

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Zeta Charter Schools - New York City 1 and Zeta Charter Schools - New York City 2		
Education Corp. Name:	Zeta Charter Schools - New York City		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	NYC CSD 6 and NYC CSD 12		
Opening Date:	8/20/2018		

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	
Year 1	K-1	180	CMO Public Contact Info (Name, Phone):	
Year 2	K-2	240	Partner Organization:	
Year 3	K-3	360	Partner Public Contact Info (Name, Phone):	
Year 4	K-4	446		
Year 5	K-5	529		

Lead Applicant Contact Information				
First Lead Applicant Name:	Emily A. Kim			
Applicant is a:	<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School			
Applicant Mailing Address:	[Redacted] York, NY [Redacted]			
Primary Phone #:	[Redacted]	Secondary Phone #:	[Redacted]	Email: [Redacted]

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			
Applicant Mailing Address:				
Primary Phone #:		Secondary Phone #:		Email:

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)			
Name:	Emily A. Kim	Phone #:	917-330-2296
Email:	emily.kim@zetaschools.org		

Lead Applicant Signature	
Signature:	
Date:	07/10/2017

Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

OFFICIAL USE ONLY:	Received By:	Date:	Submit Completed Proposal to: Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.
			Phone: (518) 445-4250 Fax: (518) 320-1572 Email: charters@suny.edu

MISSION STATEMENT

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

The proposed schools will provide an excellent public education to children of all walks of life, including low-income and/or mixed-income students, at-risk student populations, English Language Learners, and students with disabilities.

The long-term vision for Zeta Charter Schools - New York City is to create high-quality public schools whose practices and outcomes are replicable across Zeta schools and in other settings. Because Zeta schools will be designed for replicability, they will place significant emphasis on a data- and process-driven approach to all aspects of schooling. Analyzing their data as well as external research, Zeta schools will make real-time adjustments to ensure constant improvement and to develop a deep understanding of how to address schooling challenges in the most productive and targeted manner. Zeta Schools NYC will aim to provide consultation and adaptable solutions for schools and districts facing similar challenges in other contexts.

KEY DESIGN ELEMENTS

Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Zeta's school design will provide a top-notch education to all students, irrespective of socioeconomic, racial, ethnic, and/or other status. Zeta's curriculum and approach will be differentiated, including through the use of technology, in order to best meet the needs of all students, including at-risk students, English Language Learners, and students with disabilities.

Even in elementary school, the proposed schools will start with college readiness standards and work backward from there to develop rigorous curricula designed for college readiness down the road. The academic program will ensure students meet or exceed New York State Common Core learning standards.

The proposed schools will use curricular components that have a long track record of success at other high-performing charter schools. The educational program will include intensive daily writing, reading, mathematics, and science instruction and practice, as well as hands-on technology/computer science education and exploration through a STEAM Workshop that will prepare students for college readiness, STEM careers, and success in a 21st century global work force.

The schools will have extended days, opening its doors at 7:20 a.m. for breakfast, with the instructional day beginning at 7:45 a.m. and continuing until 3:30 p.m. four days per week and until 1:00 p.m. one day per week (for leaders and teachers to receive additional training and professional development). Additionally, the proposed schools will provide mandatory after-school small-group instruction or individual tutoring for struggling students, as well as robust after-school enrichment activities such as chess, music, art, sports, and foreign language for all students.

Zeta schools will promote a safe and mindful school environment where violence, threats, and bullying have no place. The schools will offer healthy food, and children will engage in invigorating daily physical activity.

Zeta schools will use technology in classrooms to prepare students for the demands of a modern workforce, to encourage students to proactively self-educate, to enable teachers to diversify education across a wide range of abilities and learning styles, and to become responsible users of the Internet and social media.

Zeta schools will deliver remarkable "customer" service. Families are invested "consumers" of the education their children will receive. Zeta employees will embrace family involvement, education, and input in order to best serve the needs of individual children. Its employees will also bring the same remarkable service to each other and external partners.

SCHEDULE			
Proposed Number of School Days per Year:	180	Proposed Daily Beginning and Ending of School Day:	The school day will begin each morning at 7:45 a.m. and will end at 3:30 p.m. four days a week, and will end at 1:00 p.m. one day a week.
Additional Schedule Information (optional):			

Mandatory after-school small-group instruction and/or individual tutoring will be provided 4 days/week for 60 minutes per session (a total of 4 hours/week) to ensure that we meet the needs of students who need additional support mastering the material.

