 2d and 4b Also complete this part to provide any additional information

Return Reference	Explanation	
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Part XIII Supplemental Information *(continued)*

Return Reference	Explanation
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SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No 1545-0047

2016

Open to Public Inspection

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Department of the Treasury

Name of the organization
URBAN VILLAGE MONTESSORI INC

Employer identification number

47-1721718

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	Yes	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	Yes	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space use Part II.	Yes	
4 Does the organization maintain the following? a Records indicating the racial composition of the student body, faculty, and administrative staff? b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.	Yes	
5 Does the organization discriminate by race in any way with respect to a Students' rights or privileges? b Admissions policies? c Employment of faculty or administrative staff? d Scholarships or other financial assistance? e Educational policies? f Use of facilities? g Athletic programs? h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		No
6a Does the organization receive any financial aid or assistance from a governmental agency? b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" to either line 6a or line 6b, explain on Part II.	Yes	No
7 Does the organization certify that it has complied with the applicable requirements of sections 4 01 through 4 05 of Rev Proc 75-50, 1975-2 C B 587, covering racial nondiscrimination? If "No," explain on Part II.		No

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions)

Return Reference	Explanation
SCHEDULE E, PART I, LINE 3	SCHOOL HAS A NONDISCRIMINATORY POLICY STATED ON ITS WEB SITE AND POSTS IT IN PRINT MEDIA
SCHEDULE E, PART I, LINE 7	SCHOOL HAS A NONDISCRIMINATION POLICY STATED ON ITS WEB SITE AND POSTS IT ON PRINT MEDIA

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No 1545-0047

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization
URBAN VILLAGE MONTESSORI INC

Employer identification number

47-1721718

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION A, LINE 8B	ORGANIZATION HAD NO COMMITTEES AND THEREFORE NO COMMITTEE MEETINGS BECAUSE THIS IS A SMALL SCHOOL

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION B, LINE 11B	FORM 990 IS DISTRIBUTED TO BOARD OF DIRECTORS FOR THEIR APPROVAL BEFORE BEING FILED

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION B, LINE 12C	CONFLICTS ARE REQUIRED TO BE DISCLOSED WITH ANNUAL AFFIRMATIONS AND MEMBERS WITH POTENTIAL CONFLICTS RECUSE THEMSELVES FROM VOTING ON POTENTIALLY CONFLICTING ISSUES

990 Schedule O, Supplemental Information

Return Reference	Explanation
FORM 990, PART VI, SECTION C, LINE 19	THESE DOCUMENTS ARE AVAILABLE UPON REQUEST

**URBAN VILLAGE MONTESSORI, INC.
COMPILED FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2017 AND 2016**

**URBAN VILLAGE MONTESSORI, INC.
COMPILED FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2017 AND 2016**

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INDEPENDENT ACCOUNTANTS' COMPILATION REPORT

To the Board of Directors
Urban Village Montessori, Inc.
Haverhill, Massachusetts

Management is responsible for the accompanying financial statements of Urban Village Montessori, Inc., (a nonprofit corporation), which comprise the statements of financial position as of June 30, 2017 and 2016, and the related statements of revenues, expenses and other Changes in Net assets, and cash flows for the years then ended, and the related notes to the financial statements in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the financial statements nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements.

Gordon W. Ulen, CPA
Haverhill, Massachusetts

URBAN VILLAGE MONTESSORI, INC.
STATEMENTS OF FINANCIAL POSITION
June 30, 2017 AND 2016

ASSETS

	<u>2017</u>	<u>2016</u>
Current assets:		
Cash	\$ 33,602	\$ 64,308
Accounts receivable	<u>6,957</u>	<u>7,189</u>
Total current assets	40,559	71,497
Property and equipment:		
Furniture, fixtures and leashold improvem	51,269	16,643
Less: accumulated depreciation	<u>8,468</u>	<u>2,583</u>
	<u>42,801</u>	<u>14,060</u>
Total assets	<u>\$ 83,360</u>	<u>\$ 85,557</u>

LIABILITIES AND NET ASSETS

Current liabilities:		
Accounts Payable	\$ 99	\$ 2,633
Deferred revenue	10,414	4,140
Loan payable	<u>-</u>	<u>1,906</u>
Total current liabilities	10,513	8,679
Net assets:		
Unrestricted	72,847	76,878
Restricted	<u>-</u>	<u>-</u>
Total net assets	<u>72,847</u>	<u>76,878</u>
Total liabilities and fund balance	<u>\$ 83,360</u>	<u>\$ 85,557</u>

See Accompanying Notes and Independent Accountants' Compilation Report.

URBAN VILLAGE MONTESSORI, INC.
STATEMENTS OF REVENUES, EXPENSES, AND OTHER CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	<u>2017</u>	<u>2016</u>
Unrestricted net assets:		
Revenue, gains and other support:		
Tuition	\$ 174,856	\$ 112,449
Contributions and gifts	3,477	13,184
Private grants	-	50,000
Interest income	11	5
	<u>178,344</u>	<u>175,638</u>
Expenses:		
Program services	163,402	96,333
Administration	<u>18,973</u>	<u>10,806</u>
Total expenses	<u>182,375</u>	<u>107,139</u>
Increase (decrease) in net assets	(4,031)	68,499
Net assets at beginning of year	<u>76,878</u>	<u>8,379</u>
Net assets at end of year	<u>\$ 72,847</u>	<u>\$ 76,878</u>

See Accompanying Notes and Independent Accountants' Compilation Report.

URBAN VILLAGE MONTESSORI, INC.
STATEMENTS OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	<u>Program Services</u>	<u>Management & General</u>	<u>2017 Total</u>	<u>2016 Total</u>
Accounting and legal fees	\$ -	\$ 4,222	\$ 4,222	\$ 1,944
Bad Debts	722	-	722	\$ -
Depreciation	-	5,885	5,885	2,370
Dues and fees	-	10	10	650
Insurance	-	7,067	7,067	5,033
Office expense	-	1,735	1,735	275
Other	360	-	360	557
Outside labor	4,000	-	4,000	-
Payroll taxes	13,205	-	13,205	7,428
Professional development	4,800	-	4,800	-
Salaries and wages	136,483	-	136,483	86,194
Student services	1,774	-	1,774	1,537
Supplies	2,058	-	2,058	1,036
Telephone	-	54	54	115
	<u>\$ 163,402</u>	<u>\$ 18,973</u>	<u>\$ 182,375</u>	<u>\$ 107,139</u>

See Accompanying Notes and Independent Accountants' Compilation Report.

URBAN VILLAGE MONTESSORI, INC.
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	<u>2017</u>	<u>2016</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Cash received from contributions and grants	\$ 178,344	\$ 175,638
Expenses for employees and suppliers	<u>(182,375)</u>	<u>(107,139)</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	(4,031)	68,499
Increase in accounts receivable	232	(4,382)
Decrease in current liabilities	<u>3,740</u>	<u>(1,470)</u>
	3,972	62,647
CASH FLOWS FROM INVESTING ACTIVITIES:		
Increase in fixed assets	(34,626)	(15,156)
Increase in depreciation	<u>5,885</u>	<u>2,370</u>
Net fixed assets	(28,741)	(12,786)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Employee loan (repayment)	<u>(1,906)</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH	(30,706)	49,861
CASH AT BEGINNING OF YEAR	<u>64,308</u>	<u>14,447</u>
CASH AT END OF YEAR	<u>\$ 33,602</u>	<u>\$ 64,308</u>

See Accompanying Notes and Independent Accountants' Compilation report.

URBAN VILLAGE MONTESSORI, INC.
NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDING JUNE 30, 2017 AND 2016

Note 1- Summary of significant accounting policies

Business Activities

Urban Village Montessori, Inc, is a Massachusetts corporation which is a recognized as a 501c(3) non profit organization by the US Internal Revenue Service. The corporation's business activity is to operate a Montessori School in Haverhill, Massachusetts.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a charge to earnings and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management had used reasonable collection efforts are written off through a charge to bad debt expense and a credit to accounts receivable. Bad debts expense for the years ended June 30, 2017, and 2016 was \$722 and \$0.00, respectively.

Property and Equipment

Property and equipment are recorded at cost at the date of acquisition. Depreciation is provided on the modified accelerated cost recovery method and the results do not differ materially from other accelerated methods. Expenditures for maintenance and repairs are charged against operations. Renewals and betterments that materially extend the life of the asset are capitalized.

The estimated useful lives for depreciable assets are:

	<u>Estimated Useful Lives</u>
Material and equipment	5-7 years
Motor Vehicles	5-10 years
Leasehold Improvements	7-39 years

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Note 1-Summary of significant accounting policies-continued

Advertising

The Corporation expenses the cost of advertising as incurred. Advertising expense for the years ended June 30, 2017, and 2016 was \$0.00 and \$0.00, respectively.

Date of management's review

Management has evaluated subsequent events through November 15, 2017, the date on which the financial statements were available to be issued.

Note 2- Concentration of credit risk

Financial instruments that potentially subject the Corporation to concentrations of credit risk consists principally of trade receivables. Trade receivables are derived principally from tuition paid by families of students from the Haverhill area. Management believes that any risk of accounting loss is significantly reduced due to the diversity of its client families and the short term nature of the school year. The Corporation maintains cash balances at a federally insured financial banking institution. These balances fluctuate during the year and rarely exceed the current federally insured limit of \$250,000.

Note 3- Statements of cash flow

For purposes of the statements of cash flows, the Corporation only maintains checking and savings accounts with a local bank which are well below the FDIC insured limit.

Note 4- Income taxes

As a recognized 501c(3) organization the corporation is not subject to federal or state income taxes.

Note 5- Operating leases

The Corporation leases its property located at 26 White Street, Haverhill, MA 01830 under an operating lease from July 1, 2016 expiring on June 30, 2036. There is no rental charge and only a \$10 security deposit. Either party may terminate early with a two year notice.

Note 6- Loan from officer

The Director of the school made an initial loan to the Corporation with the approval of the board to help with start up expenses in the amount of \$1,906 at an annual interest rate of zero percent. The loan has been paid back as of June 30, 2017. The terms for this loan call for zero interest and repayment when possible.

R22. Action Plan

	Person Responsible	Start Date	Projected Completion Date
Academic Program and School Administration			
Provide written notice to Institute that Teacher Leader has been named within 5 days of the hire date	Board of Trustees	Jun-19	Jul-19
Recruit and hire appropriately qualified staff, including key leadership positions	Teacher Leader 1	Jan-19	Aug-19
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary	Teacher Leader 1	Jan-19	Aug-19
Compare and sign up for benefits and 403B plans	Teacher Leader 1	Jan-19	Aug-19
Finalize staff handbook	Teacher Leader 1	Jan-19	Aug-19
Provision classrooms appropriately	Teacher Leader 1	Jan-19	Aug-19
Prepare school calendar and distribute to families	Teacher Leader 1	Mar-19	Aug-19
Prepare class schedules and distribute to teachers	Teacher Leader 1	May-19	Aug-19
Make arrangements to provide a range of special education services	Teacher Leader 1	Jan-19	Aug-19
Student Recruitment and Enrollment			
Write the Student Application for Admission and submit it to the Institute; sign up for NYC Charter Center Common Application	Teacher Leader 1	Oct-18	Mar-19
Plan, conduct, and document student recruitment and school marketing efforts	Teacher Leader 1	Oct-18	Mar-19
Set a lottery date and arrange for lottery	Teacher Leader 1	Oct-18	Mar-19
Conduct the lottery	Teacher Leader 1	Apr-19	Apr-19
Notify parents and guardians of the results of the lottery	Teacher Leader 1	Apr-19	Apr-19
Call families admitted off the waitlist	Teacher Leader 1	Apr-19	Oct-19
Conduct enrollment meetings with families	Teacher Leader 1	May-19	Aug-19
Organizational Viability			
Secure 501(c)3 status	Teacher Leader 2	Oct-18	Jun-19
Ratify school by-laws within 30 days of issuance of charter	Board Chair	Oct-18	Nov-18
Request student records from students' former districts	Teacher Leader 2	May-19	Aug-19
Arrange for separate locked storage for students' academic and health records	Teacher Leader 2	May-19	Aug-19
Enhance the school's discipline policies in its charter application, including provisions for the discipline of special education students as needed and include in student/family handbook	Teacher Leader 2	May-19	Aug-19
Enhance the school's complaint/grievance policy as needed and include in student/family handbook	Teacher Leader 2	May-19	Aug-19
Write the school's FERPA policy	Teacher Leader 2	May-19	Aug-19

Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook	Teacher Leader 2	May-19	Aug-19
Set up student files with proper FERPA protections and procedures	Teacher Leader 2	May-19	Aug-19
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.	Teacher Leader 2	May-19	Aug-19
Revise and enhance the school's Open Meetings Law policy to make it a working policy	Board of Trustees	May-19	Aug-19
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	Board of Trustees	May-19	Apr-19
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	Teacher Leader 2	May-19	Aug-19
Facilities			
Petition NYC DOE for public co-located facility; consider public facility offered	Teacher Leader 2	May-18	Nov-18
If public option offered not pursued, locate a school facility and notify Institute and SED within 10 days of identification	Teacher Leader 2	Dec-18	Feb-19
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Institute	Teacher Leader 2	Feb-19	May-19
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	Teacher Leader 2	May-19	Aug-19
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	Teacher Leader 2	May-19	Aug-19
Obtain Certificates of Insurance	Teacher Leader 2	Jan-19	Jul-19
Create life safety procedures and train teachers accordingly	Teacher Leader 2	May-19	Aug-19
Create a draft SAVE plan and submit it to SED and Institute	Teacher Leader 2	May-19	Aug-19
Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or SED's comments.	Teacher Leader 2	May-19	Aug-19
Write a plan and procedures to control access to the building	Teacher Leader 2	May-19	Aug-19
Hire necessary security personnel, if needed	Teacher Leader 2	May-19	Jul-19
Ensure that there is adequate signage and that the building is numbered for emergency response	Teacher Leader 2	Jun-19	Jul-19
Finances			
Develop the school's fiscal policies and procedures and draft Initial Statement	Teacher Leader 2 and Board of Trustees	Jun-19	Sep-19

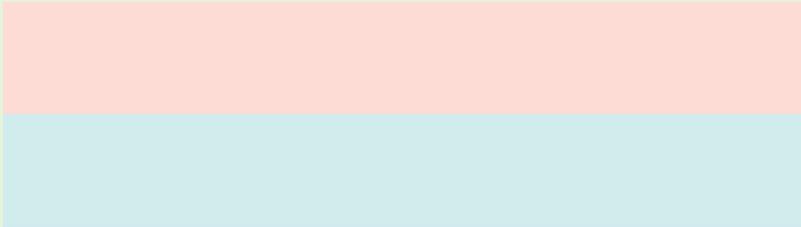
Set up bank accounts and accounting system	Teacher Leader 2 and Board of Trustees	Jun-19	Sep-19
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	Board Chair	Jun-19	Sep-19
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	Teacher Leader 2	Jan-19	Mar-19
Adopt Pre-Opening budget	Board of Trustees and Teacher Leader 2	Oct-18	Dec-18
Adopt Year 1 budget	Board of Trustees and Teacher Leader 2	Mar-19	Jun-19
Create annual cash flow projection and submit to Institute; submit revised budget if necessary	Teacher Leader 2	May-19	Jun-19
Submit unaudited statements of income and expense to the Institute	Teacher Leader 2	Jul-19	Aug-19
Establish a payroll system	Teacher Leader 2	Dec-18	Jan-19
Establish a billing system for school districts	Teacher Leader 2	Jan-19	Mar-19
School Management and Operations			
Make arrangements to provide nutrition services to the school's students	Teacher Leader 2	Apr-19	Jun-19
Ensure that appropriate food and beverage storage is available at the school	Teacher Leader 2	Jul-19	Aug-19
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	Teacher Leader 2	Apr-19	May-19
Contact school district of location or appropriate entity to arrange for school nurse, and/or recruit and hire a school nurse	Teacher Leader 2	Apr-19	Jun-19
Develop a medications administration plan	Teacher Leader 2	Jun-19	Aug-19
Develop health services plan	Teacher Leader 2	Jun-19	Aug-19
Ensure that all students are appropriately immunized, or are excused from so being	Teacher Leader 2	May-19	Aug-19
Ensure that the school will have the proper number of defibrillators and trained staff	Teacher Leader 2	Jun-19	Aug-19
Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	Teacher Leader 2	Jan-19	Mar-19
Arrange for supplemental transportation services	Teacher Leader 2	Mar-19	May-19

R-23A - SUPPLEMENTAL NARRRRATIVE

Not applicable. Wildflower New York does not have documents responsive to this request.