After-school enrichment programming, as noted above, will be available every day until 4:30 p.m., offering a high degree of engagement for students and much-needed coverage for families. Students are encouraged to take advantage of the 6.5 extra hours available to them, as the after-school enrichment deepens the enrichment they receive during the school day.

ACADEMIC PROGRAM OVERVIEW

The academic program will be designed to ensure students meet or exceed New York State Common Core learning standards.

The proposed schools will use curricular components that have a long track record of success at other high-performing schools, including Success Academy's THINK literacy framework, Success For All phonemic awareness program, TERC Investigations math supplemented by Cognitively Guided Instruction, and cross-curricular STEAM programming preparing students for college readiness and STEM careers. This academic program will include intensive daily writing, reading, mathematics, and science instruction and practice, as well as hands-on technology/computer science education and exploration.

The proposed schools will use valid national diagnostics and internal assessments that are both formative and summative, measuring mastery of critical concepts based on the New York State Common Core Learning Standards, as well as rigorous internal standards. These assessments will enable leaders and teachers to make changes to instructional practice immediately to ensure all students are mastering the material.

School Management

MANAGEMENT STRUCTURE

The proposed schools will be governed by the Board of Trustees, into which the CEO will report.

Each of the proposed schools will have the same organizational structure, and will have a Managing Director of School ("MD"), an Academic Director, an Operations Director, and eventually a Dean of School Culture, which will comprise the school leadership team. The CEO will be accountable to the Board of Trustees. The MDs will report into the CEO and the Board of Trustees. The Academic Director, Operations Director, and Dean will report into the MD, and instructional staff will report into the Academic Director while operations staff will report into the Operations Director.

ROLE OF CMO OR PARTNER(S)

Not Applicable.

Facility

SCHOOL FACILITY PLANS

We will submit a written space request to the New York City Department of Education for co-located public school facilities for the two proposed schools in Community School District 6 and Community School District 12, respectively.

If the DOE does not provide public school facilities within CSDs 6 and 12 as requested, we will do the following: (1) seek available public school facilities within the same NYC boroughs but in other CSDs so long as the spaces are reasonable, appropriate, and comparable, (2) seek available public school facilities in other NYC boroughs, so long as the spaces are reasonable, appropriate, and comparable, or (3) lease or purchase private space and seek facilities funding from the DOE pursuant to Education Law § 2853(3)(e).

Board Member Names and Biographical Summaries

Ken Hirsh is an ed reformer/blogger, philanthropist, and advocate for great schools. He was formerly a Managing Director at HBK Investments.

Jenny Sedlis is the Executive Director of StudentsFirstNY, a leading education reform organization dedicated to improving public schools throughout New York.

Keri Hoyt is President of Noodle Partners, a start-up company disrupting the world of postsecondary online education.

Shanon Kete is Chief of Staff at CLS.

Nicole Brisbane is the New York State Director for Democrats for Education Reform.

Other

1. Community Need and Proposed School Impact

(a) Community Description and Need

Zeta Charter Schools – New York City (“Zeta Schools NYC”) seeks to open two public charter elementary schools in New York City in August 2018, with one school located in Community School District (“CSD”) 6 (Upper Manhattan) and one school located in CSD 12 (Central/South Bronx). During the 2018-19 school year, the proposed schools will serve Kindergarten and 1st grade, adding one grade each subsequent year as students age up until the schools serve Kindergarten through fifth grades. Zeta Schools NYC anticipates that it will apply to offer pre-kindergarten and “3K” at both proposed schools starting August 2019, and it contemplates, in the future, the possibility of offering middle school and high school grades.¹ As described in Response 02 – Addressing the Need, a key design element of the schools is that they will prepare students, particularly students at-risk of not graduating, for success in middle school and high school.

Zeta Schools NYC aims to establish neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning.² Conversely, “segregation is a significant predictor of achievement gaps.”³ Accordingly, Zeta Schools NYC’s target population includes mixed-income and low-income students, and we are committed to serving at-risk students, English Language Learners, and students with disabilities. As described below, the demographics of CSDs 6 and 12 reflect diverse racial and ethnic groups and income levels, which comprise Zeta Schools NYC’s target population.