CCSS Language Arts & Literacy



Version 1.0
July 2014



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Representative AMI Language Curriculum

	Activity ID	Presentations/Activities	Material
The History of Spoken Language: Explorations	42000	Story of the English Language	
	42001	Research history and geography of languages	History of Language charts (Proto-Indo-European through West Germanic)
	42002	Research, make charts, timelines, tracing spoken language history	Research materials
	42003		
The History of Written Language: Stories	42005	Great Story: The story of our alphabet	Language charts
	42006	Pre-alphabetic Systems: Pictographs	Oral stories and charts
	42007	Ideographs	Language charts
	42008	Other Methods for Communicating in Signs	Language charts
	42009	Mesopotamia – Cuneiform	clay tablet and wedge stick
	42010	Ancient Egypt – Hieroglyphics	Language charts
	42011	Phoenicians – The First Alphabet	Language charts
	42012	The Greek Alphabet	Language charts
	42013	The Roman Alphabet	Language charts
	42014	After the Romans/Current alphabet	Language charts
The History of Written Language: Explorations	42015	Invention of Printing	Books
	42016		
The History of Written Language: Explorations	42018	Study of Written Language/History	
	42019	Research, make charts, timelines, tracing written language history	Research materials
Handwriting in the Elementary Class	42022	Introduction to Handwriting, Pencil Grip, Posture	pencil/paper, green boards
	42023	Initial Stroke Method for Forming Individual Lower-Case Letters	pencil/paper, green boards
	42024	Correct Formation: Slope, Slant, Shape, Style	pencil/paper, green boards
	42025	Joining Letters	pencil/paper, green boards
	42026	Making Capital Letters	pencil/paper, green boards
	42027	Handwriting Analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	pencil/paper, green boards
	42028	Fine Motor Development using handwork, arts and crafts media	handwork, knitting, crocheting, stitching
	42029	Calligraphy	Calligraphy supplies
Reading Foundations (N.B. Most of these activities and many of the materials are found in the 3-6 classroom, not the 6-12. However, non-readers and non-fluent readers must continue to develop these basic skills.)	42100	Alphabet Work: Forms and Sounds of the letters	Sandpaper Letters
	42101	Non-readers & non-fluent readers: Phonetic Words - Sounds of the Letters, Consonants and Short Vowels	Small Moveable Alphabets in multiple colors
	42102	Non-readers & non-fluent readers: Phonetic Words - Initial Single Consonant/Single Vowel, Ending Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42103	Non-readers & non-fluent readers: Phonetic Words - Digraphs - Final 2 – 3 Letters, Beginning Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42104	Non-readers & non-fluent readers: Label and read objects in the environment	labels/pencil
	42105	Non-readers & non-fluent readers: Phonograms	phonogram cards/words/Object Boxes
	42106	Non-readers & non-fluent readers: Further Phonogram Work	Phonogram Booklets
	42107	Non-readers & non-fluent readers: Puzzle Words	puzzle words
	42108	Spelling Variations: Silent 'e'	spelling rules
	42109	Spelling Variations: Phonogram Cards	phonogram cards
	42110	Transition to Reading Sentences	early reading books, grammar boxes
	42111	Sentence Reading	Classified Nomenclature: Definition Cards
	42112	follow commands, collaborate	activity/command cards
	42113	reading for facts/reading for pleasure	books/library
	42114	Word Reading	Classified Nomenclature: Labels
	42115	Compound Words	Charts
	42116	Correct Expression	Interpretive Reading Slips/Examples
42117	Assess children's reading ability: phonological awareness, miscue analysis, analysis of reading strategies, comprehension, fluency	leveled reading books	
Reading in Elementary	42200	Fluent Readers: Interpretive Reading	Interpretive reading cards
	42201	Learn Etymologies of Words	etymology given in lessons/activities
	42202	Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	nomenclature material
	42203	How to use a dictionary	dictionary
	42204	Independent Silent Reading	books/library
	42205	Teacher reads aloud to class	books/library
	42206	Individual/small group reading aloud	books/library
	42207	Reading for Research: use of content material	books/library
	42208	Fiction Reading	books/library
	42209	Non-fiction Reading	books/library
42210	Introduction to Various Reference Books	Reference Books: Atlas, Encyclopedia, Thesaurus, Texts, etc.	
Literature	42260	Introducing children to a wide range of literary genres, styles, periods, etc.	Literature
	42261	Reading Plays	plays
	42262	Making Literary Timelines (author's life, genre, period, country, etc.)	
	42263	Literature Circles: small groups read and discuss a literary work	Books, Short Stories, Poems
Word Study: Affixes, Compound Words, Word Families	42300	Suffixes	word study charts, moveable alphabets
	42301	Finding the Root	word study charts, moveable alphabets
	42302	Finding the meaning of the root	dictionaries, card materials
	42303	Prefixes	word study charts, moveable alphabets
	42304	Compound Words	objects and labels
	42305	Contractions	labels/pencil
42306	Word Families	word study charts, moveable alphabets	

	Activity ID	Presentations/Activities	Material
Word Study: Affixes, Compound Words, Word Families	42307	Suffixes, Classified, e.g. noun, adjective, change of gender, etc.	word study charts, moveable alphabets
	42308	Finding words w/suffixes, root or prefixes in books	books
	42309	etymology/meaning of words w/specific suffixes or prefixes	dictionaries, card materials
	42310	further work, such as making lists	pencil/paper
	42311	Alphabetizing	pencil/paper, card materials
	42312	classification of prefixes, by number, size, time, place	pencil/paper
Spelling	42400	Exploring Spelling Foundations & Rules	Orthography Folders
	42401	Common Spelling Rules	Spelling Charts for Rules
	42402	Introduction to Spelling	moveable alphabets, pencil/paper
	42403	Strategies for Spelling, sounding out, identify consonants, syllabification	pencil/paper
	42404	Spelling Lists	phonogram cards, books
	42405	Spelling: Contractions	pencil/paper
	42406	Dictation	pencil/paper
	42407	Spelling: Homonyms	language charts
	42408	Making child's personal dictionary	personal dictionary
	42409	etymologies	dictionary, language material
Punctuation	42450	Rules for Capitalization	punctuation and capitalization charts
	42451	Rules for End-Of-Sentence Punctuation	punctuation and capitalization charts
	42452	Rules for Comma Usage	punctuation and capitalization charts
	42453	Use Of Semicolon, Colon, Dash	punctuation and capitalization charts
	42454		
Grammar			
Parts of Speech: Grammar Boxes			
The Noun	42500	Everything Has a Name	story told by teacher
	42501	Concept and Language of Noun	grammar box words and noun symbol
	42502	making lists of nouns, booklets, scrolls	paper/pencil
	42503	The Number of the Noun: Singular, Plural	Noun material
	42504	The Gender of the Noun: Masculine, Feminine	Filler box noun material from grammar boxes
The Article	42506	Article: Oral Introduction	story told by teacher
	42507	Article Grammar Box	Article Grammar box/filling box, symbols box
	42508	Article: Definite, Indefinite	
The Adjective	42510	Adjective: Oral Introduction	story told by teacher/objects in environment
	42511	Adjective Grammar Box	Adjective Grammar Box, filling box, symbols
	42512	Adjective: Impressionistic Chart of Noun Family	Noun family chart
	42513	Adjective: Command Cards	Adjective Command Cards
	42514	Adjective: Transposition	Adjective Grammar Box, Filling Box
The Verb	42516	Verb: Oral Introduction	story told by teacher
	42517	Verb Grammar Box	Verb Grammar Box, filling box, symbols
	42518	Verb: Impressionistic Chart of Noun Family and Verb	Impressionistic chart noun family and verb
	42519	Verb: Command Cards	Verb Command Cards
	42520	Verb: Transposition	Verb Grammar Box, Filling Box
The Preposition	42522	Preposition: Oral Introduction	story told by teacher
	42523	Preposition Grammar Box	Preposition Grammar box, filling and symbols
	42524	Preposition: Command Cards	Preposition Command Cards
	42525	Preposition: Transposition, change of word order for whole phrase w/in sentence	Preposition Grammar box, filling box
The Adverb	42527	Adverb: Oral Introduction	story told by teacher
	42528	Adverb Grammar Box	Adverb Grammar box, filling and symbols
	42529	Adverb: Command Cards	Adverb Command Cards
	42530	Adverb: Transposition/word order	Adverb grammar box, filling box
The Pronoun	42532	Pronoun: Oral Introduction	story told by teacher
	42533	Pronoun Grammar Box	Pronoun Grammar Box, filling and symbols
	42534	Pronoun: Command Cards	Pronoun Command Cards
The Conjunction	42536	Conjunction: Oral Introduction	story with pencils and pink ribbon
	42537	Conjunction Grammar Box	Conjunction Grammar box, filling & symbols
	42538	Conjunction: Command Cards	Conjunction Command Cards
The Interjection	42540	Interjection Grammar Box	Interjection Grammar Box
	42541		
Parts of Speech: Further Work			
The Noun, Further Work	42544	Classification of the Noun: Proper, Common	Noun Classification materials/cards
	42545	Classification of the Noun: Concrete, Abstract	Noun Classification materials/cards
	42546	Classification of the Noun: Collective	Noun Classification materials/cards
	42547	Classification of the Noun: Mass/Material	Noun Classification materials/cards
	42548	Classification Work Chart	Noun Classification Chart, noun cards
The Adjective, Further Work	42550	Oral Introduction to Positive, Comparative, Superlative Degrees	objects from environment
	42551	Positive, Comparative, Superlative Degrees	Adjective card material
	42552	Positive, Comparative, Superlative Degrees: Spelling Changes or Irregular	Adjective card material
	42553	Classification of Adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive	Adjective classification chart, adjective cards
	42554	Detective Adjective Game	triangles and labels
The Verb, Further Work – Tenses	42556	Concept of Simple Tenses (Past, Present, Future): Oral Introduction	Verb Card material
	42557	Concept and Language of Conjugation (present tense only)	Verb Card material with pronoun cards
	42558	Agreement of the Pronoun and the Verb Form	Verb Card material

	Activity ID	Presentations/Activities	Material
The Verb, Further Work – Tenses	42559	Conjugation Simple Tenses (past, present, future), Regular Verbs	Verb Card Material
	42560	Conjugation Simple Tenses (past, present, future), Irregular Verbs	Verb Card Material
	42561	Conjugation Simple Tense (past, present, future), Irregular Verbs: be, have, do	Verb Card Material
	42562	Conjugation Simple Progressive Tenses (past progressive, present progressive, future progressive), Regular and Irregular Verbs	Verb Card Material
	42563	Conjugation Intensive or Negative Form	Verb Card Material
	42564	Perfect Tenses (further distinctions of past time)	Verb Card Material
	42565	The Formation of Compound Tenses	
The Verb, Further Work – Voice	42567	Concept and Language of Active and Passive Voice	written work
	42568	Formation of Passive Voice from Active and Active from Passive	written work
The Verb, Further Work – Mood	42570	Concept and Language of Indicative Mood	written work
	42571	Concept and Language of Imperative Mood	written work
	42572	Concept and Language of Subjunctive Mood	written work
	42573	Mood: Finite and Non-finite Forms	
	42574	Mood: Finite and Non-finite Forms: Infinitive & Participle	
The Verb, Further Work – Verbals	42576	Notional, Auxiliary, Linking verbs	
	42577	Gerund	
	42578	Participle	
	42579	Infinitive	
The Verb, Further Work – Conjugation	42581	Verb Conjugation, Complete	Verb Card Material
	42582	Principal Parts of the Verb	
The Preposition, Further Work	42584	Children find prepositions in their own writing, analyze patterns, etc.	student writing
The Adverb, Further Work	42586	Classification of adverbs	pencil/paper
	42587	Logical adverb game	verb/adverb card material
The Pronoun, Further Work	42589	Personal Pronouns: Declension (Subjective, Objective, Possessive Cases)	
	42590	Pronoun: Impressionistic Charts of the Personal Pronouns	Impressionistic Pronoun Charts
	42591	Classification of Pronouns	
	42592	Different types of Pronouns	Grammar books, literature
	42593		
Sentence Analysis			
Introduction to Sentence Analysis	42596	Analyze simple sentence, subject/predicate	Analysis Material (circle/arrow)
	42597	Analyze simple sentence, subject/predicate/direct object	Analysis Material (circles/arrows)
	42598	Analyze simple sentence, subject/predicate/direct and indirect objects	Analysis Material (circles/arrows)
	42599	Children write and analyze their own sentences	paper/pencil
Analysis of Simple Sentences/Action Verb (having one independent clause)	42602	Introduce longer sentences with one independent clause	Sentence Analysis Arrows/circles with names & questions
	42603	Analyze sentences with adverbial modifiers	Sentence Analysis Arrows/circles with names & questions
	42604	Analyze sentences with attributives and appositives	Sentence Analysis Arrows/circles with names & questions
	42605	Analyze sentences with compound subject, compound predicate	Sentence Analysis Arrows/circles with names & questions
	42606	Analyze sentences with elliptical construction	Sentence Analysis Arrows/circles with names & questions
	42607	Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence Analysis Arrows/circles with names & questions
	42608	Analyze sentences with verb phrase, emphatic form, modal, negation)	Sentence Analysis Arrows/circles with names & questions
	42609	Analyze sentences with imperatives	Sentence Analysis Arrows/circles with names & questions
	42610	Analyze sentences with “names only” box	Sentence Analysis Arrows/circles with names only
	42611	Student composes and analyzes own sentences with various features	paper/pencil
	Additional Sentence Analyses	42613	Linking Verb: Using Chart A
42614		Explore Noun of Direct Address	Chart A
42615		Reflexive Verb and Reflexive Pronoun	Sentence Analysis arrows/circles
42616		Introduce Transitive/Intransitive Verbs	Transitive/Intransitive Charts
42617		Verbals: gerund, participle, infinitive	Sentence Analysis arrows/circles
42618		Analyze a sentence and its parts, using Chart A	Chart A
Analysis of Compound, Complex, and Compound Complex Sentences	42620	Introduce Compound Sentences and label parts	pencil/paper, Sentence Analysis material
	42621	write and find in literature compound sentences	pencil/paper, books
	42622	Introduce Complex Sentences and label parts	pencil/paper, Sentence Analysis material
	42623	Classification of conjunctions	Chart D
	42624	Introduce Compound Complex Sentences and label parts	pencil/paper, Sentence Analysis material

	Activity ID	Presentations/Activities	Material
Clause Analysis	42627	Compound Sentences with Coordinate Clauses	pencil/paper, Sentence Analysis material
	42628	Analyze Complex Sentences Using Chart B	Chart B
	42629	Noun Clause as Subject	pencil/paper, Sentence Analysis material
	42630	Noun Clause as Direct/Indirect Object	pencil/paper, Sentence Analysis material
	42631	Adjectival Clause	pencil/paper, Sentence Analysis material
	42632	Adverbial Clause	pencil/paper, Sentence Analysis material
	42633	Complex Sentences - Dependencies of Clauses: Using Arrows and Dependencies Circles	Arrows and Dependency Circles
	42634	Complex Sentences - Dependencies of Clauses: Using Chart C	Chart C
	42635	Write compound and complex sentences and analyze parts	pencil/paper
	42636	write and find in literature complex sentences for analysis	pencil/paper, books
	42637	write and find in literature compound complex sentences for analysis	pencil/paper, books
Written Expression			
Sentence Building	43000		
	43001	Sentence Building – Words	pencil/paper
	43002	Sentence Building – Phrases	pencil/paper
	43003	Sentence Building – Clauses	pencil/paper
	43004	Sentence Building – Agreement of Subject and Predicate	pencil/paper
	43005	Sentence Building – Comma Splices, Run-on Sentences, Sentence Fragments	pencil/paper
	43006	Sentence Building – Misplaced Modifiers	pencil/paper
	43007	Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	pencil/paper
	43008	Sentence Structure Variations	pencil/paper
	43009		
Expressive Writing Techniques	43100	Figures of Speech (metaphor, simile)	pencil/paper, examples
	43101	Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	pencil/paper, examples
	43102	Introduce use of thesaurus to expand word choice in writing	thesaurus
	43103	Strategies for Writing (graphic organizers, note cards, etc.)	paper/pencil
	43104	Story Writing: Making a Plot Summary	paper/pencil
	43105	Story Writing: Developing characters	
	43106	Story Writing: Further elements of story writing	
	43107	Question Game and mapping ideas	pencil/paper
	43108	Embellish through illustration, illuminated letters	art media
Writing Process	43500	Pre-Writing: Making a concept map	pencil/paper
	43501	Pre-Writing: Making an outline from the concept map	pencil/paper
	43502	Pre-Writing: Organizing a team-based writing project	
	43503	Writing a rough draft	pencil/paper
	43504	Proofreader's Marks	Chart
	43505	How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content	student writing
	43506	Revising your first draft	student writing
	43507	How to edit the work of others	student writing
	43508	Further development of Ideas and content	student writing
	43509	Writing for publication	student writing
	43510	Pre-Writing: Choosing a topic	
Written Expression Genres	43600	Exploring Different Genres in the Elementary Classroom	pencil/paper
	43601	Writing a Paragraph - parts of a paragraph (topic sentence, body, concluding sentence)	pencil/paper
	43602	Writing Effective Topic Sentences	pencil/paper
	43603	Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	student's writing
	43604	Analyze writing for effective paragraphs	student's writing
	43605	Introduce the writing of essays	pencil/paper
	43606	Introduce types of essays (Narrative, Expository, Memoir, Persuasive, Literary).	pencil/paper
	43607	Writing an effective thesis sentence	pencil/paper
	43608	Explore classroom publications (class newsletter, anthologies, etc.)	publications
	43609	letter writing, thank you notes, written messages	Form of a Letter material, pencil/paper
Reports and Research	43700	The Parts of a Book	Books
	43701	Using an encyclopedia	Encyclopedias
	43702	Research Ideas/Developing Questions	Graphic Organizers, Paper/Pencil
	43703	Introduce Research Procedure for Reports and Projects	Research resources, pencil/paper
	43704	Evaluating Information Sources	Information Sources
	43705	Introduce and offer practice with writing a simple report	Research resources, pencil/paper
	43706	Introduction to Technical Writing: Lab Reports, Brochures, etc.	Research resources, pencil/paper
	43707	Guided Note-taking	note cards/pencils
	43708	Preparation and practice of Going Out	maps, phone books, brochures, etc.
	43709	Keeping a Field/Nature Journal	Journal
	43710	Create timelines, charts, booklets	Research resources, pencil/paper

	Activity ID	Presentations/Activities	Material
Poetry	43800	Types of Poetry - Writing	Poetry books, pencil/paper
	43801	Memorization, Recitation	Poetry
	43802	Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	poems, card materials
	43803	Types of Poetry - Reading	Poetry books, pencil/paper
Style			
	43900	study one's own writing for style	own writing
	43901	analyze literature for style	stories, novels, poems
	43902	Symbolize parts of speech in writing and analyze for patterns	Grammar symbols and piece of writing
	43903	explore style in various forms, such as newspapers, poetry, research	various literature sources
Spoken Language and Listening			
	45000	Oral Presentations - how to be an audience/presenter	written work to present
	45001	Drama activities	Play, poems, written work to perform
	45002	Children listen and respond to stories, poems, and songs	poems, stories, songs
	45003	Class Meetings: Creating classroom rules	class of children
	45004	Class Meetings: Grace and courtesy/protocol for class meetings	class of children
	45005	Conflict Resolution: protocol for peer-mediated conflict resolution	class of children, Teacher-made card materials
	45006	Grace and courtesy, e.g. how to ask a question, offer an answer, etc.	small group
	45007	Presenting a Report	
	45008	Giving a Speech	group of children with written work to share
	45009	Organized Debate	
	45010	Reporting, speech-making, debates	group of children with written work to share
	45011	Taking Notes from a Lecture Or Dictation	Examples From Literature & Command Cards
	45013	Regular, individual meetings between teacher and child	

Language

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Conventions of Standard English	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.1.1a Print all upper- and lowercase letters.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis for size, slope, formation, joins, spacing, attractiveness and fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	L.1.1b Use common, proper, and possessive nouns.	42544 Classification of the noun: proper, common 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	Noun classification materials/cards None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material None listed Verb card material	C	
	L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	42556 concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1f Use frequently occurring adjectives.	42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards	C	
	L.1.1h Use determiners (e.g., articles, demonstratives).	42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher Article grammar box/filling box, symbols box None listed Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	42522 Preposition: oral introduction 42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box	C	
	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 45007 Presenting a report 43008 Sentence structure variations	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS	
Conventions of Standard English	L.1.2a Capitalize dates and names of people.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C		
	L.1.2b Use end punctuation for sentences.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C		
	L.1.2c Use commas in dates and to separate single words in a series.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C		
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C		
	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42101 Non-readers & non-fluent readers: phonetic words - sounds of the letters, consonants and short vowels 42102 Non-readers & non-fluent readers: phonetic words - initial single consonant/ single vowel, ending letter a single consonant 42103 Non-readers & non-fluent readers: phonetic words - digraphs - final 2 - 3 letters, beginning letter a single consonant 42104 Non-readers & non-fluent readers: label and read objects in the environment 42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Labels/pencil Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C		
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow			C	
	L.2.1a Use collective nouns (e.g., group).	42546 Classification of the noun: collective	Noun classification materials/cards	C		
	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	42503 The number of the noun: singular, plural	Noun material	C		
	L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42616 Introduce transitive/intransitive verbs	Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Transitive/intransitive charts	C		
	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	42581 Verb conjugation, complete 42582 Principal parts of the verb 42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material None listed Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C		
	L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42586 Classification of adverbs 42587 Logical adverb game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Pencil/paper Verb/adverb card material	C		