CSD 6

CSD 6 is located in upper Manhattan and includes Inwood, Washington Heights, and northern Harlem.

CSD 6 educates 22,264 public school students in kindergarten through 12th grade. Based on 2015-16 data provided by the New York State Education Department (“NYSED”), the CSD serves a largely Hispanic or Latino population (86.2%). Additionally, 7.5% of its students identify as African American, 4.3% identify as White, 1.2% identify as Asian, 0.6% identify as Multiracial, and 0.2% identify as American Indian or Alaska Native.⁴ English Language Learners comprise 29% of the student population, students with disabilities comprise 20% of the student population, and 84% of the student population is eligible for free or reduced-price lunch.⁵

¹ Whether Zeta can offer pre-kindergarten and “3K” is subject to the NYC DOE/SED application process and the NYC DOE extending 3K funding and space to the proposed schools.

² See, e.g., Ann Schimke, *The thorny problem of segregated schools and Denver’s newest plan to address it*, Chalkbeat, Apr. 27, 2017, <http://www.chalkbeat.org/posts/co2017/04/27/the-thorny-problem-of-segregated-schools-and-denvers-newest-plan-to-address-it/> (last visited June 23, 2017).

³ *Ibid.*, citing Sean F. Reardon, Demetra Kalogrides, and Ken Shores, *The Geography of Racial/Ethnic Test Score Gaps*, Stanford Center for Education Policy Analysis, April 2016, <https://cepa.stanford.edu/sites/default/files/wp16-10-v201604.pdf> (last visited June 23, 2017).

⁴ <https://data.nysed.gov/profile.php?instid=800000047032>

⁵ <https://data.nysed.gov/enrollment.php?year=2016&instid=800000047032>

As of Fall 2017, there will be 9 charter schools serving students in CSD 6;⁶ however, only six of the charter schools in CSD 6 serve elementary school students.⁷ In addition, there are 7 private schools in the CSD.⁸ All of the private schools in CSD 6 have religious affiliations, and only four of the private schools serve elementary school children.⁹

High-quality school options are in high demand by CSD 6 families. The New York City Charter School Center estimated that, for school year 2017-18, in CSD 6 there were 2,910 applicants for only 1,150 available charter school seats. In other words, there were 2.53 applicants per available charter school seat in CSD 6 for the 2017-18 school year.¹⁰ Because all six of the CSD 6 charter schools that serve elementary school students give lottery preferences to returning students and siblings of current students, new applicant openings in school year 2018-19 would be extremely limited, especially for students entering 1st grade. Therefore, families in CSD 6 who have been put on charter school waitlists would greatly benefit from a Zeta school locating in CSD 6.

CSD 12

Community School District (“CSD”) 12 is located in Central/South Bronx.

CSD 12 educates 22,847 public school students in kindergarten through 12th grade. Based on 2015-16 data provided by the NYSED, the CSD serves a largely Hispanic or Latino population (70%). Additionally, 25.4% of its students identify as African American, 2.3% identify as Asian, 1.2% identify as White, 1% identify as American Indian or Alaska Native, and 0.3% identify as Multiracial.¹¹ English Language Learners comprise 19% of the student population, students with disabilities comprise 24% of the student population, and 89% of the student population is eligible for free or reduced-price lunch.¹²

As of Fall 2017, there will be 6 charter schools¹³ serving students in CSD 12;¹⁴ however, only four of the charter schools serve elementary school students.¹⁵ In addition, there are 2 private schools in the CSD.¹⁶ Both private schools have religious affiliations, and only one of the private schools serves elementary school children.¹⁷

⁶ <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>

⁷ <https://newyorkcitydepartmentofeducati.app.box.com/s/3pzvqmqd06ehct8v6i962k0x9btsv0xi>

⁸ <https://nces.ed.gov/surveys/pss/privateschoolsearch>

⁹ <https://nces.ed.gov/surveys/pss/privateschoolsearch>

¹⁰ “2017-18 NYC Charter School Lottery Estimates” available at <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf> (p.4)

¹¹ <https://data.nysed.gov/enrollment.php?year=2016&instid=800000045779>

¹² <https://data.nysed.gov/enrollment.php?year=2016&instid=800000045779>

¹³ While the Directory lists Bronx Charter School for Excellence 3 under CSD 12, the details regarding primary site location indicate TBD. Therefore, there may be 7 charter schools in CSD 12, depending on the primary site location for this school.

¹⁴ <https://newyorkcitydepartmentofeducati.app.box.com/s/aeqeyx73h8y7ciiyllg79vp9o6y80f22>

¹⁵ <https://data.nysed.gov/profile.php?instid=800000045779>

¹⁶ <https://nces.ed.gov/surveys/pss/privateschoolsearch>

¹⁷ <https://nces.ed.gov/surveys/pss/privateschoolsearch>

High-quality school options are in high demand by CSD 12 families. The New York City Charter School Center estimated that, for school year 2017-18, in CSD 12 there were 1,050 applicants for only 410 available charter school seats. In other, words there were 2.56 applicants per available charter school seat in CSD 12 for the 2017-18 school year.¹⁸ Because all four of the CSD 12 charter schools that serve elementary school students give lottery preferences to returning students and siblings of current students, new applicant openings in school year 2018-19 would be extremely limited, especially for students entering 1st grade. Therefore, families in CSD 12 who have been put on charter school waitlists would greatly benefit from a Zeta school locating in CSD 12.

Significant Need for High-Quality Public Schools in CSDs 6 and 12

Zeta Schools NYC is proposing to open public charter schools in CSDs 6 and 12 because these districts are in significant need of many more public school options that produce excellent student achievement outcomes across racial demographics. Notably, CSDs 6 and 12 are severely lagging behind statewide proficiency averages.

For example, the below tables reflect math and ELA proficiency rates on the 2016 state exams, by specified demographic, for students in CSDs 6 and 12. Also provided, for comparative purposes, are the statewide math and ELA proficiency rates. In CSD 6, only 27.1% of students passed the state ELA exam, and only 24.3% passed the state Math exam. The proficiency rates for students in CSD 6 lagged 10.9 percentage points behind the state average in ELA, and 14.7 percentage points behind the state average in math. For students in CSD 12, the results were more severe. In CSD 12, only 16.3% of students (about 1 in 6) passed the state ELA exam, and only 14.7% (about 1 in 7) passed the state Math exam. The proficiency rates for students in CSD 12 lagged 21.7 percentage points behind the state average in ELA and 24.3 percentage points behind the state average in math.

In addition, within both districts, significant achievement gaps also exist for at-risk students, including English Language Learners and special education students. As described in Response 7(a-c), Zeta Schools NYC has carefully developed programming designed to decrease deficits for these at-risk students, to provide a strong academic foundation, and that has the potential to increase their achievement in middle and high school.

¹⁸ "2017-18 NYC Charter School Lottery Estimates" available at <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf> (p.5)
Response 01ac-3

CSD 6 New York State Exam Results¹⁹

% Scored Proficient	Special Education	English Language Learners	FRL	All Students	Statewide ²⁰
ELA	8.0	3.2	24.4	27.1	38
Math	9.7	6.3	21.8	24.3	39

CSD 12 New York State Exam Results²¹

% Scored Proficient	Special Education	English Language Learners	FRL	All Students	Statewide ²²
ELA	3.6	1.5	16.0	16.3	38
Math	5.3	3.9	14.6	14.7	39

A closer school-by-school analysis of state exam results further confirms the need for high-quality public schools in CSDs 6 and 12. In CSD 6, only 7 out of 40 schools exceeded the state's average proficiency rate on the 2016 ELA and math exams, and 10 schools in CSD 6 had a majority of their students score at level 1 on the math exam.²³ In CSD 12, none of the schools exceeded the state average proficiency rate on the 2016 ELA or math exams, and 6 of these schools had fewer than 10% of its students score proficient on the ELA exam.²⁴ In addition, 23 of the district's schools, which covers more than half of the district, had a majority of their students score at level 1 on the math exam.²⁵

A further indication of the tremendous need for high-quality public school options in CSDs 6 and 12 are the low graduation rates in each district. In CSD 6, only 62% of students graduated from high school in 2016, with 53% earning Regents Diplomas, 5% earning Local Diplomas, and only 4% earning Regents Diplomas with Advanced Designations.²⁶ In CSD 12, only 54% of students graduated from high school in 2016, with 44% earning Regents Diplomas, 6% earning Local Diplomas, and only 4% earning Regents Diplomas with Advanced Designations. According to analyses regarding college- and career-readiness standards, only those students earning Regents Diplomas with Advanced Designations will have met the minimum requirements indicating college- and career-readiness.²⁷ Therefore, in CSDs 6 and 12, only 4% of graduates earned a diploma indicating college- and career-readiness.