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Conventions of Standard English	L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	42567 Concept and language of active and passive voice 42568 Formation of passive voice from active and active from passive 42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with “names only” box 42611 Student composes and analyzes own sentences with various features 42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts	Written work written work Sentence analysis material arrow/circle Sentence analysis material arrows/circles Sentence analysis material arrows/circles Pencil/paper Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Sentence analysis arrows/circles with names only Pencil/paper, sentence analysis material Pencil/paper, books Pencil/paper, sentence analysis material Chart D Pencil/paper, sentence analysis material	C	
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.2.2a Capitalize holidays, product names, and geographic names.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.2.2b Use commas in greetings and closings of letters.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent ‘e’ 42109 Spelling variations: phonogram cards	Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C	
	L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child’s personal dictionary 42409 Etymologies 43102 Introduce use of thesaurus to expand word choice in writing 43700 The parts of a book 43701 Using an encyclopedia	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Thesaurus Books Encyclopedias	C	
	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42500 Everything has a name 42501 Concept and language of noun 42502 Making lists of nouns, booklets, scrolls 42503 The number of the noun: singular, plural 42504 The gender of the noun: masculine, feminine 42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards	Story told by teacher Grammar box words and noun symbol Pencil/paper Noun material Filler box noun material from grammar boxes Story told by teacher Article grammar box/filling box, symbols box Article grammar box/filling box, symbols box Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards	C	

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Conventions of Standard English	L.3.1b Form and use regular and irregular plural nouns.	42503 The number of the noun: singular, plural	Noun material	C	
	L.3.1c Use abstract nouns (e.g., childhood).	42545 Classification of the noun: concrete, abstract	Noun classification materials/cards	C	
	L.3.1d Form and use regular and irregular verbs.	42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Verb card material Verb card material Verb card material	C	
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material None listed Verb card material	C	
	L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	42586 Classification of adverbs 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game"	Pencil/paper Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.3.1h Use coordinating and subordinating conjunctions.	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42622 introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart b 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences - dependencies of clauses: using arrows and dependencies circles 42634 Complex sentences - dependencies of clauses: using chart c 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart b Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books	C	

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Conventions of Standard English	L.3.1i Produce simple, compound, and complex sentences.	<p>42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause</p> <p>42603 Analyze sentences with adverbial modifiers</p> <p>42604 Analyze sentences with attributives and appositives</p> <p>42605 Analyze sentences with compound subject, compound predicate</p> <p>42606 Analyze sentences with elliptical construction</p> <p>42607 Analyze sentences with inverted order (question, emphasis, poetic construction)</p> <p>42608 Analyze sentences with verb phrase (emphatic form, modal, negation)</p> <p>42609 Analyze sentences with imperatives</p> <p>42610 Analyze sentences with “names only” box</p> <p>42611 Student composes and analyzes own sentences with various features</p> <p>42613 Linking verb: using chart a 42614 Explore noun of direct address 42615 Reflexive verb and reflexive pronoun 42616 Introduce transitive/intransitive verbs 42617 Verbals: gerund, participle, infinitive 42618 Analyze a sentence and its parts, using chart A 42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart B 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences – dependencies of clauses: using arrows and dependencies circles 42634 Complex sentences – dependencies of clauses: using chart C 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations</p>	<p>Sentence analysis material arrow/circle Sentence analysis material arrows/circles Sentence analysis material arrows/circles Paper/pencil Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Sentence analysis arrows/circles with names only Chart A Chart A Sentence analysis arrows/circles Transitive/intransitive charts Sentence analysis arrows/circles Chart A Pencil/paper, sentence analysis material Pencil/paper, books Pencil/paper, sentence analysis material Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart B Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present</p>	C	
	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.3.2a Capitalize appropriate words in titles.	<p>42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42026 Making capital letters</p>	<p>Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper, green boards</p>	C	
	L.3.2b Use commas in addresses.	<p>42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks</p>	<p>Moveable alphabets, pencil/paper Pencil/paper</p>	C	
	L.3.2c Use commas and quotation marks in dialogue.	<p>42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks</p>	<p>Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper</p>	C	
	L.3.2d Form and use possessives.	<p>42589 Personal pronouns: declension (subjective, objective, possessive cases) 42553 Classification of adjectives</p>	<p>None listed Pencil/paper</p>	C	
	L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<p>42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present Progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time)</p>	<p>Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed</p>	C	
	L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p>42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies</p>	<p>Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts</p>	C	
	L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>42203 How to use a dictionary 42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42210 Introduction to various reference books 43102 Introduce use of thesaurus to expand word choice in writing 43701 Using an encyclopedia</p>	<p>Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Thesaurus Encyclopedias</p>	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	
	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	42522 Preposition: oral introduction 42523 Preposition grammar box 42534 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42540 Interjection grammar box 42584 Children find prepositions in their own writing, analyze patterns, etc. 42623 Classification of conjunctions	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Interjection grammar box/filling box, symbols box Student writing Chart D	C	
	L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material	C	
	L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed	C	
	L.5.1d Recognize and correct inappropriate shifts in verb tense.*	43505 How to edit you own work for organization, sentence fluency, voice, conventions, & mechanics, work choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).	42538 Conjunction: command cards 42623 Classification of conjunctions	Conjunction command cards Chart D	C	
	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.5.2a Use punctuation to separate items in a series.*	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	42452 Rules for comma usage 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributive and appositives 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42622 Introduce complex sentences and label parts 43002 Sentence building – phrases 43003 Sentence building – clauses 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 43008 Sentence structure variations	Punctuation and capitalization charts Preposition grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper, sentence analysis material Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	43703 Introduce research procedure for reports and projects 43706 Introduction to technical writing: lab reports, brochures, etc.	Research resources, pencil/paper Research resources, pencil/paper	C	
	L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	42203 How to use a dictionary 42210 Introduction to various reference books 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations--how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	

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	L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42591 Classification of pronouns 42592 Different types of pronouns	None listed None listed Grammar books, literature	C	
	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	42558 Agreement of the pronouns and verb form 42590 Pronoun: impressionistic charts of the personal pronouns 43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Verb card material Impressionistic pronoun charts Student writing Student writing	C	
	L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 42611 Student composes and analyzes own sentences with various features 42621 Write and find in literature compound sentences 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43008 Sentence structure variations 43600 Exploring different genres in the elementary classroom 43900 Study one's own writing for style 43901 Analyze literature for style 43902 Symbolize parts of speech in writing and analyze for patterns 43903 Explore style in various forms, such as newspapers, poetry, research	Literature Plays None listed Books, short stories, poems Pencil/paper Pencil/paper, books Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Own writing Stories, novels, poems Grammar symbols and piece of writing Various literature sources	C	
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	42453 Use of semicolon, colon, dash 42452 Rules for comma usage 43509 Writing for publication 43703 Introduce research procedure for reports and projects"	Punctuation and capitalization charts Punctuation and capitalization charts Student writing Research resources, pencil/paper	C	
	L.6.2b Spell correctly.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
Knowledge of Language	L.1.3 begins in grade 2				
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.2.3a Compare formal and informal uses of English	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss literary work 43008 Sentence structure variations	None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Books/library Books/library Literature Plays Books, short stories, poems Pencil/paper	C	

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Vocabulary Acquisition and Use	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow	42203 Use of dictionary 42210 Other reference material	C	
	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42116 Correct expression 42117 Assess children's reading ability 42200 Interpretive reading"	Interpretive reading slips Leveled readers Interpretive reading cards	C	
	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	42300 Suffixes 42312 Classification of prefixes	Word study charts, moveable alphabets Pencil/paper	C	
	L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	42301 Finding the root 42302 Finding the meaning of roots	Word study charts, moveable alphabets Dictionaries, pencil/paper, card materials	C	
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow	Verb command cards	C	
	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	This is alluded to, but not the key concept of the material.
	L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	42517 Verb grammar box 42159 Verb: command cards 42553 Classification of adjectives	Verb grammar boxes Verb command cards Adjective cards	C	

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Vocabulary Acquisition and Use	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	42205 Teacher read aloud 42206 Individual/small-group read aloud 42537 Conjunction grammar box	Books/library	C	
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow 42263 Literature circle	Books, short stories, poems	C	
	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	42303 Prefixes	Word study charts, moveable alphabets	C	
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	42304 Compound words	Objects and labels	C	
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	42203 Dictionary use	Dictionary	C	
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow 42544 Classification of nouns: proper, common 42545 Classification of nouns: concrete, abstract 42546 Classification of nouns: collective 42547 Classification of nouns: mass, material 42548 Classification noun chart 42523 Preposition grammar box	Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification chart, cards Preposition grammar box/filling box, symbols box	C	
	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	42553 Adjective classification chart 42511 Adjective grammar box	Adjective classification chart, adjective cards Adjective grammar box/filling box, symbols box	C	
	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	42517 Verb grammar boxes 42519 Verb: command cards 42553 Classification of adjectives	Verb grammar box/filling box, symbols box Verb command cards Adjective cards and chart	C	
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	42205 Teacher reads aloud 42206 Reading aloud in group and individually 42263 Literature circles	Books/library Books/library Books, short stories, poems	C	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42263 Literature circle 42203 Dictionary use 42210 Use of various reference materials	Books, short stories, poems Dictionary Thesaurus	C	
	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	

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Vocabulary Acquisition and Use	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	42300 Suffixes 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42312 Classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Dictionaries Card materials	C	
	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42309 etymology/meaning of words w/specific suffixes or prefixes	Dictionary Card material	C	
	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Paper/pencil, examples	C	
	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Pencil/paper, examples, books	C	
	L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	42207 Reading for research: use of content material 42544 Classification of the noun: proper, common	Books/library Noun classification, materials/cards	C	
	L.3.5C distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., Knew, believed, suspected, heard, wondered).	42200 Interpretive reading 42570 Concept and language of indicative mood 42571 Concept and language of imperative mood 42572 Concept and language of subjunctive mood	Interpretive reading cards Written work	C	
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	42200 Interpretive reading 42603 Analyze sentences with adverbial modifiers	Interpretive reading cards Sentence analysis arrows/circles with names & questions	P	
	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.4A use context (e.g., Definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading 42263 Literature circles	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figures of speech 43101 further creative elements	Pencil/paper, examples	C	
L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	43100 Figures of speech	Pencil/paper, examples	C		

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Vocabulary Acquisition and Use	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43100 Figures of speech	Pencil/paper, examples	C	
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	42309 Etymology 43102 Introduce use of thesaurus to expand word choice in writing 42313 Word study (synonyms and antonyms)”	Dictionary, card material Thesaurus Synonym chart Antonym chart	C	
	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	42513 Adjective: command cards 42519 Verb: command cards 42524 Preposition: command cards 42529 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Article command cards Verb command cards Preposition command cards Adverb command cards Pronoun command cards Conjunction command cards Nomenclature materials	C	
	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	42203 Dictionary use 42210 Use of various reference material	Dictionary Thesaurus	C	
	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	42205 Teacher reads aloud to class	Books/library	C	
	L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus Almanac, encyclopedia	C	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow	Pencil/paper, examples	C	
	L.5.5a Interpret figurative language, including similes and metaphors, in context.	43100 Figurative language	Pencil/paper, examples	C	
	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43901 Analyze literature for style 43100 Figures of speech	Pencil/paper, examples, books	C	
	L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	42407 Spelling: homonyms 42313 Word study - synonyms, antonyms	Homonym chart Synonym chart Antonym chart Paper, pencil	C	
	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature materials	C	
	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference books	Dictionary Thesaurus	C	

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Vocabulary Acquisition and Use	L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	42200 Interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42111 Sentence reading 42112 Follow commands/collaborate 42113 Reading for facts/reading for pleasure 42263 Literature circles 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject/compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order 42567 Concept and language of active and passive voice	Interpretive reading cards Etymologies given in lessons and activities Nomenclature materials, definition cards Activity/command cards Books/library Short stories/poems Sentence analysis arrows/circles with names & questions Written work	C	
	L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus	C	
	L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	42203 Dictionary use	Dictionary	C	
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figurative language	Pencil/paper, examples	C	
	L.6.5a Interpret figures of speech (e.g., personification) in context.	43101 Further creative elements	Pencil/paper, examples	C	
	L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	43101 Further creative elements (analogies)	Pencil/paper, examples	C	
	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	43101 Further creative elements (connotations and denotations)	Pencil/paper, examples	C	
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	42208 Fiction reading 42209 Non-fiction reading 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Books, library Nomenclature materials	C		

Speaking & Listening

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SL: Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	The teacher can easily cover this requirement during lessons with the children by having discussions. it can be done in any appropriate lesson at any appropriate time.
	SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	
	SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	45006 Grace and courtesy	Small group	C	
	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	45006 Grace and courtesy	Small group	C	
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	45006 Grace and courtesy 45011 Taking notes from a lecture or dictation	Small group Examples from literature and command cards	C	Teacher can supplement with videos, CDs, etc.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	45000 Oral presentation 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meeting 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45007 Presenting a report 45008 Giving a speech 45009 Organized debate	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Examples from literature and command cards Note cards/pencils Books/library	C	
	SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	45006 Grace and courtesy	Small group	C	
	SL.3.1d Explain their own ideas and understanding in light of the discussion.	45000 Oral presentations 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
SL: Comprehension and Collaboration	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates 42263 Literature circles: small groups read and discuss a literary work	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	Teacher can supplement with videos, CDs, etc.”
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	45002 Children listen and respond to stories, poems and songs 45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Songs, poems, stories Class of children Class of children	C	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45007 Presenting a report 445000 Oral presentations – how to be an audience/presenter 45010 Reporting, speech-making, debates	Written work to be presented	C	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	45009 Organized debate		C	
	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group	C	
	SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer and answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Class of children	C	
	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45003 Class meetings: Creating classroom rules	Class of children	C	
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	C	Teacher can supplement with videos, CDs, etc.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	45009 Organized debate 45010 Reporting speech-making, debates	Group of children with written work to share	C	

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SL: Comprehension and Collaboration	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	43702 Research ideas/ developing questions 43703 Introduce research procedure for reports and projects 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45009 Organized debate 45010 Reporting, speech making, debates	Graphic organizers, paper/pencil Research resources, paper/pencil Written work to present Poems, stories, songs Small group share	C	
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	P	Teacher can supplement with videos, CDs, etc.
	SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	43702 Research ideas/developing questions 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Graphic organizers, paper/pencil Written work to present Poems, stories, songs Small group share	C	
SL: Presentation of Knowledge and ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters	Art media	C	
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution	Class of children Class of children, teacher-made card materials	C	
	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters 43801 Memorization, recitation 45001 Drama activities	Art media Poetry Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	

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SL: Presentation of Knowledge and ideas	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 43108 Embellish through illustration, illuminated letters 43800 Types of poetry – reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Books/library Art media Poetry books, pencil/paper Poetry Poems, card materials Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	45004 Class meetings: grace and courtesy/protocol for class meetings 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Share Share	P	
	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	P	
	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	43108 Embellish through illustration, illuminated letters	Art media	P	Teacher can supplement with videos, CDs, etc.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	

Reading – Foundational Skills

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RF: Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower-case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash	Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
RF: Phonological Awareness	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	Phonological awareness is mainly built through sound games such as those played in the Primary.
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
RF: Phonics and Word Recognition	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3b Decode regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3f Read words with inflectional endings.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42408 Making child's personal dictionary	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Personal dictionary	C	
	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3c Decode regularly spelled two-syllable words with long vowels.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3d Decode words with common prefixes and suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	

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RF: Phonics and Word Recognition	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3b Decode words with common Latin suffixes.	42409 Etymologies 42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionary, language material Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3c Decode multisyllable words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3d Read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
RF: Fluency	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
	RF.1.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech	Books/library Books/library Written work to present Group of children with written work to share	C	
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems, and songs	Books/library Books/library Written work to present Poems, stories, songs	C	
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Written work to present Play, poems, written work to perform Poems, stories, songs	C	
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	

Reading – Informational Text

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS	
RI: Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.1.2 Identify the main topic and retell key details of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	42262 Making literary timelines (author’s life, genre, period, country, etc.) 42207 Reading for research: use of content material	Books/library	P		
	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	42262 Making literary timelines (author’s life, genre, period, country, etc.)		P		
	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	P		
	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	42209 Non-fiction reading 42207 Reading for research: use of content material	Books/library Books/library	C		
	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C		
	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C		
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	P		
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material	Interpretive reading cards Books/library	C		
	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material 43104 Story writing: making a plot summary	Interpretive reading cards Books/library Paper/pencil	C		
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI: Craft and Structure	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
		RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	42207 Reading for research: use of content material 43700 The parts of a book 42203 How to use a dictionary 43701 Using an encyclopedia	Books/library Book Dictionary Encyclopedia	C	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		43700 The parts of a book	Book	P		

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RI: Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book	Dictionary Literature Book	P	
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book		P	
	RI.3.6 Distinguish their own point of view from that of the author of a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 43900 study one's own writing for style 43901 Analyze literature for style	Books, short stories, poems Books/library Own writing Stories, novels, poems	C	
	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Literature Plays	C	
	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
RI: Integration of Knowledge and Ideas	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Nomenclature material Books, short stories, poems Books/library	C	
	RI.1.8 Identify the reasons an author gives to support points in a text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 2205 Teacher reads aloud to class	Books, short stories, poems Books/library Books/library	C	
	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	P	
	RI.2.8 Describe how reasons support specific points the author makes in a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RI: Integration of Knowledge and Ideas	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	42207 Reading for research: use of content material	Books/library	P	
	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	42207 Reading for research: use of content material	Books/library	P	
	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	2263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42210 Introduction to various reference books	Books, short stories, poems Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc	C	
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI: Range of Reading and Level of Text Complexity	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Range of Reading and Level of Text Complexity	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

Reading – Literature

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Key Ideas and Details	RL.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.1.3 Describe characters, settings, and major events in a story, using key details.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	42002 Research, make charts, timelines, tracing spoken language history 42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	
	RL.2.3 Describe how characters in a story respond to major events and challenges.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays	C	
	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	42002 Research, make charts, timelines, tracing spoken language history 42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Key Ideas and Details	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	2200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays	C	
	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil	C	
	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud	Books/library Books/library Books/library	C	

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RL: Craft and Structure	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RL.1.6 Identify who is telling the story at various points in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42309 Etymology/meaning of words w/specific suffixes or prefixes	Interpretive reading cards Books, short stories, poems Books/library Dictionaries, card materials	C	
	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Books, short stories, poems Books/library Plays Poems, card materials	C	
	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 45001 Drama activities	Books, short stories, poems Books/library Play, poems, written work to perform	P	
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 42309 Etymology/meaning of words 43901 Analyze literature for style	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	P	
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS	
RL: Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays		C		
	RL.1.8 not applicable to literature					
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C		
	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C		
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C		
	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C		
	RL.3.8 not applicable to literature					
	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C		
	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C		
	RL.4.8 not applicable to literature					
	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 43600 Exploring different genres in the elementary classroom	Literature Books, short stories, poems Pencil/paper	C		
	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Types of poetry – reading 43800 Types of poetry – writing 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poetry books, pencil/paper Poetry books, pencil/paper Poems, card materials	P		
	RL.5.8 not applicable to literature					
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading	Books, short stories, poems Books/library Books/library	C		
	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Books, short stories, poems Books/library Books/library Poems, card materials Play, poems, written work to perform poems, stories, songs	C		
	RL.6.8 not applicable to literature					
	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Books, short stories, poems Books/library Books/library Books/library Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials Plays	C		
	RL: Range of Reading and Level of Text Complexity	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Range of Reading and Level of Text Complexity	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of Poetry – Reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	