¹⁹ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

²⁰ <https://data.nysed.gov/>

²¹ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

²² <https://data.nysed.gov/>

²³ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

²⁴ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

²⁵ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

²⁶ <https://data.nysed.gov/gradrate.php?year=2016&instid=800000047032>

²⁷ https://www.achieve.org/files/15-366%20Achieve_StateGradRate2014_1215.pdf

In addition, comprehensive analyses of NYC schools have designated schools in CSDs 6 and 12 as districts with a significant number of failing schools. CSD 12 was designated as a Focus School District for the 2017-18 school year, meaning that NYSED identified it as a low-performing district, with low academic performance on the Grades 3-8 ELA and Math Tests or low graduation rates for certain groups of students, such as those who are economically disadvantaged, students with disabilities, and English Language learners. Within CSD 12, 17 of its schools were placed on the Focus School list,²⁸ meaning that approximately one-third of the schools in CSD 12 have significantly low academic performance that NYSED observes is not improving.²⁹ A nonprofit education reform organization, StudentsFirstNY, published a 2015 analysis, ranking New York City's 100 poorest-performing schools based on New York state exam passage rates.³⁰ Four schools from CSD 6 (with a 5% average NY state exam passage rate) and four schools from CSD 12 (also with a 5% average NY state exam passage rate) were on the list.³¹

As the above data reflects, both CSDs 6 and 12 have a compelling need for high-quality schools, as there is limited choice of high-performing public school options in those districts. Zeta Schools NYC will establish needed alternatives for CSDs 6 and 12, as they will bring high-quality school options for families residing in those communities. The schools will deliver excellent public education to low-income and/or mixed-income students, including at-risk students, English Language Learners, and students with disabilities. Children attending our schools will not slip through the cracks or be socially promoted to the next grade; they will meet or exceed New York State Common Core learning standards. Our schools will be designed based on college readiness, with the curriculum from day one focused on preparing children for college success and success in a 21st century global work force. Students who require additional instruction and practice will receive individualized attention before, during, and/or after school. In particular, Zeta will study the needs of at-risk, high-needs, English Language Learner, and advanced populations, with an aim to diversify the approach in order to mine students' unique and highest potential. In doing so, Zeta Schools NYC will prepare all students, and particularly students otherwise at-risk of not graduating, for success in middle school and high school and well beyond.

²⁸ The 17 schools designated as Focus Schools include: PS 6 West Farms, PS 44 David C Farragut, PS 47 John Randolph, PS 61 Francisco Oller, PS 66 School of Higher Expectations, PS 67 Mohegan School, PS 150 Charles James Fox, PS 195, PS 214, Fannie Lou Hamer Middle School, School of Science and Applied Learning, Fairmont Neighborhood School, IS 218 Math Science & Tech Thro Art, Accion Academy, Urban Scholars Community School, Bronx Career and College Prep HS, Wings Academy.

²⁹ <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

³⁰ <http://www.studentsfirstny.org/parentpower>

³¹ The schools from CSD 6 ranked amongst NYC's 100 poorest-performing schools included MS 328 Manhattan Middle School for Scientific Inquiry, Harbor Heights, JHS 143 Eleanor Roosevelt, and IS 218 Salome Urena. The schools from CSD 12 ranked amongst NYC's 100 poorest performing schools included Fairmont Neighborhood School, PS 92, Entrada Academy, and School of Performing Arts. See https://d3n8a8pro7vhm.x.cloudfront.net/studentsfirstny/pages/3108/attachments/original/1442837912/100_worst_schools.pdf?1442837912.