Reading – History

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RH: Key Ideas and Details	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil	C	
	RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	42207 Reading for research: use of content material	Books/library	P	
RH: Craft and Structure	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	C	
	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	P	
	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Integration of Knowledge and Ideas	RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	42019 Research, make charts, timelines, tracing written language history	Research materials	P	
	RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc	C	

Reading – Science & Technology

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RST: Key Ideas and Details	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	P	
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Experiment cards (in geography) Measurement activities (in math)		C	
RST: Craft and Structure	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Etymology given in lessons/activities Nomenclature material	P	
	RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RST.6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books”	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
RST: Integration of Knowledge and Ideas	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	P	
	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
RST: Range of Reading and Level of Text Complexity	RST.6-8.10 By the end of grade 8, read and comprehend science/ technical texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	

Writing Standards

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
W: Text Types and Purposes	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. EXAMPLE: <i>I read Charlotte's Web. I do not like Templeton the rat. Templeton is mean. I like Charlotte.</i>	Reading foundations: 42112 Command cards 42113 Reading for facts/pleasure 42117 Leveled reading books Reading elementary: 42200 Interpretive reading cards 42204 Independent reading 42205 Teacher reads aloud 42206 Individual/small group reading Literature: 42263 Literature circles 43000 Sentence building: 43001 Words 43002 Phrases 43007 Punctuation Expressive writing techniques: 43103 Strategies Writing process: 43510 Topic 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Small moveable alphabets multiple colors, Interpretive reading cards, Leveled reading books, Books/library	C	Montessori practice provides a rich verbal communication environment and diverse writing opportunities that extend and enhance the standards at this level.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	History of spoken language: explorations-oral preparation for writing 42000 Story- language 42002 Research materials History of written language: stories 42015-42014 Charts History of written language-explorations - 42019 Research materials Reading foundations: (see 1.1) Reading in elementary: (see 1.1) 45310 Pre-writing: choosing a topic 43600 Exploring different genres 43701 Encyclopedias/reference materials 43705 Simple report writing 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: encyclopedia, atlas; Information and research source Key stories	C	See note above.
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	History of spoken language-oral preparation for writing (see 1.2) History of written language: explorations (see 1.1) Reading in elementary (see 1.1) Word study (see 1.1) Grammar: Parts of speech: grammar boxes 42544 Noun-proper and common 42556 Simple tenses 42586 Adverb, further work 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Poems Books Key stories Grammar boxes Sentence analysis material Language charts	C	See note above.
	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Reading in elementary: 42203 Dictionary 42208 Fiction reading 42209 Non-fiction reading Literature: 42260 Various literature Word study: 42309 Etymology Grammar: Parts of speech: grammar boxes 42503 Noun: singular and plural 42504 Noun: gender 42508 Article: definite, indefinite 42513 Adjective: command cards 42520 Verb: command cards 42524 Preposition: command cards 42530 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42545-42548 Noun classification: concrete, abstract, collective, mass/material, work chart 42550-42544 Adjective: comparison, spelling, classification, detective adjective game 42557-42560 Verb: conjugation simple tenses-regular, irregular 42584 Preposition-further work 42586 Adverb - further work classification 42590 Personal pronouns Analysis of simple sentences/action verb 42603-42605 Adverbial modifiers, attributives, compound subject, compound predicate Analysis of compound sentences 42620 Compound sentences introduction 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: dictionary, etymological dictionary; Grammar box filling cards, Grammar commands, Grammar symbols, Detective adjective game, Verb card material, Classification charts, Sentence analysis material	C	See note above. Extend work of 1.1
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	History of Written Language-Explorations - 42019 research materials Reading in Elementary: (see 2.1) 42201 etymology 42202 nomenclature 42207 reading research 42210 reference books Spoken Language and Listening: 45007 presentation of written work 45013 regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil, Reference materials: encyclopedia, atlas; time lines, graphic organizers, nomenclature material, charts, notecards, information and research sources	C	Extend work of 1.2

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
W: Text Types and Purposes	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Literature: 42261 Plays 42262 Literature-time lines Expressive writing techniques: (see 2.1) 43105 Story writing-developing characters 43800 Types of poetry - writing 43803 Types of poetry - reading 43903 Various literature sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper Time lines Poetry Plays	C	Extend work of 1.3
	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Reading in elementary: 42210 Reference-thesaurus Word study: 42302 Meaning of root 42305 Contractions 42306 Word families 42307 Suffixes-classified 42308 Finding suffixes, prefixes in books 42309 Etymology of suffixes, prefixes Analysis of compound sentences 42621 Write and find compound sentences Written expression: 43004 Agreement of subject/predicate 43005 Run on sentences, sentence fragments Expressive writing techniques: 43102 Use of thesaurus Writing process: 43504 Proofreader’s marks 43505 How to edit own work Genres: 43603 Types of paragraphs (persuasive) Style: 43902 Symbolize and analyze patterns 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials:thesaurus, etymological dictionary, Graphic organizers Charts Sentence analysis material Grammar symbols	C	Extend work of 2.1
	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Written expression genres 43602 Topic sentences 43603 Types of paragraphs 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.3.1b Provide reasons that support the opinion.	43107 Question game and mapping ideas	Question game form	C	
	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	42538 Conjunction 42584 Preposition, further work 42584 Adverb, further work	Grammar commands	C	
	W.3.1d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil	C	
	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Written expression: genres 43601 Paragraph 43603 Types of paragraphs Reports and research: 43703 Research resources 43705 Report writing 43707 Guided note taking 43903 Various sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: encyclopedia, atlas; time lines Graphic organizers Nomenclature material Charts Notecards Information and research sources	C	Extend work of 2.2
	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Expressive writing techniques: 43108 Embellish – illustration 43602 Topic sentences 43710 Timelines, charts, booklets	Art media Paper/pencil Peers & adults	C	
	W.3.2b Develop the topic with facts, definitions, and details.	43704 Evaluate information sources	Nomenclature material	C	
	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	42536 Conjunction 42586 Adverb, further work	Grammar commands Adverb card material	C	
	W.3.2d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults Content and fiction books for examples	C	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Written expression: genres 43601 Paragraph 43606 Types of paragraphs 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: dictionary, thesaurus, encyclopedia, atlas; Time lines Graphic organizers Charts Notecards Information sources	C	Extend work of 2.3
	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Expressive writing techniques 43104 Story writing-plot 43105 Developing characters	Books for examples Paper/pencil Key stories	C	
	W.3.3B use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus 43105 Developing characters	Thesaurus Books for examples	C	
	W.3.3C use temporal words and phrases to signal event order.	42586 Adverb, further work	Adverb card material	C	
	W.3.3d Provide a sense of closure.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	42200-42201, 42205-42210 Elementary reading 42263 Literature 43008 Written expression 43100-43107 Expressive writing Strategies and new skills using reasons and information 43500-43510 Writing process 43601-43603 Genre 43605 Introduction to types of essays 43608 Types of writing 43704-43709 Research 43901-43903 Style	Interpretive reading materials Dictionaries (with etymology), Read aloud literature, Literature for personal reading Content-area books Rubric for narrative, fiction & non-fiction writings Student writing exemplars	C	Extend, expand, and enhance the work of 3.1

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W: Text Types and Purposes	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	42262, Making literary timelines 42263, Literature circles 43103, Strategies for writing 43500-43510 Writing process 43602, 43604 Genres 43701, 43704 Research	Rubrics Templates, Graphic organizers	C	
	W.4.1b Provide reasons that are supported by facts and details.	43103, 43104, 43106, 43107 Expressive techniques	Paper/pencil Peers & adults Books for examples	C	
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	42544-42548 Parts of speech further work noun 42551-42554 Adjective 42558-32565 Verb tenses 42567, 42568 Verb voice 42584 Preposition 42586, 42587 Adverb 42589-42593 Pronoun 42596-42599 Intro. To s.A 42602-42606 Simple sentences 42613 Linking verb/ chart a 42620-42624 Sentence analysis	Sentence analysis materials Language charts	C	
	W.4.1d Provide a concluding statement or section related to the opinion presented.	43500-43510 Writing process 43601 Writing a paragraph 43602 Writing effective topic sentences Extend, expand, enhance 3.1D writing process	Paper/pencil Peers & adults Graphic organizers	C	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Expressive 43100-43103, 43107 43500-43510 Writing process Expression 43600-43605 Reports and research 43702, 43706,43707 Style 43900	Content reading materials Rubrics Templates Graphic organizers	C	Extend work of 3.2
	W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	43103 Expressive writing – strategies 43108 Embellish- illustration 43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Rubrics Templates Graphic organizers	C	
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline, 43705,06, 07, 10 Reports & research	Research materials, Reading materials Writing exemplars Graphic organizers	P	
	W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	43505, 06, 08 Writing process 43604 Written expression genres	Language charts	C	
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207, 42209, 42210 Reading/content & non-fiction, reference books 42300-42312 Word study (classifying), 43709, 43710 Reports & research 43900, 43901 Style	Content-area books Dictionaries, Thesaurus	C	
	W.4.2e Provide a concluding statement or section related to the information or explanation presented.	43601, 43602 Written expression genre	Rubrics Templates Graphic organizers	C	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	43000-43009 Sentence building 43100-43108 Expressive writing techniques 43500-43510 Writing process, 42200, 42208 Clause analysis 43900, 43901 Written expression sentence building	Literature books Rubrics Templates Graphic organizers	C	Extend work of 3.3
	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	43104 Story writing-plot 43105 Story writing-characters	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	43000, 43001 Written expression sentence building 43105 Story writing-characters 43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	42556 - 42565 Further work with verb/tenses 2570, 42571, 42572, 42573, 42573 Further work with verb/mood 42613 Additional sentence analysis/linking verbs 42631, 42632 Clause analysis/adjectival & adverbial clauses 43001, 43002 Written expression/sentence building 43103, 43106 Expressive writing techniques/ strategies, further elements of story writing 43505 Writing process/editing 43601 Written expression/paragraphing 43710 Research/timelines	Language charts, Writing exemplars	C	
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Language charts, Writing exemplars Literature	C	
	W.4.3e Provide a conclusion that follows from the narrated experiences or events.	43505 Writing process 43603 Written expression genre 43900, 43901 Written expression sentence building 45013 Regular, individual meeting between teacher/guide & child	Writing exemplar, Graphic organizers Literature	C	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extend, expand, and enhance work of 4.1 42626-42628 Additional sentence analysis 42631-42634 Clauses & complex sentences	Paper/pencil Peers & adults Sentence analysis materials	C	Extend work of 4.1
	W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Extend, expand, and enhance work of 4.1A	Paper/pencil Peers & adults Graphic organizers Templates	C	Extend work of 4.1a
	W.5.1b Provide logically ordered reasons that are supported by facts and details.	Extend, expand, and enhance work of 4.1B	Paper/pencil Peers & adults Question game form	C	Extend work of 4.1b

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W: Text Types and Purposes	W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	Extend work of 4.1c
	W.5.1d Provide a concluding statement or section related to the opinion presented.	Extend, expand, and enhance work of 4.1D 43508 Writing process/development of ideas & content 43607 - Written expression /thesis	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.1d
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Extend, expand, and enhance work of 4.2	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.2
	W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	“Extend, expand, enhance 4.2A 43108 Expressive writing/embellish 42263 Literature/lit. Circles 43502 Writing process/team-based writing	Paper/pencil Peers & adults Books for examples Art media Technology resources	C	Extend work of 4.2a
	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Paper/pencil Peers & adults Graphic organizers, templates	C	
	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Extend work of 4.1C 42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	
	W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Extend, expand, and enhance work of 4.2d	Content-area books Dictionaries, Thesaurus	C	Extend work of 4.2d
	W.5.2e Provide a concluding statement or section related to the information or explanation presented.	Extend, expand, and enhance work of 4.2e	Rubrics Templates Graphic organizers	C	Extend work of 4.2e
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Extend, expand, and enhance work of 4.3	Literature books Rubrics Templates Graphic organizers	C	Extend work of 4.3
	W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	42262 Literature/literary timelines Extend, expand, enhance 4.3a	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Extend, expand, and enhance 4.3b 43105 Story Writing-Characters	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Extend, expand, enhance 4.3c	Language charts Writing exemplars	C	Extend work of 4.3c
	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Extend, expand, enhance 4.3d	Language charts Writing exemplars Literature	C	1)Experiences outdoors and in with real plants and animals give a foundation of sensory experience 2)Related vocabulary is given with materials and used in communicating with each other, adults in the environment, and perhaps people in the store when the students purchase animal supplies.
	W.5.3e Provide a conclusion that follows from the narrated experiences or events.	Extend, expand, enhance 4.3e	Writing exemplars Graphic organizers Literature	C	Extend work of 4.3e
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	42113 Reading for facts/pleasure 42117 Leveled reading books 42602-42611 Sentence analysis 42629, 42630 Clause 42635, 42636, 42637 Compound complex written expression: 43004, 43005, 43006 Writing process 43510, 43500, 43502 Groupwriting, 43509 Genre 43600-43605 Style 43901, 43902, 43903, 45009, 45013 Regular, individual meeting between teacher/guide & child	Books Sentence analysis materials Language charts Paper pencil, peers & adults	C	Extend work of 5.1
	W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	42611, 43607 Sentence analysis	Sentence analysis materials	C	
	W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	42626-42634 Additional sentence analysis	Sentence analysis materials	C	Extend work of 4.1b
	W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	42300-42312 Word study/classifying 43001-43003 Written expression	Language charts Card material	C	Extend work of 4.1c
	W.6.1d Establish and maintain a formal style.	3008 Written expression - sentence building/ variations 43900, 43901 Style/analyze personal style, analyze lit. styles	Paper/pencil Peers & adults	C	
	W.6.1e Provide a concluding statement or section that follows from the argument presented.	Extend, expand, and enhance 5.1d	Paper/pencil Peers & adults	C	Extend work of 4.1d
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	42202, 42203, 42204, 42207, 42209 Reading/ nomenclature , dictionary use, indep. rdg., rdg. for research, non-fiction rdg. 43603, 43604, 43606, 43607, 43608 Written expression genre/types of paragraphs, analysis of para., thesis statements, classroom publications, science command writing 43701-43705 Reports & research/reference use, developing ideas & questions, reports & technical writing< 45013 Regular, individual meeting between teacher/guide & child	Classified nomenclature Command cards Books Templates, Graphic Organizers	C	Extend work of 5.2	

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W: Text Types and Purposes	W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42210 Reading/reference books 43603 Written expression genre/types of paragraphs	Books Templates Graphic organizers	C	Technology resources may be required	
	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42210 Reading/reference books 3007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/strategies for writing, question game 43508, 43509 Writing process/developing ideas & content, writing for publication	Question game form Books Templates Graphic organizers	C		
	W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	42626-42628 Clause analysis/ind. coordinate clauses, compound sentences with coord. clauses, analyze complex sentences	Sentence analysis materials Language chart B	C		
	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42201-3 Reading/etymology, nomenclature, dictionary use 42306-09 Word study/word families, roots, etymology 43706-43707 Reports & research/technical writing and note-taking	Classified nomenclature Dictionaries Word study charts & materials	C		
	W.6.2E establish and maintain a formal style.	43008 Sentence building/sentence variation 43900-43901 Style/analyze personal style, analyze others & literary style 45013 Regular, individual meeting between teacher/guide & child	Books Paper/pencil Peers & adults	C	see 6.1C	
	W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	43505 Writing process/editing work for clarity	Paper/pencil Peers & adults	C	see 6.1.e	
	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	42208 Fiction reading 42260,42261, 42263, Literary genres, plays, literature circles 42113 Reading for facts/pleasure Extend work of 5.3C verbs 42620-42624 Sentence analysis 43100 Figures of speech 43104, Story writing 43510, 43500 Pre-writing choosing a topic and making a concept map 43509, Writing for publication Genre: 43600, 01, 03 45013 Regular, individual meeting between teacher/guide & child	Key stories Books Sentence analysis material Paper/pencil Peers & adults	C	Comparative style analysis. Extend work of 5.3	
	W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	43105 Story Writing-Characters 43106 Story writing elements	Books Key stories Paper/pencil Peers & adults	C		
	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	42553 Adjective 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C		
	W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	42623 Conjugations 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C		
	W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	43101 Further creative elements 43102 Thesaurus 43100 Figures of speech 43800ab Poetry 45013 regular, individual meeting between teacher/guide & child	Books Key stories Paper/pencil Peers & adults	C		
	W.6.3e Provide a conclusion that follows from the narrated experiences or events.	43106 Story writing 43505 Edit own work for organization voice, fluency, ideas & content	Books Key stories Paper/pencil Peers & adults	C		
	W: Production and Distribution of Writing	W.1.4 begins in grade 3				
		W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	43500-43510 writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)		
W.2.4 begins in grade 3						
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	

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W: Production and Distribution of Writing	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	43505 Edit own work 43506 Revising 43507 Edit work of others 43508 Further development	Paper/pencil Proof reading symbols chart Peers & adults	C	
	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	43502 Team-based writing project 43507 Edit work of others	Paper/pencil Proof reading symbols chart Peers & adults	C (produce, publish, interact, collaborate) X (keyboarding)	
	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43100-43108 Expressive writing 43500-43509 Writing process 43600-43608 Written exp. Genres 43700-43710 Reports & research 43900-43903 Style	Writing exemplars Literature books Rubrics Templates Graphic organizers	C	
	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	43103, 43107 Expressive writing techniques/ strategies, question game 43500-43510 Writing process 43601, 43602, 43603, 43604 Written expression/ topic sentences, paragraphs, analyzing effective paragraphs	Rubrics Graphic organizers Writing exemplars	C	
	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Expressive writing: 43100-43108 Writing process; 43500-43510 Written exp. Genres: 43600-43608 Reports & research: 43700-43710 Style: 43900-43903	Research materials, Reading materials, Writing exemplars, Graphic organizers	X	Digital sources required
	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Extend, expand, and enhance 4.4	Paper/pencil Peers & adults	C	
	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	Extend, expand, and enhance 4.5	Paper/pencil Peers & adults	C	
	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Extend, expand, enhance 4.6	Paper/pencil Peers & adults	P (internet, keyboarding)	Access to digital resources
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43509 Writing for publication 43900-43903 Study writing for style, analyze literature for style, symbolize parts of speech and analyze patterns 45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W. 5.4 add style
	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)	45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W5.5
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	45013 regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	X (internet, keyboarding)	Same as W.1, ame as W5.6 but without guidance Access to digital resources	
W: Research to Build and Present Knowledge	W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43800-43803 Poetry	Books Timelines Command cards Key stories Paper/pencil Peers & adults	C	
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600 Written expression genres 43700-43705 Reports and research	Books Key stories Paper/pencil Peers & adults	C	
	W.1.9 begins in grade 4			X (digital sources)	Extend work of 4.1.9
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43706 Lab reports 434708 Field journal 43800-43803 Poetry	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	

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W: Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600-43603 & 43608 Writing expression genres 43700-43705 Reports and research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.2.9 begins in grade 4				
	W.3.7 Conduct short research projects that build knowledge about a topic.	43700-43710 Reports and Research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	43700-43710 Reports and research 43702 Graphic organizers 43704 Evaluate information sources 43707 Note taking	Paper & pencil Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Peers & adults	C	Access to digital resources
	W.3.9 begins in grade 4				
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	42201, 42202, 42204, 42206, 42207, 42209, 42210 Reading/etymology, nomenclature, ind. Rdg., Grp. Rdg., Rdg. For research, non-fiction rdg., Reference books 43700-43708 Reports & research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	“42205, 42206, 42207 Reading /Nomenclature, Read Aloud, Rdg. For Research 45000, 45007-45011 Spoken Language/Oral Presentations, Speeches, Debates, reporting, Taking Notes & Dictation 43700-43708 Reports & Research/Using research materials, evaluating sources, note-taking, writing, types of research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42200-42210 Reading in elementary/interpretive rdg, rdg, for research, etc. 42260-42263 Literature 43100, 43101, 43103, 43104, 43107 Expressive writing 43701, 43704 Reports and research/using ref. Books, evaluating info. Sources, 43901, 43903 Style/analyze literature, explore style in various forms	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).	42200, 42208 Reading/fluent rdg., Interpretive rdg., Fiction rdg. 42260- 42263 Literature/styles, periods, plays, literary timelines, lit. circles 43104-43107 Expressive writing/story writing - plot, character, setting, question game 43600 Written expression genres/exploring genres 43800 Types of poetry – writing 43803 Types of poetry – reading 45001, 45002 Spoken language/drama activities, listen & repsond to stories, poems, & songs	Books/timelines Key stories History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	43103, 43107 Expressive writing/strategies for writing, question game 43601- 43608 Written Expression Genres/ Effective Writing, Analyzing writing, Types of, & Purposes for writing, etc. 43700, 43702, 43704-43710 Reports & Research/ Research ideas, Developing questions, Evaluating, Note-taking, etc. 45001, 45007-45011 Spoken Language/Oral Presentations, Speeches & Debate, Reporting, Taking Notes, etc.	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Extend, expand, enhance 4.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	Access to digital resources
	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Extend, expand, and enhance 4.8	“Timelines	C	Access to digital resources
	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extend, expand, and enhance 4.9	Books Paper & pencil Peers & adults	C	
	W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Extend, expand, and enhance 4.9a	Books Paper & pencil Peers & adults	C	
	W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Extend, expand, and enhance 4.9b	Books Paper & pencil Peers & adults	C	

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W: Research to Build and Present Knowledge	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	42019 History of language/research, make charts, timelines, tracing written language history 42202,42204,42207, 42209,42210 Reading/nomenclature, ind. rdg., Non-fic.rdg., Rdg. for research, ref. books 43007 Sentence building/punctuation 43103 Expressive writing/strategies for writing 43510 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43705, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/nomenclature, indep. Rdg., Rdg. For research, non-fic. Rdg, ref. Books 43007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/ strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. Genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43706, 43710 Reports & research/parts of a book, various research materials, technical writing, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources
	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42019 history of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42202, 42204, 42207-42210 Reading/nomenclature, indep. rdg., rdg. for research, fiction rdg., Non-fic. rdg, ref. books, 42260-42263 Literature/reading plays, literary circle 43100-43107 Expressive writing techniques/ figures of speech, using thesaurus, story writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609, Written expression genres/ exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/ parts of a book, various research materials, create timelines, charts, booklets 43800 Types of poetry – writing 43802 Study of poetry 43803 Types of poetry – reading 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42208 Reading/fiction reading 42260-42263 Literature/introducing children to literature/genres/styles/periods, reading plays 43100-43101, 43104-43106 Expressive writing techniques/figures of speech and creative elements, story writing 43500A, 43509 writing process/ choosing a topic, writing for publication 43600-43609 Written expression genres/writing types & parts of paragraphs, essays, analyzing writing 43707 Reports & research/guided note-taking 43800 Types of poetry – writing 43803 Types of poetry – reading 43802 Study of poetry 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	42019 History of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42207, 42209, 42210 Reading/reading for research, non-fiction reading, reference books 43510, 43509 Writing process/pre-writing, writing for publication 43600-43609 Written expression genres/writing paragraph, topic sentences, essays, analyze writing 43700-43704, 43707 Reports & research/parts of a book and research sources, guided notetaking 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.1.10 begins in grade 3 W.2.10 begins in grade 3				
W: Range of Writing	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Written Expression 43103-43108 Expressive Writing Techniques: strategies, stories 43500-43510 Writing Process 43600-43604 Genres: expository, descriptive, narrative, persuasive 43608 publications, letters, thank you notes 43700-43710 Reports and Research 43800 Types of Poetry - Writing	Books Paper & pencil Peers & adults Timelines Key Stories History, Geography, Biology Charts Nomenclature	C	

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	W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	42019 History of written language/research, make charts, timelines, tracing written language history 43004- 43009 Written expression/sentence building - agreement, fragments, modifiers, punctuation use, sentence structure & variations 43100-43108 Expressive writing/figurative language, creative elements, story writing, question game, embellishment 43500-43510 Written expression – writing process/pre-writing through editing & revising to publication 43600-43608 Written expression genres/types of writing, parts of writing, analysis & evaluation writing 43702, 43705-43710 Reports & research/ developing ideas & questions, non-fiction writing types 43800-43803 Reading, writing, study of poetry 43902-43903 Style/symbolize for sentence patterns & rhythms, explore style through various types of writing	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extend, expand, and enhance 4.10 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Write compound/complex sentences and analyze parts 43700-43706 Parts of a book, encyclopedia, research, technical writing 45000 Spoken language and listening/oral presentations & reports, speechmaking & debates, taking notes from lecture or dictation 45013 Regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	42019 History of written language/research, make charts, timelines, tracing written language history 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Clause analysis/write compound/ complex sentences and analyze parts 43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations 43100-43107 Expressive writing techniques/ figurative language, strategies for writing, story writing 43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets 43800 Types of poetry – writing 43803 Types of poetry –reading 45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	

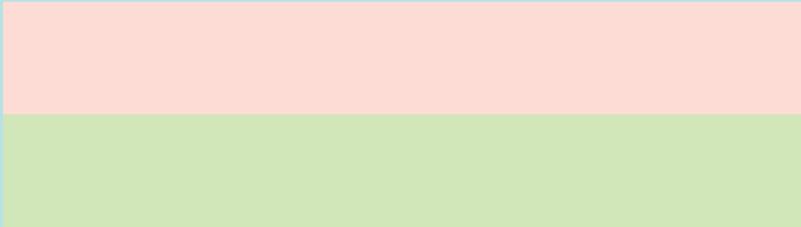
Writing – History, Science & Technology

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WHST: Text Types and Purposes	WHST.6-8.1 Write arguments focused on discipline-specific content.	42207, 42209, 42210 Reading/content area rdg., Non-fic. Rdg., Reference books. 43606, 43607 Written expression/essays, thesis statements 43705, 43706 Reports & research/reports, technical writing 43903 Style/explore, use of various styles for a purpose 45004-06, 45009-11 Spoken language & listening/grace & courtesy, conflict resolution asking questions, speeches, debate, reporting, taking notes from lecture or dictation	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	P	Some children (11/12 y.O.) Will be developmentally prepared for this work and undertake “formal” argument writing AMI provides generalized experiences through the elementary curriculum that provide the foundation for content-specific work to be undertaken at the third plane/ adolescence/middle school. Access to digital resources
	WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports 7 research/evaluating sources	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	C	Some 11/12 y.o. will be developmentally prepared for this work. Certainly, elementary children must be exposed to comparison-contrast exercises and Venn diagrams as foundational to this sub-standard. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	43504 Writing process/edit for organization, ideas & content 43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources 45011, 45013 Spoken language and listening/	Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	42620-624 Analysis of compound, complex, compound-complex sentences/types, parts, classification 42260-637 Clause analysis/further study - types and parts of clauses, writing, analysis of clauses 43000-008 Sentence building/words, phrases & fragments, modifiers, sentences, structure & variations	Sentence analysis materials Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.1d Establish and maintain a formal style.	43505, 43506, 43508 Writing process/edit & revise for 6 analytical traits, revising drafts, further development of ideas & content 43900-903 Style/analyze personal style, analyze style of others, symbolize & analyze patterns, explore forms & styles	Grammar symbols Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Extend, expand, and enhance work of 6.1e 43508 09 Writing Process/Development of Ideas & Content, Writing for publication 43604, 43607 Written Expression/Analyze effective paragraphs, Thesis 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	Extend the work of 6.2	Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Command cards for science, esp. Procedural Books Templates Graphic organizers Student generated writing	C	
	WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Extend, expand, and enhance the work of 6.2a	Templates Graphic organizers Student generated writing	C	Access to digital resources
	WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Extend, expand, and enhance the work of 6.2b	Books Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Student generated writing	C	Access to digital resources
	WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Extend, expand, and enhance the work of 6.2c	Sentence analysis materials Student generated writing	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207 Reading/use of content rdg 42504, 42507 Writing process/editing for word choice, ideas & content, further development of ideas & content	Books Peers & adults Student generated writing	C	
	WHST.6-8.2e Establish and maintain a formal style and objective tone.	Extend, expand, and enhance the work of 6.2e 43505, 43507-509 Writing Process/Editing for word choice, Further development of ideas & content, Writing for publication	Peers & adults Student generated writing	C	Some 11/12 y.o. will be developmentally prepared for this work and able to maintain objectivity in written and spoken language. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school."
	WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Extend, expand, enhance the work of 6.2f 43509 Writing Process/Writing for publication 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Peers & adults	C	
WHST: Production and Distribution of Writing	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Same as 6.4	Paper, pencil Peers & adults	C	
	WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Extend, expand, enhance the work of 6.5	Paper, pencil Peers & adults Student generated writing	C	
	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	45013 regular, individual meeting between teacher/guide & child	Paper, pencil Student generated writing Adult	X (technology)	Access to digital resources
WHST: Research to Build Present Knowledge	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Extend, expand, enhance the work of 6.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Paper, pencil Peers & adults	C	Some 11/12 y.o. will be developmentally prepared for this work and able to generate additional "focused" questions and possible explorations that go beyond the experience in a formal manner. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Extend, expand, and enhance the work of 6.8	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources required Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of source material depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school."
	WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.	Extend, expand, and enhance the work of 6.9	Books Paper, pencil Peers & adults	C	AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
WHST: Range of Writing	WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extend, expand, and enhance the work of 6.10	Books Paper, pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature Student generated writing	C	



CCSS Math & Geometry



Version 1.0
July 2014



Math Cluster Overview Chart

Domain	Cluster Objectives	K	1	2	3	4	5	6	7	8
Counting and Cardinality	Know number names and the count sequence.	x								
	Count to tell the number of objects.	x								
	Compare numbers.	x								
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	x								
	Represent and solve problems involving addition and subtraction.		x	x						
	Understand and apply properties of operations and the relationship between addition and subtraction.		x							
	Add and subtract within 20.		x	x						
	Work with addition and subtraction equations.		x							
	Work with equal groups of objects to gain foundations for multiplication.				x					
	Represent and solve problems involving multiplication and division.				x					
	Understand properties of multiplication and the relationship between multiplication and division.				x					
	Multiply and divide within 100.				x					
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.				x					
	Use the four operations with whole numbers to solve problems.					x				
	Gain familiarity with factors and multiples.					x				
	Generate and analyze patterns.					x				
	Write and interpret numerical expressions.						x			
Analyze patterns and relationships.							x			
Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	x								
	Extend the counting sequence.		x							
	Understand place value.		x	x						
	Use place value understanding and properties of operations to add and subtract		x	x						
	Use place value understanding and properties of operations to perform multi-digit arithmetic.				x	x				
	Generalize place value understanding for multi-digit whole numbers.					x				
	Understand the place value system.						x			
	Perform operations with multi-digit whole numbers and with decimals to hundredths.							x		
Measurement and Data	Describe and compare measurable attributes.	x								
	Classify objects and count the number of objects in each category.	x								
	Measure lengths indirectly and by iterating length units.		x							
	Tell and write time.		x							
	Represent and interpret data.		x	x	x	x	x			
	Measure and estimate lengths in standard units.			x						
	Relate addition and subtraction to length.			x						
	Work with time and money.			x						
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				x					
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				x					
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				x					
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					x				
	Geometric measurement: understand concepts of angle and measure angles.					x				
	Convert like measurement units within a given measurement system.						x			
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.							x			
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	x								
	Analyze, compare, create, and compose shapes.	x								
	Reason with shapes and their attributes.		x	x	x					
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					x				
	Graph points on the coordinate plane to solve real-world and mathematical problems.						x			
	Classify two-dimensional figures into categories based on their properties.						x			
	Solve real-world and mathematical problems involving area, surface area, and volume.							x		
	Draw, construct, and describe geometrical figures and describe the relationships between them.								x	
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.								x	
	Understand congruence and similarity using physical models, transparencies, or geometry software.									x
	Understand and apply the Pythagorean Theorem.									x
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.									x
Number and Operations--Fractions	Develop understanding of fractions as numbers.				x					
	Extend understanding of fraction equivalence and ordering.					x				
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					x				
	Understand decimal notation for fractions, and compare decimal fractions.					x				
	Use equivalent fractions as a strategy to add and subtract fractions.						x			
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.							x		
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.							x		
	Analyze proportional relationships and use them to solve real-world and mathematical problems.								x	
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							x		
	Compute fluently with multi-digit numbers and find common factors and multiples.							x		
	Apply and extend previous understandings of numbers to the system of rational numbers.							x		
	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.								x	
	Know that there are numbers that are not rational, and approximate them by rational numbers.									x
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.							x		
	Reason about and solve one-variable equations and inequalities.							x		
	Represent and analyze quantitative relationships between dependent and independent variables.							x		
	Use properties of operations to generate equivalent expressions.								x	
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.								x	
	Work with radicals and integer exponents.									x
	Understand the connections between proportional relationships, lines, and linear equations.									x
	Analyze and solve linear equations and pairs of simultaneous linear equations.									x
Statistics and Probability	Develop understanding of statistical variability.							x		
	Summarize and describe distributions.							x		
	Use random sampling to draw inferences about a population.								x	
	Draw informal comparative inferences about two populations.								x	
	Investigate chance processes and develop, use, and evaluate probability models.								x	
	Investigate patterns of association in bivariate data.									x
Functions	Define, evaluate, and compare functions.									x
	Use functions to model relationships between quantities.									x

Representative AMI Math Curriculum

Activity ID	Content Strand	Material	Presentations/Activities
	Great story of mathematics/history		
40001		Charts/story	The story of our numerals
40002			Making charts/making models
40003			Making timelines
40004			Research: number systems, cultural history, decimal system
	The decimal system, categories and place value		
40008		Golden beads & presentation tray	Introduce decimal/whole number categories
40009		Golden beads & decimal cards	Association of symbol & quantity 1, 10, 100, 1000's
40010		Decimal cards	Understanding zero
40011		Golden beads & trays	Forming numbers using concrete quantities of beads
40012		Golden beads & decimal cards	Forming numbers w/decimal cards, hiding zeroes
40013		Golden beads, decimal cards & trays	Creating quantities w/symbols up to 9,999
40015		Wooden hierarchical material	Introduction to quantity & language, up to million
40016			Geometric shape and families to millions
40017		Number cards 1, 10, 100... 1,000,000	Introduction to symbol to millions
40018		Whm & number cards	Symbol and quantity into millions
40019		Golden beads, decimal cards	Expanded notation/decomposing numbers
40020		Sbf/lbf & sbf/lbf paper	Expanded notation/decomposing numbers
40021		Bank game	Expanded notation (along w/multiplication)
	Quantity & symbol: whole numbers: numeration		
40024		Spindle boxes (0 - 9), bead stair (1 - 9)	Introduce/review numbers 1 - 10
40025		Snake game (1-10), memory games	Introduce/review numbers 1 - 10
40026		Cards & counters	Introduce odd/even numbers
40027		Golden beads	Counting and numbers 1 - 10
40028		Golden beads	Exchange/change game across categories
40029		Teen boards, bead bars	Introduce/review counting 11 - 20
40030		Ten boards & bead bars	Introduce/review counting 1 - 100
40031		Golden beads, base board	Decimal system (numbers to thousands using base board in base 10)
40032		Small bead frame	Counting to 1000
40033		Hundred & thousand chain & labels	Counting to 1000
40034		Short/square bead chains & labels	Linear & skip counting
40035		Long/cube bead chains & labels	Linear & skip counting
40036		Large bead frame	Counting to millions
40037		Sbf/lbf and sbf/lbf paper	Presentation of symbol up to millions
	Whole numbers: addition		
40041		Golden beads	Concept of static addition with whole numbers
40042		Golden beads & decimal cards	Static addition (no carrying)
40043		Large bead frame	Static addition (no carrying)
40044		Stamp game	Static addition (no carrying)
40045		Stamp game w/square paper	Static addition w/recording
40046		Golden beads & decimal cards	Dynamic addition (w/carrying)
40047		Large bead frame	Dynamic addition (w/carrying)
40048		Dot game	Dynamic addition (w/carrying)
40049		Stamp game	Dynamic addition (w/carrying)
40050		Lbf and lbf paper	Dynamic addition w/recording
40051		Stamp game w/square paper	Dynamic addition w/recording
40052		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40053		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40054		Golden beads	Addition word problems, problem solving
40055		Bead bar material and pencil/paper	Addition word problems, problem solving
40056		Bead bar material and pencil/paper	Commutative law of addition
40057		Bead bar material and pencil/paper	Associative property of addition

Activity ID	Content Strand	Material	Presentations/Activities
40059	Memorization of addition facts	Addition strip board	Addition math facts, memorization
40060		Addition practice/finger charts	Addition math facts, memorization
40061		Addition snake game	Addition math facts, memorization
40062		Bead bar material and pencil/paper	Memorization of facts (addition)
40064	Whole numbers: subtraction		
40065		Golden beads	Concept of static subtraction with whole numbers
40066		Golden beads & decimal cards	Static subtraction (no borrowing)
40067		Large bead frame	Static subtraction (no borrowing)
40068		Stamp game	Static subtraction (no borrowing)
40069		Stamp game w/square paper	Static addition w/recording
40070		Golden beads & decimal cards	Dynamic subtraction (w/borrowing)
40071		Large bead frame	Dynamic subtraction (w/borrowing)
40072		Dot game	Dynamic subtraction (w/borrowing)
40073		Stamp game	Dynamic subtraction (w/borrowing)
40074		Lbf and lbf paper	Dynamic subtraction (w/borrowing)
40075		Stamp game w/square paper	Dynamic subtraction (w/borrowing)
40076		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40077		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40078		Golden beads	Subtraction word problems, problem solving
40079		Bead bar material and pencil/paper	Subtraction word problems, problem solving
40081	Memorization of subtraction facts	Subtraction strip board	Subtraction math facts, memorization
40082		Subtraction practice/finger charts	Subtraction math facts, memorization
40083		Subtraction snake game	Subtraction math facts, memorization
40084		Bead bar material and pencil/paper	Memorization of facts (subtraction)
	Laws of multiplication		
40087		Golden beads w/decimal cards	Introduce multiplication
40088		Bead bars	Concept of simple multiplication (facts)
40089		Bead bars	Build the decanomial w/bead bars
40090		Practice charts, bead bars, booklets	Memorization of multiplication facts
40091		Bead chains	Skip counting, memorization of facts
	Commutative law of multiplication		
40094		Bead bars and cards	Concept and language of commutative law
	Distributive law of multiplication		
40096		Bead bars, cards, parentheses, envelopes	Concept and language of distributive law
40097		Bead bars	Sensorial exploration
40098			Passage to more symbolic representations with beads
40099			Passage to more symbolic representations without beads
40100			Passage to more symbolic representations on paper
40101		Golden beads & decimal cards	Extension to the decimal system: multiplication of composite numbers
40102			Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation with number cards
40103		Paper	Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation on paper
40104			
	Long multiplication		
	Checkerboard		
40107		Checkerboard & bead bars	Introduction to the checkerboard
40108		Checkerboard & bead bars & number tickets	Multiplication by a one-digit multiplier
40109		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, no facts)
40110		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, some facts)
40111		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using all facts, recording problem and final product)

Activity ID	Content Strand	Material	Presentations/Activities
40112		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using facts, recording problem, partial products, and final product)
40113			Multiplication by a multi-digit multiplier (no beads, using facts, recoding problem and final product)
	Large bead frame		
40115		Large bead frame & lbf paper	Multiplication by a one-digit multiplier
40116		Large bead frame & lbf paper	Multi-digit multiplier
40117		Large bead frame & lbf paper	Multi-digit multiplier (recording partial products, adding partial products, checking)
40118			
	Bank game		
40120		Bank game	Multiplication by a one-digit multiplier
40121		Bank game	Two-digit multiplier
40122		Bank game	Three-digit multiplier
	Flat bead frame		
40124		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing final product only)
40125		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing partial products)
	Geometric form of multiplication		
40127		Graph paper, colored pencils	Geometric form of multiplication
	Multiplication summary		
40129		Paper/pencil	Consolidate multiplication fact memorization
40130		Paper/pencil & appropriate material	Traditional multiplication algorithm
40131		Paper/pencil	Multiplication word problems
	Long division		
	Division with boards, racks, and tubes		
40134		Racks & tubes materials	Division by a one-digit divisor
40135		Racks & tubes materials	Division by a multi-digit divisor
40136		Racks & tubes and paper/pencil	Recording intermediate remainders, quotient, final remainder
40137		Racks & tubes and paper/pencil	Recording what has been used, intermediate remainders, quotient, final remainder
40138		Racks & tubes and paper/pencil	Special cases
	Division with stamps		
40140		Stamp game	Division with stamps
	Division summary		
40142		Pencil/paper	Traditional division algorithm
40143		Pencil/paper	Division word problems
	Multiples, factors, and primes		
	Multiples		
40146		Short bead chains $1^2 - 10^2$	Concept and language of multiple using short chains
40147		Bead bars	Further investigation of multiples using bead bars (one-and two-digit numbers)
40148		Multiples of numbers paper	Further investigation of multiples using multiples of numbers paper
40149		Tables A & B	Calculation of multiples using table A and table B
40150		Bead bars & paper/pencil	Concept and language of common multiple
40151		Multiples of numbers paper	Investigation of common multiple using multiples of numbers paper
40152		Table C	Investigation of numbers using table C (leading to concept and language of prime number)
40153		Bead bars & paper/pencil	Concept, language, and notation for least common multiple (lcm)
	Factors		
40155		Pegs and pegboard	Concept and language of factor using pegs/pegboard
40156		Pegs & pegboard with white strips	Concept and language of common factor
40157		Table C	Concept and language for prime factor using table C
40158		Pegs & pegboard	Calculation of prime factors using pegboard

Activity ID	Content Strand	Material	Presentations/Activities
40159		Pegs & pegboard, pencil/paper	Using prime factors to find the least common multiple (lcm) of numbers
40160		Pegs & pegboard, pencil/paper	Concept, language, and notation for greatest common factor (gcf)
40161		Sieve of erathosthenes	Handout: sieve of erathosthenes
40162			
	Divisibility		
40165		Gold beads and paper tickets	Divisibility by 2, 5, and 25
40166		Gold beads and paper tickets	Divisibility by 4 and 8
40167		Gold beads, paper tickets, pencil/paper	Divisibility chart
40168		Gold beads and paper tickets	Divisibility by 3 and 9
40169		Gold beads and paper tickets	Divisibility by 11
40170			
	Fractions		
	Introduction and equivalence		
40173		Red metal fraction insets	Fractions: quantity and language
40174		Fraction insets & labels	Fractions: symbol, notation, further language
40175			Fractions: other representations
40176		Fraction insets	Equivalence: sensorial
	Operations: simple cases		
40178		Fraction insets and paper tickets	Simple addition (denominators common, reduction)
40179		Fraction insets and paper tickets	Simple subtraction (denominators common, reduction)
40180		Fraction insets and paper tickets	Simple multiplication (by single-digit whole number, reduction)
40181		Fraction insets and paper tickets	Simple division (by single-digit whole number, reduction)
	Operations: beyond simple cases		
40183		Fraction insets and paper tickets	Addition/subtraction: uncommon denominators
40184		Fraction insets and paper tickets	Multiplication by a fraction less than one
40185		Fraction insets and paper tickets	Division by a fraction less than one (measurement/group)
40186		Fraction insets, paper tickets, lg. Skittles	Division by a fraction less than one (partitive / sharing)
	Operations: passages to abstraction		
40188		Transparencies prepared with fraction lines	Addition/subtraction: finding a common denominator using transparencies
40189		Pencil/paper	Addition/subtraction: finding a common denominator by multiplying the denominators
40190		Pencil/paper	Addition/subtraction: known denominator, finding the numerators by raising or reducing a fraction
40191		Pencil/paper	Addition/Subtraction: Finding the Least Common Denominator (LCD)
40192		Pencil/paper	Abstraction of the rules for operations with fractions
40193	Applications with Fractions		
	Decimal Fractions		
	Introduction to Decimal Fractions		
40197		Decimal cubes and beads	Decimals: quantity and language
40198		Label strip for decimal board	Decimals: symbol
40199		Decimal board (yellow board) & cubes/beads	Decimals: formation and reading
	Operations: Simple Cases		
40201		Decimal board (yellow board) & cubes/beads	Addition and subtraction using the decimal board
40202		Pencil/paper	Algorithm for addition and subtraction of decimals
40203		Decimal board (yellow board) & cubes/beads	Multiplication by a unit multiplier
40204		Decimal cubes and skittles	Division by a unit divisor
	Multiplication with Decimals: Beyond Simple Cases		
40206		Decimal checkerboard	Multiplication by a fraction using the decimal checkerboard
40207		Felt squares for decimal checkerboard	Category multiplication in the decimal system (whole and decimal numbers, using felt squares)

Activity ID	Content Strand	Material	Presentations/Activities
40208		Decimal checkerboard and beads	Multiplication of a fraction by a fraction using the decimal board
40209		Pencil/paper	Algorithm for multiplication of decimals
	Division with decimals: beyond simple cases		
40211		Decimal beads and skittles	Division by a mixed number or by a decimal using skittles
40212		Pencil/paper	Algorithm for division of decimals
	Introduction to percentage with the centesimal frame		
40214		Centesimal frame	Concept, language, and notation of percentage
40215		Red fraction insets and centesimal frame	Conversion of fraction insets to percentage using the centesimal frame
	Special topics extending the exploration of decimals		
40217		Pencil/paper	Relative size of terms when multiplying and dividing (positive) numbers
40218		Pencil/paper	Rounding of decimal fractions
40219		Pencil/paper	Conversion of common to decimal fractions (and vice versa)
40220			
	Squares and cubes of numbers		
	Squares		
40223		Bead squares and short chains	Concept and notation of the square of a number
40224		Bead squares and short chains	Exploring squares of numbers 1 – 10
40225		Numerical (paper) decanomial	Numerical decanomial
	Cubes		
40227		Bead cubes and long chains	Concept and notation of the cube of a number
40228		Bead cubes and long chains	Exploring cubes of numbers 1 – 10
40229		Bead cubes and long chains	Building the tower of jewels
	Operations with squares and cubes		
40231		Bead squares and cubes and paper tickets	Operations with numbers written as squares and cubes
40232			
	Squaring		
	Squaring: arithmetic passages		
40235		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a binomial
40236		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a trinomial, quadranomial, polynomial
40237		Bead squares and bead bars and tickets	Exploring the binomial: building a larger square from a smaller square
40238		Bead squares and bead bars and tickets	Exploring a polynomial: squaring a sum (one-digit terms)
40239		Golden beads and tickets	Application to decimal numbers: squaring a binomial using golden beads (whole numbers ≤ 99)
40240		Pegboard & pegs, guide square & tickets	Application to decimal numbers: squaring a binomial using hierarchical pegs (whole numbers) and introduction to guide squares
40241		Guide squares and paper/pencil	Guide squares: deriving the decimal formula for the square of a polynomial
	Squaring: algebraic passages		
40243		Gold bead squares, rubber bands, bi-cube lid	Squaring a binomial, algebraic
40244		Gold bead squares, rubber bands, tri-cube lid	Squaring a trinomial, algebraic
40245			
	Cubing		
	Cubing: arithmetic passages		
40248		Wooden cubing material	Transformation of a given cube into a cube of a binomial
40249		Wooden cubing material	Building from a cube to a larger cube with wooden cubing material
40250			Cubing a binomial, numeric, starting from the square
40251			Cubing a binomial, numeric, starting from the cube of the first term
40252			Cubing a trinomial, numeric, starting from the square

Activity ID	Content Strand	Material	Presentations/Activities
40253			Cubing a trinomial, numeric, starting from the cube of the first term
	Cubing: algebraic passages		
40255			Cubing a binomial, algebraic
40256			Cubing a trinomial, algebraic
	Cubing: application to decimal numbers		
40258		Trinomial & hierarchical cubes & tickets	Cubing a decimal number (three-digit) using the hierarchical cube
40259			
	Square root		
	Square root: sensorial passages		
40262		Bead squares 1-10, paper/pencil	Concept, language, and notation for square root
40263		Bead squares 1-10, paper/pencil	Introduction: one-digit roots
40264		Gold bead material, paper/pencil	Two-digit roots: using golden bead material
40265		Gold bead material, $n-n^2$ chart	Two-digit roots: observing the $n - n^2$ chart
40266		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: using pegboard (writing results only)
40267		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: writing
40268		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: four-digit numbers
40269		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: three-digit roots
40270		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: zero in the root
40271		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: zero at the end of the root
40272		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: four-digit roots, writing
	Square root: passages to abstraction		
40274		Pegboard/pegs, $n-n^2$ chart, guide squares	Leading to abstraction: using more than one category at a time
40275		Pegboard/pegs, $n-n^2$ chart, guide squares	Leading to abstraction: calculating the next root digit
40276		Paper/pencil, guide squares	Calculating square root on paper
40277		Paper/pencil	Rule for extraction of square root
40278			
	Cube root		
	Cube root: sensorial passages		
40281		Bead cubes 1-10, tickets	Concept, geometric representation, language, and notation for cube root
40282		White 2cm cubes	Extracting a cube root using 2cm cubes (for numbers less than 250)
40283		Wooden cubing material	Extracting a cube root for four- to six-digit numbers using chart and wooden cubing material (by category)
	Cube root: passages to abstraction		
40285		Wooden cubing material, $n-n^3$ chart	Extracting a cube root of four- to six-digit numbers using wooden cubing material: consolidation of the calculations of identical groups of prisms
40286		Hierarchical cube, $n-n^3$ chart	Extracting a cube root of seven- to nine-digit numbers using the hierarchical/decimal trinomial: writing the calculations from the decimal values of the cubes and prisms
40287		Paper/pencil	Rule for extraction of cube root
	Signed numbers		
40291		Elementary/negative snake game	Introduction to signed numbers
40292		Elementary/negative snake game	Addition of signed numbers
40293		Elementary/negative snake game	Multiplication of signed numbers
40294		Elementary/negative snake game	Subtraction of signed numbers
40295		Elementary/negative snake game	Division of signed numbers
40296		Paper/pencil	Word problems using signed numbers
40297			
	Powers of Numbers		
40300		Box of 1cm cubes, powers of two material	Factors of the same number for the power of that number

Activity ID	Content Strand	Material	Presentations/Activities
40301		Powers of two material	Unit can be any physical size
40302		Wooden cubing material	Any number has powers
40303		Wooden cubing material, pencil/paper	Special case: multiplication or division of powers of numbers having the same base
40304		Decimal board & reciprocal strip	Negative exponents for base 10
40305		Paper/pencil	Operations with numbers written in exponential notation
40306		Paper/pencil	Operations: numbers written in expanded power notation
40307			
	Non-decimal bases		
40310		Number base board & gold beads	Counting in a non-decimal base
40311		Number base board & gold beads	Operations in different bases
40312		Number base board, gold beads, bead bars	Conversion of notation from one base to another using bead material
40313		Number base board, gold beads, bead bars	Conversion from notation of any base to base 10 using expanded power notation
40314		Paper/pencil	Algorithm for conversion of notation from one base to another
40315			
	Ratio and proportion		
40318	Ratio	Objects from environment, paper/pencil	Concept, language, and notation for ratio
40319		Paper/pencil	Ratio can be expressed as a fraction
40320		Pegboard & pegs, paper/pencil	Ratios are equal if they are equivalent fractions
40321		Paper/pencil, objects from environment	Problem-solving using ratio
	Proportion		
40323		Metal inset material, powers of two	Concept, language, and notation for proportion
40324		Paper/pencil, objects from environment	Solving equations with proportion
40325		Paper/pencil	Cross multiplication
40326	Word problems	Paper/pencil, objects from environment	Word problems with ratio and proportion
	Introduction to algebra		
40329		Bead bars, number & operations tickets	Concept of an equation and balancing an equation using the laws of equivalence
40330		Bead bars, number & operations tickets	Order of operations
40331		Bead bars, number & operations tickets	Solving an equation for one unknown using the laws of inverse operations
40332		Bead bars, number & operations tickets	Solving for one unknown using more than one operation
40333		Paper/pencil	Solving equations having fractional coefficients
40334		Paper/pencil	Translating verbal problems into equations
40335		Paper/pencil	Solving for two unknowns when there is a pair of equations
40336		Paper/pencil	Solving for two unknowns
40337		Paper/pencil, prepared word problems	Algebraic word problems
40338			
	Graphing		
40340		Graph examples, paper/pencils	Introduce graphing (interpreting & constructing graphs)
40341		Graph paper/pencils	Types of graphs
40342			
	Statistics & probability		
40344		Graph paper/pencil	Introduce statistics
40345		Graph paper/pencil	Statistic concepts: range, median, mode, mean
40346		Bead bars, objects from the environment	Probability, estimation
	Word problems		
	Solving for distance, time, and speed		
40349		Group of children	Preliminary: run a race
40350		Gold beads & word problem labels	Solving for distance

Activity ID	Content Strand	Material	Presentations/Activities
40351		Gold beads & word problem labels	Solving for time
40352		Gold beads & word problem labels	Solving for speed
	Solving for principal, time, interest, and rate		
40354			Preliminary: discuss banking
40355		Gold beads & word problem labels	Solving for interest
40356		Gold beads & word problem labels	Solving for rate
40357		Gold beads & word problem labels	Solving for principal
40358		Gold beads & word problem labels	Solving for time
40359			
	Measurement		
40361		Objects from environment, e.G. Paperclips	Concept of measurement: non-standard unit of measurement for length
40362		Measuring tools	Concept of measurement: standard unit for measurement for length
40363		Measuring tools	Introduction to the customary/english system
40365	Metric system	Decimal board & handmade cards	Introduction to the metric system
40366		Card material	Metric system abbreviations
40367			Metric system conversions: how many smaller units are in a larger unit?
40368			Metric system conversions: how many larger units are in a smaller unit?
40370	Other measurements		Volume
40371			Weight
40372			Area
40373			Temperature
	Geometry		
	The history of geometry		
40377	Stories for geometry	Rope for the story (3-4-5)	The story of how geometry got its name
40378			Thales of miletus
40379			Pythagoras of croton
40380			Plato of athens
40381			Euclid of alexandria
40382			
	Congruency, similarity, and equivalence		
40384		Red metal inset material	Concept, language, and notation for congruent geometric figures
40385		Red metal inset material	Concept, language, and notation for similar geometric figures
40386		Red metal inset material	Concept, language, and notation for equivalent geometric figures
40387		Constructive triangles	Further investigation of congruent, similar, and equivalent figures using constructive triangles
40388			
	Geometry nomenclature		
40390		Geometry nomenclature material	Introduction to the material
40391		Geometry nomenclature material	Activity one
40392		Geometry nomenclature material	Activity two
40393		Geometry nomenclature material	Activity three
40394		Geometry nomenclature material	Activity four
40395			
	Lines		
40397		String	Types of lines
40398		String/scissors/marker	Parts of a straight line
40399		Box of geometry sticks	Positions of a straight line
40400		Box of geometry sticks	Positions of two straight lines
40401			
	Angles		
40403		Box of geometry sticks, right angle tool	Types of angles
40404		Box of geometry sticks	Parts of an angle
40405		Box of geometry sticks	Pairs of angles
40406		Box of geometry sticks	Angles formed by two lines cut by a transversal

Activity ID	Content Strand	Material	Presentations/Activities
40407			Story of the babylonians
40408		Montessori protractor	Measurement of an angle in degrees using the montessori protractor
40409		Standard protractor	Measurement of an angle in degrees using the standard protractor
40410			
	Polygons		
40412		Box of geometry sticks	Types of polygons, named by the number of sides
40413		Box of geometry sticks	Parts of a polygon
40414		Box of geometry sticks	Diagonals of a polygon related to the sum of interior angles of a polygon
40415		Box of geometry sticks	Regular and irregular polygons
40416		Box of geometry sticks	Parts of a regular polygon
40418	Triangles	Box of geometry sticks	Parts of a triangle
40419		Box of geometry sticks	Types of triangles according to sides
40420		Box of geometry sticks, right angle tool	Types of triangles according to angles
40421		Pythagorean plate	The story of pythagoras
40422		Box of geometry sticks	Types of triangles according to sides and angles
40424	Quadrilaterals	Box of geometry sticks	Types of quadrilaterals
40425		Box of geometry sticks	Parts of a quadrilateral
40426		Box of geometry sticks	Family tree of quadrilaterals
	Circles		
40429		Lg. Paper/box of sticks/pencils/string	Parts of a circle
40430		Insets of polygons/circle, ruler, paper/pencil	Circumference
40431		Box of sticks w/curved lines or circle	Positions of a circle and a straight line
40432		Box of sticks w/curved lines or circle	Position of two circumferences
	Equivalence with iron material		
40435		Red metal equivalence insets	Triangle equivalent to rectangle
40436		Red metal equivalence insets	Rhombus equivalent to rectangle
40437		Red metal equivalence insets	Trapezoid equivalent to rectangle
40438		Red metal equivalence insets	Decagon equivalent to rectangles i and ii
40439		Red metal equivalence insets	Equivalence of regular polygon to rectangle (example: pentagon)
	Area		
40442	Introduction to area	Yellow area material (w/grid lines)	Concept of measuring a surface with unit squares
40443		Yellow area material, rectangle	Concept of transforming a surface into a rectangle in order to measure area
40444		Yellow area material	Identifying base and height of rectangle, parallelogram, and triangles
	Deriving area formulas using yellow area material		
40446		Yellow area material, paper/pencil	Deriving the formula for the area of a rectangle
40447		Yellow area material, paper/pencil	Deriving the formula for the area of a parallelogram
40448		Yellow area material, paper/pencil	Deriving the formula for the area of a triangle
	Deriving area formulas using iron material		
40450		Red metal equivalence insets/iron material	Area of triangle
40451		Red metal equivalence insets/iron material	Area of rhombus
40452		Red metal equivalence insets/iron material	Area of trapezoid
40453		Red metal equivalence insets/iron material	Area of decagon: rectangle i
40454		Red metal equivalence insets/iron material	Area of decagon: rectangle ii
40455		Red metal equivalence insets/iron material	Area of regular polygon (example: pentagon)

Activity ID	Content Strand	Material	Presentations/Activities
	Deriving area formulas using paper material		
40458		Prepared divided circles and rectangles	Area of circle
	Pythagorean theorem		
40461	Equivalence with iron material	Pythagorean plate i	Pythagorean theorem: plate i
40462		Pythagorean plate ii	Pythagorean theorem: plate ii
40463		Euclid's plate	Pythagorean theorem: plate iii (euclid's plate)
	Volume		
40466		2Cm and 1cm white cube material	Concept of volume
40467		Rectangular prism, volume material, a 2cm cube	Volume of right prism
40468		Solid and divided prism materials	Volume of right prisms with non-rectangular bases
40469		Hollow prisms and sand	Volume of square pyramid
40470		Geometric solids and sand	Solids of rotation
40471		Geometric solid cylinder, paper/pencil	Volume of a cylinder
40472		Geometric solid cone, paper/pencil	Volume of a cone
40473		Geometric solid sphere, paper/pencil	Volume of a sphere
	Surface area		
40476	Lateral and total surface area:	Geometric solids, paper/pencil	Rectangular prism
40477			
	Geometric design and construction		
40479	Geometric design	Metal insets	Metal inset techniques
40480		Metal insets and paper/pencils	Designing using the metal insets
40481		Ruler, paper/pencil	Techniques using a straight-edge or ruler
40482		Compass, paper/pencil	Techniques using a compass
40483		Geometry tools, paper/pencil	Designing geometric figures/ designing with a straight-edge and compass
40485	Geometric constructions	Straws/string, geometric solids, paper/pencil	Geometric constructions

CCSS DOMAIN	CCSS CLUSTER OBJECTIVES	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers; P = partially covers; X = no coverage/ nothing maps”	COMMENTS
CC: Counting and Cardinality	Know number names and the count sequence.	Kindergarten				
	Count to tell the number of objects.	Kindergarten				
	Compare numbers.	Kindergarten				
OA: Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Kindergarten				
	Represent and solve problems involving addition and subtraction	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	40041/40065 Golden Beads /Static Addition and Subtraction 40042/40066 Golden Beads & Decimal Cards/Static Addition and Subtraction 40043/40067 Large Bead Frame/Static Addition and Subtraction 40044/40068 Stamp Game/Static Addition and Subtraction 40045/40069 Stamp Game w/square paper/writing using symbolic representation 40051 Stamp Game with Squared Paper	Golden Bead Material Large Bead Frame Stamp Game	C	Attention should be given to some problems with missing addends. (8+?= 10) Some problems that show missing minuends and subtrahends. (10 - what number = 6)
		1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	40054/40078 Word Problems Golden Beads Addition and Subtraction 40055/40079 Bead Bar Addition and Subtraction 40051 Stamp Game with Squared Paper	Stamp Game Golden Bead Material Bead Bars Symbols for operations, and solving for the unknown in an equation	C	Lessons should include a variety of ways to solve for the unknown and balance equations
		2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	40054/40078 Golden Beads/Addition and Subtraction Word Problems 40055/40079 Bead Bars/Addition and Subtraction Word Problems	Golden Bead Material Bead Bars	C	Lessons should include a variety of ways to solve for the unknown and balance equations. Word problems should include the language “adding to, taking from, putting together, taking apart, and compare”
	Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.B.3. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	40056 Bead Bar/Commutative Property of Addition 40061 Snake Game (Associative Property)	Bead Bars	C	Acknowledge the Commutative and Associative Properties apparent in these lessons. Add vocabulary of “Unknown Quantity”. IMPORTANT: AMI math curriculum includes math problems beyond 20 and introduces both Static and Dynamic Addition and Subtraction. These concepts are presented early and supported by materials which include quantity and symbol. (40046 ,40047, 40048, 40049 for addition and 40070 ,40071, 40072, 40073 for subtraction)
		1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	40083 Snake Game Subtraction	Subtraction Snake Game	C	
	Add and subtract within 20.	1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	40091 Bead Chains 40034/40044 Review of Skip Counting 40036 Large Bead Frame	Short and Long Bead Chains	C	The intention of this standard is to help a child understand how to ‘count up’ from the known quantity: if you add 5 and three, you begin with 5 and count up: “6, 7, 8.”
		1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	40061/40083 Snake Game 40059 Addition Strip Board 40060 Addition Finger Charts 40081 Subtraction Strip Board 40082 Subtraction Finger Charts	Bead Bars Addition Strip Board and Finger Charts Subtraction Strip Board and Finger Charts	C	These materials continue to support the concepts of missing number and unknown quantity found in algebra. Previous knowledge of decomposition of numbers with golden beads is needed. The purpose of this standard is for children to be able to create equivalent sums and for this they need to know that different added can create a sum to build tens for mental addition and subtraction
		2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	40059 Addition Strip Board 40060 Addition Finger Charts 40061 Addition Snake Game 40081 Subtraction Strip Board 40082 Subtraction Finger Charts 40083 Subtraction Snake Game 40027 Golden Beads 40047/40071 Large Bead Frame	Addition Strip Board and Finger Charts Subtraction Strip Board and Finger Charts Bead Bars Golden Beads Large and Small Bead Frame Boxes of tickets with equations and answers for all four operations	C	Flash cards can help here as well
		Work with addition and subtraction equations	1.OA.D.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Introduction to Algebra 40329 Concept of Equation and Balancing 40330 Order of Operations 40331 Solving Equation/Inverse Operations 40332 Solving Equation/More than One Operation	Bead Bars and Operations Tickets	C
1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$.	40061/40083 Snake Game 40059 Addition Strip Board 40060 Addition Finger Charts 40081 Subtraction Strip Board 40082 Subtraction Finger Charts 40094 Concept Commutative Law		Bead Bars and Cards Snake Game Addition and Subtraction Strip Boards Addition and Subtraction Finger Charts Number Cards and Symbols	C	Emphasize the missing addend or subtrahend in a variety of ways	

CCSS DOMAIN	CCSS CLUSTER OBJECTIVES	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers; P = partially covers; X = no coverage/ nothing maps”	COMMENTS
OA: Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	40087 Golden Beads/Intro. To Multiplication 40088 Concept of Simple Multiplication 40091 Skip Counting	Cards and counters	C	The concept of odd and even would have been practiced in the primary, but this material could be borrowed for a review in elementary
		2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	40107 Introduction of Checkerboard 40108 Multiplication by a One-Digit Multiplier 40109 Multiplication by a Multi-Digit Multiplier (Using Bead Bars, No Facts)	Bead bars/number tickets Checkerboard	C	Graph the multiplication equation on graph paper to visually see the array
	Represent and solve problems involving multiplication and division.	3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	40089 Decanomial w/bead bars	Bead bar box (decanomial)	C	Emphasis on additional language as extension. Array Graph the array on graph paper so that the child can visually see the array
		3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	40051 Stamp Game with Squared Paper 40134 Racks and Tubes/Division by a One-Digit Divisor	Stamp game Racks and tubes	C	Reminder to use CCSS language as it applies to work in division (divisor, dividend, quotient)
		3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	40131 Multiplication Word Problems 40143 Division Word Problems 40442 ff. Area Work		C	Practicing with instruments of measurement (metric and standard), graphing, gaining the concept and practice measuring perimeter, area, and practice with hand made and oral word problems would all help with this standard
		3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.		Finger charts Decanomial	C	Emphasize various ways to consider the unknown quantity being asked using finger charts: Multiplication $8 \times 6 = (\text{what number})$, $8 \times (\text{what number}) = 48$, $(\text{what number}) \times 6 = 48$. Division $48 \div 6 = (\text{what number})$, $48 \div 8 = (\text{what number})$, $(\text{what number}) \div 8 = 6$, and $(\text{what number}) \div 6 = 8$.
	Understand properties of multiplication and the relationship between multiplication and division	3.OA.B.5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	40056 Commutative Law of Addition 40057 Associative Property of Addition 40094 Commutative Law of Multiplication 40096-40104 Distributive Law of Multiplication and Associative Laws	Materials for commutative, distributive and associative properties	C	All three laws are inherent in this objective.
		3.OA.B.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.			C	Practice inverse number operations
	Multiply and divide within 100	3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	40110 Checkerboard and Bead bars (Multi-Digit Multiplier, some facts.) 40111 Checkerboard (Multi-Digit Multiplier, recording/final product) 40112-400113 Checkerboard	Materials for checkerboard	C	AMI curriculum creates problems in categories of units, tens, hundreds, thousands, to millions. Problems are not confined within 100. Emphasize and practice the concept of fact families, and written and oral story problems to show the relationship of multiplication and division.
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	40330 Order of Operations 40331 Solving an Equation for One Unknown Using the Laws of Inverse Operations 40337 Algebraic Word Problems 40056 Commutative Law of Addition	Bead bars Box of operation symbols and number cards Algebra materials	P	Concepts covered in Montessori Math Curriculum can support additional problems. For example: Rounding off using Golden Beads. Stressing concept of estimating while using large bead frame, checkerboard, racks and tubes, stamp game for problems in all four operations. Practice with oral and written word problems. Translate verbal problems into equations.
		3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.		Golden beads	C	
	Use the four operations with whole numbers to solve problems.	4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Previously presented Montessori materials are applicable to these concepts.		C	Create oral and written word problems as extensions to the concepts learned with Montessori materials.
		4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Previously presented Montessori materials are applicable to these concepts.		P	AMI Guide responsible to create extensions to previously presented Montessori materials
		4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Previously presented Montessori materials are applicable to these concepts.		P	Help the child to look at various ways to see the operation/missing number/remainder etc. For example: when using racks and tubes, help the child analyze the relationship of the physical remainder left in the bowl(s) with the equation written with the remainder.

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OA: Operations and Algebraic Thinking	Gain familiarity with factors and multiples.	4.OA.B.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	40146 Multiples using Short Bead Chains 40147 Investigating Multiples Bead Bars 40148 Further Investigation of Multiples Using Multiples of Numbers Paper 40149 Multiples Tables A & B 40150 Concept Common Multiple 40151 Investigating Common Multiple 40152 Table C 40153 Least Common Multiple/LCM 40155 Pegs and Pegboard/Factors	Bead bars/100 paper/tables a,b and c peg board	C	Generally: We must use mathematical language from the beginning so that the children understand and are comfortable using it themselves - it is an integral part of any math presentation. AMI guides are aware of and can use the language inherent in the Montessori Math Curriculum and introduce it naturally, so when children encounter it in the CCSS, it is very familiar to them.
	Generate and analyze patterns.	4.OA.C.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	40148 Further Investigation of Multiples Using Multiples of Numbers Paper 40152 Multiples - Table C 40155 Pegs and Pegboard/Factors 40156 Pegs and Pegboard/Common Factor 40157 Table C 40158 Pegs and Pegboard/Prime Factor 40159 Pegs and Pegboard/Paper LCM 40160 Pegs and Pegboard/ Greatest Common Factor (GCF) or Highest Common Factor (HCF)	Multiples - table C Pegs/pegboard	C	Oral and written word problems.
	Write and interpret numerical expressions.	5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	40235 Transform Square of 10 Binomial 40236 Transform Square of 10 Trinomial, Quadrnomial, Polynomial. 40237 Binomial Squares Larger Sq. from Smaller Sq. 40238 Binomial Squaring a Sum 40239 Squaring a Binomial Golden Beads 40240 Pegboard/Binomial Hierarchical Pegs 40241 Deriving Formula/Guide Square 40242 Squaring a Binomial, Algebraic 40243 Squaring a Trinomial, Algebraic	Golden beads/ bead bars/ pegboard and hierarchical pegs/guide squares Box of numbers and symbols	C	Emphasize the symbols used in Algebraic expressions: parentheses, brackets, equal signs, exponents, etc.. Stress also the idea of Order of Operations. Become increasingly aware of the Distributive, Commutative, Associative properties that are part of the squaring of binomials, trinomials, quadrnomials and polynomials. Extend understanding into the further exploration of Order of Operations found in derived formulas.
		5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	40056 Bead Bar Material and Pencil and Paper 40337 Algebraic Word Problems	Bead bars Box of numbers and symbols	C	Oral and written word problems.
	Analyze patterns and relationships	5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.			P	Bringing awareness of this simple concept may be comparatively easy as children already extend lessons on graph paper - for example: children are already familiar with using graph paper when graphing a Checkerboard problem, or when they find the square root of a number and represent that on graph paper. Using the graph paper as a number line would be easy.
NBT: Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	Kindergarten			C	
	Extend the counting sequence.	Kindergarten 1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	40030 Introduce/Review counting 1 - 100 40031 Decimal System (Numbers to 1000's Using Base Board in Base 10)	Teen boards, bead bars Golden beads, base board	C	
		1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	40008 Introduce Decimal/Whole Number Categories 40009 Association of Symbol & Quantity 1, 10, 100, 1000's 40010 Understanding zero 40011 Forming numbers using concrete quantities of beads 40012 Forming numbers w/decimal cards, hiding zeroes	Teen boards, bead bar Golden beads & decimal cards & trays	C	
	Understand place value.	1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	#####	Red metal inset material Golden bead material Decimal cards	C	
		2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	40012 Forming numbers w/decimal cards, hiding zeroes 40013 Creating Quantities w/Symbols up to 9,999	Golden beads Decimal cards Trays	C	
		2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	40032 Counting to 1000 40033 Counting to 1000 40034 Linear & Skip Counting 40035 Linear and Skip Counting	Small bead frame Hundred & thousand chain & labels Short/square bead chains & labels Long/cube bead chains & labels	C	
	2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	40019 Expanded Notation/Decomposing numbers 40020 Expanded Notation/Decomposing numbers	Golden Beads, Decimal Cards LBF Paper	C		

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NBT: Number and Operations in Base 10	Understand place value.	2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	40384 Concept, Language, and Notation for Congruent Geometric Figures 40385 Concept, Language, and Notation for Similar Geometric Figures 40386 Concept, Language, and Notation for Equivalent Geometric Figures 40009 Association of Symbol & Quantity 1, 10, 100, 1000	Red metal inset material Golden bead material Decimal cards	C	
	Use place value understanding and properties of operations to add and subtract	1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	40043 Static Addition (no carrying) 40044 Static addition (no carrying) 40045 Static Addition with recording 40046 Dynamic Addition (w/carrying) 40065 Concept of Static Subtraction with whole numbers 40066 Static Subtraction (no borrowing)	Large bead frame Stamp game	C	
		1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	40147 Further Investigation of Multiples Using Bead Bars (One- and Two-Digit Numbers) 40149 Calculation of Multiples Using Table A and Table B Linear & Skip Counting 40035 Linear and Skip counting	Bead bars Tables A & B Pencil	C	
		1.NBT.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40049 Dynamic Addition (w/carrying) 40073 Dynamic Subtraction (w/borrowing)	Golden beads & decimal cards Large bead frame Stamp game	C	
		2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	40047 Dynamic Addition(w/carrying) 40071 Dynamic Subtraction (w/borrowing)	Large bead frame	C	
		2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	40047 Dynamic Addition (w/carrying) 40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game w/paper Pencil	C	
		2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game w/paper Pencil	C	
		2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	40047 Dynamic Addition(w/carrying) 40071 Dynamic Subtraction (w/borrowing)	Large bead frame	C	
		2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	40056 Commutative Law of Addition 40057 Associative Property of Addition 40079 Subtraction Word Problems	Bead bar material Pencil/paper	C	
	Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	40020 Expanded Notation/Decomposing numbers	Small bead frame Large bead frame Sbf & lbf paper	C	
		3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40053 Introduce/Consolidate Algorithm	Stamp game w/paper Large bead frame Pencil	C	
		3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	40088 concept of simple multiplication (facts) 40089 Build the Decanomial w/Bead Bars	Bead bars	C	
		4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game with paper	C	
		4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40115 Multiplication by a One-Digit Multiplier	Large bead frame W/paper Pencil	C	
		4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40127 Geometric Form Multiplication 40442 Concept of Measuring a Surface with Unit Squares	Graph paper Colored pencils Ruler Yellow area material (w/grid lines)	C	

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NBT: Number and Operations in Base 10	Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	4.NBT.A.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 = 70 × 10 by applying concepts of place value and division.	40127 Geometric Form of Multiplication	Graph paper Colored pencils Ruler	C		
		4.NBT.A.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	40020 Expanded Notation/Decomposing numbers 40384 Concept, Language, and Notation for Congruent Geometric Figures 40385 Concept, Language, and Notation for Similar Geometric Figures 40386 Concept, Language, and Notation for Equivalent Geometric Figures 40009 Association of Symbol & Quantity 1, 10, 100, 1000	Sbf/lbf Sbf/lbf paper Pencil Red metal inset material	C		
		4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place.	40020 Expanded Notation/Decomposing numbers	Sbf/lbf Sbf/lbf paper Pencil	C		
	Understand the place value system.	5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading 40127 Geometric Form of Multiplication	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads Graph paper Colored pencils Ruler	C		
		5.NBT.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	40111 Multiplication by a Multi-Digit Multiplier (Using All Facts, Recording Problem and Final Product) 40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads Checkerboard Bead bars Paper Pencil	C		
		5.NBT.A.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C		
		5.NBT.A.4. Use place value understanding to round decimals to any place.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C		
		5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	40129 Consolidate Multiplication Fact memorization 40130 Traditional Multiplication Algorithm	Paper/pencil	C		
	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40135 Division by a Multi-Digit Divisor 40136 Recording Intermediate Remainders, Quotient, Final Remainder 40137 Recording What has been used, Intermediate Remainders, Quotient, Final Remainder 40112 Multiplication by a Multi-Digit Multiplier (Using Facts, Recording Problem, Partial Products, and Final Product) 40127 Geometric Form of Multiplication	Racks & tubes materials Paper/pencil Checkerboard Bead bars No. Tickets, paper Graph paper Colored pencils Ruler	C		
		5.NBT.B.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	40201 Addition and Subtraction using the Decimal Board 40203 Multiplication by a Unit Multiplier 40206 Multiplication by a Fraction Using the Decimal Checkerboard 40207 Category Multiplication in the Decimal System (Whole and Decimal Numbers, Using Felt Squares) 40208 Multiplication of a Fraction by a Fraction Using the Decimal Board 40211 Division by a Mixed Number or by a Decimal Number 40212 Algorithm for Division of Decimals	Decimal board (yellow board) & cubes/beads Felt squares for decimal checkerboard Decimal checkerboard Beads Numbers Paper Pencil	C		
	MD: Measurement and Data	Describe and compare measurable attributes.	Kindergarten				
		Classify objects and count the number of objects in each category.	Kindergarten				
Measure lengths indirectly and by iterating length units.		Kindergarten					
		1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares	Objects from environment Yellow area material	C		
1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares	Objects from environment Yellow area material	C			

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MD: Measurement and Data	Tell and write time.	1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.	In Geography album: Time Measurement – My Day		C	
	Represent and interpret data.	1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		2.MD.D.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares 40340 Introduce Graphing (interpreting & constructing)	Objects from environment Yellow area material Graph examples Paper Pencils	C	
		2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	40362 Concept of Measurement Standard Unit for Measure	Measuring tools	C	
		4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol and Notation, further language 40175 Fractions: Other Representations	Red metal insets Fraction insets and labels	C	
		5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol and Notation, further language 40175 Fractions: Other Representations 40374 Liquid measurements: Standard and Metric	Red metal insets Fraction insets and labels	C	
	Measure and estimate lengths in standard units.	2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	40362 Concept of Measurement: Standard Unit for Measure	Measuring tools	C	
		2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure	Measuring tools Objects in the environment	C	
		2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure		C	Using measuring tools, the children can play a game of “Guess And Measure”, estimating a link and then measuring to see how close they got.
		2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure	Objects in the environment	C	
	Relate addition and subtraction to length.	2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving length	C	
		2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	40291 Introduction to Signed Numbers	Elementary/negative snake game	P	Information in the lesson Introduction to Signed Numbers can be adapted to present only the positive whole numbers.
	Work with time and money.	2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		In geography album: time measurement – my day	C	
2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?		40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving money	C		

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MD: Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving time	C	
		3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	40370 Volume 40371 Weight 40372 Area 40374 Liquid measurements: Standard and Metric	Objects in the environment Pan balance Measuring cups, beakers, graduated cylinders, etc.	C	
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	40442 Measuring Surface w/Unit Sqs 40443 Transforming Surface to Rectangle to Measure Area	Yellow area material (w/grid lines) Yellow area material, rectangle	C	
		3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).	40442 Measuring Surface w/Unit Sqs	Yellow area material (w/grid lines)	C	
		3.MD.C.7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	40444 Identifying bxh 40446 Formula for Area of Rectangle 40447-40448 Formula for Parallelogram and Triangle 40450-40455 Area of Triangle, Rhombus, Trapezoid, Decagon and Regular Polygons like Pentagons	Yellow area material Yellow area material, paper/pencil Yellow area material, paper/pencil Red metal equivalence insets/iron material	C	Mapped AMI activities also cover deriving formulas for the area of parallelograms and triangles, and explores areas of rhombus, trapezoid, decagons and regular polygons like pentagons. Word problems extend this work and provide real-world experience.
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	40416 Parts of a Regular Polygon 40442 Measuring Surface w/Unit Sqs 40443 Transforming Surface to Rec	Box of geometry sticks Yellow area material (w/grid lines) Yellow area material, rectangle	P	Mapped AMI activities introduce concept of perimeter but do not specifically address problem-solving with perimeter.
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	40361 Non-standard Unit for Length 40362 Standard Unit for Length 40363 Intro to Customary English Syst 40365 Intro to Metric System 40366-40368 Metric Syst Conversions	Objects from the environment Measuring tools Measuring tools Decimal board & handmade cards Card material	P	Creation of conversion table not directly noted in lessons here.
		4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	40349 Preliminary Run a Race 40350-40352 Solving Dist, Time, Speed 40340-40341 Intro to/Types of Graphs 40354-40358 Solving for Interest, Rate, Principle, Time 40370-40373 Volume, Weight, Area, Temperature	Group of children Gold beads & word problem labels Graph examples, paper/pencils Golden beads & word problem labels	C	
	Geometric measurement: understand concepts of angle and measure angles.	4.MD.A.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	40334 Trans Verbal Probs to Equations 40337 Algebraic Word Problems 40331-40332 Solving for One Unknown	Paper/pencil Paper/pencil Bead bars, number/operations tickets	C	
		4.MD.C.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	40403 Types of Angles 40404 Parts of an Angle	Box of geometry sticks, right angle tool Box of geometry sticks	C	
4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees	Montessori protractor Standard protractor	C		
	4.MD.C.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees 40405 Pairs of Angles 40406 Angles Cut by a Transversal	Montessori protractor Standard protractor Box of geometry sticks Box of geometry sticks	C	Mapped AMI activities go beyond standard to cover various types of angles created by transversals.	

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MD: Measurement and Data	Convert like measurement units within a given measurement system.	5.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	40367 Conversions Small to Large Unit 40368 Conversions Large to Small Unit		C	
		5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	40466 Concept of Volume	2Cm and 1cm white cube material	C	
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.	40466 Concept of Volume	2Cm and 1cm white cube material	C	
		5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. a. Apply the formulas $V=LxWxH$ and $V=BxH$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. b. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	40467 Volume of Right Prism 40468 Right Prisms w/Non-Rec Bases	Rectangular prism, volume material, a 2cm cube Solid and divided prism material	C	Mapped AMI activities also cover Volume of Square Pyramid, Solids of Rotation, Volume of a Cylinder, Volume of a Cone and Volume of a Sphere
G: Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Kindergarten				
	Analyze, compare, create, and compose shapes.	Kindergarten				
	Reason with shapes and their attributes.	1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	40390 Introduction to the Material 40391 Activity One 40392 Activity Two 40393 Activity Three 40394 Activity Four 40412 Types of Polygons, Named by the Number of Sides	Geometry nomenclature material Box of geometry sticks Right angle tool	C	
		1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	40479 Metal Inset Techniques 40480 Designing Using the Metal Insets 40481 Techniques Using a Straight-Edge or Ruler 40482 Techniques Using a Compass 40483 Designing Geometric Figures/ Designing with a Straight-Edge and Compass	Metal insets Ruler Compass Geometry tools Straws/string Geometric solids	C	
		1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40174 Fractions Symbol, Notation, Further Language 40176 Equivalence Sensorial	Red metal fraction insets Labels	C	
		2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	40390 Introduction to the Geometry Nomenclature Material 40391 Activity One 40392 Activity Two 40393 Activity Three 40394 Activity Four 40412 Types of Polygons, Named by the Number of Sides 40415 Regular and Irregular Polygons 40424 Types of Quadrilaterals	Geometry nomenclature material Box of geometry sticks Right angle tool	C	
		2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	40442 Concept of Measuring a Surface with Unit Squares	Yellow area material	C	
		2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40175 Fractions Other Representations 40176 Equivalence Sensorial	Red metal fraction insets	C	
3.G.A.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	40424 Types of Quadrilaterals 40425 Parts of a Quadrilateral 40426 Family Tree of Quadrilaterals	Box of geometry sticks Right angle tool	C			

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G: Geometry		3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40175 Fractions Other Representations 40176 Equivalence Sensorial	Red metal fraction insets Labels	C	
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	40397 Types of Lines 40398 Parts of a Straight Line 40499 Positions of a Straight Line 40400 Positions of Two Straight Lines	"String Scissors Box of geometry sticks	C	
		4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	40499 Positions of a Straight Line 40400 Positions of Two Straight Lines 40403 Types of Angles 40404 Parts of an Angle 40420 Types of Triangles According to Angles	Box of geometry sticks Right angle tool	C	
		4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	40387 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles	Constructive triangles	P	Children who have worked with the constructive triangles will have discovered the concept themselves; the teacher will need to provide the language "line of symmetry"
		5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	40340 Introduce Graphing (Interpreting & Constructing Graphs) 40341 Types of Graphs	Graph paper Graph examples	P	
	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Classify two-dimensional figures into categories based on their properties.	40340 Introduce Graphing (Interpreting & Constructing Graphs) 40341 Types of Graphs	Graph paper Graph examples	C	
		Classify two-dimensional figures into categories based on their properties.	5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	40390 Introduction to the Geometry Nomenclature Material 40426 Family Tree of Quadrilaterals	Geometry nomenclature material	C
	5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.		40391 Introduction to the Geometry Nomenclature Material 40422 Types of Triangles According to Sides and Angles 40426 Family Tree of Quadrilaterals	Geometry nomenclature material Box of sticks	C	On Standardized Tests, the question often asks students to classify figures into a chart based on properties.
	Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	40446-48 Deriving the formula for rectangles, parallelograms and three kinds of triangles 40450-55 Formulas with metal insets of equivalent figures-triangles, rhombus, trapezoid, decagon and regular polygons	Yellow material for area, iron insets for equivalence	C	Word problems and hands-on building projects within the classroom extend these concepts and provide real-world experience.
		6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	40466 Concept of volume 40467 Volume of a right prism	1 & 2 Cm volume cubes, whole and divided geometric solids, hollow solids	C	Much more work is done with a variety of figures including hexagonal, triangular solids and pyramids in lessons 40468-40469.
		6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			X	
		6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	40476 Total and Lateral Area	Geometric solids & paper	C	
	NF: Number and Operations--Fractions	"(Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)"				AMI starts much earlier, e.g. K, 1, 2
	Develop understanding of fractions as numbers	3.NF.A.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol, Notation, Further Language 40175 Fractions: Other Representations	Red metal fraction insets and labels Divided squares and triangles Constructive triangles	C	

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NF: Number and Operations--Fractions	Develop understanding of fractions as numbers	3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.			X	Concepts of fractions on number line are not covered, although the same concepts are developed in the context of divided polygons in the Fraction Insets AMI lesson not numbered: “Fractions as Parts of a Set” (HMTI, 2013)
		3.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	40176 Equivalence: Sensorial	Red fraction insets and labels Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	AMI lesson not numbered: “Nomenclature for Equivalence” (HMTI, 2013) completes equivalence table
	Extend understanding of fraction equivalence and ordering.	4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	40176 Equivalence: Sensorial	Red fraction insets and labels Divided squares and triangles Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	AMI work starts earlier, e.g. 1-2; this is an outcome of “repeated effortful practice” of the students
		4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	40176 Equivalence: Sensorial	Red fraction insets and labels Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	40178 Simple Addition (Denominators Common, Reduction) 40179 Simple Subtraction (Denominators Common, Reduction)	Fraction insets and paper tickets	C	
		4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)	Fraction insets and paper tickets	C	Related lessons might be: 40319 Ratio can be Expressed as a Fraction, 40320 Ratios are Equal if They are Equivalent Fractions

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NF: Number and Operations--Fractions	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	40183 Addition/Subtraction: Uncommon Denominators 40188 Addition/Subtraction: Finding a Common Denominator Using Transparencies 40189 Addition/Subtraction: Finding a Common Denominator by Multiplying the Denominators 40190 Addition/Subtraction: Known Denominator, Finding the Numerators by Raising or Reducing a Fraction 40191 Addition/Subtraction: Finding the Least Common Denominator (LCD) 40193 Addition/Subtraction - Finding a Common Denominator Using Graph Paper 40194 Raising/Reducing a Fraction Arithmetically	Fraction insets and paper tickets Box of fraction pieces Transparencies prepared with fraction lines Graph paper	C	
		5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.	40193 Applications with Fractions		P	This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems
		5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	40181 Simple Division (by Single-Digit Whole Number, Reduction)	Fraction insets and paper tickets Large skittles	C	
		5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	40180 Simple Multiplication (by Single-Digit Whole Number, Reduction) 40184 Multiplication by a Fraction Less than One	Fraction insets Paper tickets Box of fraction pieces	P	"AMI lesson not numbered: ""Multiplication Using Graph Paper"" (HMTI, 2013) AMI does not directly map multiplication of fractions to area, except loosely in using graph paper to find common denominator"
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	40184 Multiplication by a Fraction Less than One 40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)	Fraction insets paper tickets box of fraction pieces	C	This is an outcome of repeated practice of working problems. If the child does not come to this realization a separate discussion may occur guiding the child through the materials.
		5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	40192 Abstraction of the Rules for Operations with Fractions 40193 Applications with Fractions		C	This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems
		5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (1Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. b. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?	40185 Division by a Fraction Less than One (Measurement/Group) 40186 Division by a Fraction Less than One (Partitive / Sharing)"	Fraction insets and paper tickets Large skittles Pencil/paper	C	

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NF: Number and Operations--Fractions	Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading 40201 Addition and Subtraction Using the Decimal Board 40202 Algorithm for Addition and Subtraction of Decimals	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
		4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	40214 Concept, Language, and Notation of Percentage 40215 Conversion of Fraction Insets to Percentage using the Centesimal Frame 40219 Conversion of Common to Decimal Fractions (and vice versa)	Centesimal frame Red fraction insets and centesimal frame Pencil/paper	C	
		4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	40218 Rounding of Decimal Fractions	Centesimal frame Graph paper	P	AMI doesn't directly teach number line for fractions
(RP) Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	40318 Concept, Language, and Notation for Ratio 40319 Ratio can be expressed as a fraction	Objects from the classroom, paper and pencil	C	
		6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.” ¹	40321 Problem solving using Ratio	Objects from the classroom, paper and pencil	P	
		6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	40321 Problem solving using Ratio 40320 Ratios are equal if they are equivalent fractions 40350-40352 Solving for Distance / Time / Speed	Pegboard and pegs, paper and pencil Paper/pencil, objects from the environment	P	Teacher should introduce the term “rate” when presenting these lessons
(NS) The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Compute fluently with multi-digit numbers and find common factors and multiples.	40185 Division by a fraction less than one (Measurement/ Group) 40186 Division by a fraction less than one (partitive/ sharing) 40192 Abstraction of the Rules for Operations with Fractions	Fraction insets and paper tickets Fraction insets, paper tickets, large skittles	C	Provide word problems that meet the needs for this standard
	Compute fluently with multi-digit numbers and find common factors and multiples.	6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	40142 Traditional Algorithm	Pencil/paper	C	
		6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	40209 Algorithm For Multiplication of Decimals 40202 Algorithm for Addition and Subtraction of Decimals 40212 Algorithm for Division of Decimals	Pencil/paper	C	
	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	40096 Distributive Law of Multiplication 40153 Concept, Language, and Notation for LCM 40160 Concept, Language, and Notation for Greatest Common Factor (GCF)	Bead bars, cards, parentheses, envelopes, bead bars. Pencil and paper Pegboard	P	Finalize the abstraction by practicing the specific examples that are featured in the standard
	6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	40291 Introduction to Signed Numbers 40296 Word Problems Using Signed Numbers		C		

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(NS) The Number System	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.			X	
		6.NS.C.7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C . c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.	40291 Introduction to Signed Numbers 40296 Word Problems Using Signed Numbers		P	Absolute value portions not covered.
		6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			X	
(EE) Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	40231 Operations with Numbers Written as Squares and Cubes Squaring: Arithmetic Passages 40135, 40236, 40237, 40238, 40238, 40239, 40240, 40241 Cubing: Arithmetic Passages 40248, 40249, 40250, 40251, 40251, 40252, 40253 40306 Operations with Numbers Written in Exponential Notation 40307 Operations: Numbers Written in Expanded Power Notation	Bead squares and cubes, paper tickets, paper and pencil. Gold squares, rubber bands, tickets, golden beads, pegboard and pegs, guide squares, paper and pencil. Wooden cubing material/ paper and pencil.	C	
		6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	40243 Squaring a Binomial, Algebraic 40244 Squaring a Trinomial, Algebraic 40255 Cubing a Binomial, Algebraic 40256 Cubing a Trinomial, Algebraic 40329 Concept of an Equation and Balancing an Equation Using the Laws of Equivalence 40330 Order of Operations	Gold bead squares, rubber bands, bi cube lid, tri cube lid.	C	
		6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	Distributive Law of Multiplication 40096, 40097, 40098, 40099, 40100, 40101, 40102, 40103 (especially 40100 Passage to More Symbolic Representations on Paper)	Bead bars, cards, parentheses, envelopes, golden beads, decimal cards, pencil and paper.	C	
		6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	40243 Squaring a Binomial, Algebraic 40244 Squaring a Trinomial, Algebraic 40255 Cubing a Binomial, Algebraic 40256 Cubing a Trinomial, Algebraic 40329 Concept of an Equation and Balancing an Equation Using the Laws of Equivalence 40330 Order of Operations Introduction to Algebra 40329, 40330, 40331, 40332	Gold bead squares, rubber bands, bi cube lid, tri cube lid. Paper and pencil Bead bars	C	May need to fill in with some lessons on writing equivalent expressions.

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(EE) Expressions and Equations	Reason about and solve one-variable equations and inequalities.	6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Introduction to Algebra 40329, 40330, 40331, 40332	Paper, pencil, and ruler.	C	Introduce use of a number line and bar figures. Idea of a pan balance in relation to balancing an equation. Venn Diagrams. Equation vs. inequality.
		6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Introduction to Algebra 40329, 40330, 40331, 40332 40337 Algebraic Word Problems	Paper, pencil, and ruler. Prepared word problems.	C	Need to introduce the use of tables. Previous knowledge of addition, subtraction, multiplication, and division.
		6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	40337 Algebraic Word Problems	Pencil and paper, and prepared problems.	C	Bar models. Word problems would need to be specific for these situations.
		6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	40337 Algebraic Word Problems	Pencil and paper, and prepared problems.	P	Word problems would need to be written specifically for these.
	Represent and analyze quantitative relationships between dependent and independent variables.	6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	40340 Introduce Graphing 40341 Types of Graphs Word Problems Solving for Distance, Time, and Speed 40349, 40350, 40351, 40352	Graph examples, paper and pencil, ruler. Golden beads and word problem labels.	P	Word problems would need to be written specifically for these.
(SP) Statistics and Probability	Develop understanding of statistical variability.	6.SPA.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.			X	
		6.SPA.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.			X	
		6.SPA.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.			X	
	Summarize and describe distributions.	6.SPB.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	40341 Types of Graphs		P	
		6.SPB.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.			P	Parts (A) and (B) are practiced during science experiments and field work. Parts (see) and (D) are not covered.