(b) Programmatic Impact

Zeta Schools NYC intends to open one school in CSD 6 and one school in CSD 12, with 1st year enrollment projections of approximately 180 students for each school. By its 5th year of operation, each school is projected to serve 529 students. In CSD 6, which educates 22,264 public school students, only 0.81% of the student population in CSD 6 would be anticipated to enroll in the proposed CSD 6 school in its 1st year, and only 2.4% by its 5th year. In CSD 12, which educates 22,847 public school students, only 0.79% of the student population in CSD 12 would be anticipated to enroll in the proposed CSD 12 school in its 1st year, and only 2.3% by its 5th year. Therefore, it is not expected that Zeta Schools NYC's proposed schools will significantly impact the admissions or enrollment at existing schools in CSDs 6 or 12, or, by extension, their overall viability.

However, we anticipate that the proposed schools will have a positive impact on the academic and programmatic offerings of the existing public and non-public schools in CSDs 6 and 12. As described in Response 01(a) above, Zeta Schools NYC will bring much-needed high-quality school options for families residing in CSDs 6 and 12. They will deliver excellent public education to low-income and/or mixed-income students, including at-risk students, English Language Learners, and students with disabilities. As noted above, and described in Response 7(a-c), Zeta Schools NYC has carefully developed programming designed to decrease deficits for these at-risk students, to provide a strong academic foundation, and that has the potential to increase their achievement in middle and high school. Children attending the proposed schools will meet or exceed New York State Common Core learning standards and be prepared for college success and success in a 21st century global work force. The proposed schools will prepare all students, particularly students at-risk of not graduating, for success in middle school and high school and well beyond. We believe setting and reaching these high standards will set the bar higher for all schools within CSDs 6 and 12 and raise the level of learning in those districts.

Additionally, Zeta Schools NYC is committed to partnering with low-performing schools to share best practices and innovations. Because replicability is a primary goal of Zeta Schools NYC, it will place significant emphasis on a data- and process-driven approach to all aspects of schooling. This approach will enable the proposed schools study its own data, as well as external research, and make real-time adjustments to ensure constant improvement and to develop a deep understanding of how to address schooling challenges in the most productive and targeted manner. We believe this practice will not only enable Zeta Schools NYC to replicate high-quality schools in a scalable manner, it will also enable the proposed schools to share highly effective best practices, processes, and data-driven approaches with other schools within the community. Zeta Schools NYC anticipates that this sharing and partnership with community schools (including through mutual sharing of best practices, school visits, and observations) will benefit students attending other schools within CSDs 6 and 12 and improve student achievement and outcomes. Accordingly, we believe the proposed schools will have a positive impact on public and nonpublic schools' academic programs.

The below tables list the schools in CSDs 6 and 12. In CSDs 6 and 12, enrollment is available for kindergarten the year a child turns 5, utilizing the application process outlined by the NYC

Department of Education.³² In kindergarten, a child is able to apply to attend their zoned school and can also list other schools in the area on their application.³³ The NYC Department of Education also outlines enrollment procedures for every fifth-grade student to apply to enroll in middle school starting sixth-grade,³⁴ and for every eighth-grade student to apply to enroll in high school starting ninth-grade.³⁵ For middle school, students can apply to attend middle school in the district in which they are zoned or any programs open to their borough or New York City.³⁶ In high school, students complete a single application and list up to 12 high school programs of interest that they are eligible to attend.³⁷ The below tables include grade configurations and enrollment figures for NYC DOE schools,³⁸ charter schools,³⁹ and private schools⁴⁰ in CSDs 6 and 12.

CSD 6

SCHOOL	GRADES SERVED	ENROLLMENT	TYPE
A Philip Randolph Campus High School	9 to 12	1,447	DOE
Amistad Dual Language School	K to 8	418	DOE
Castle Bridge School	Pre-K, K to 4	177	DOE
City College Academy of the Arts	6 to 12	612	DOE
College Academy (The)	9 to 12	476	DOE
Community Health Academy of the Heights	6 to 12	638	DOE
Dos Puentes Elementary School	K to 2	201	DOE
Gregorio Luperon HS-Science	9 to 12	500	DOE

³² <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>

³³ <http://schools.nyc.gov/NR/rdonlyres/2ABB0828-48A4-415C-A6E6-E4F7737C53DA/0/2017NYCKindergartenDirectoryManhattanENGLISH.pdf> and <http://schools.nyc.gov/NR/rdonlyres/2E1B52C9-2788-4356-9CBE-0FEBA4F22E9D/0/2017NYCKindergartenDirectoryBronxENGLISH.pdf>

³⁴ <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>

³⁵ <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>

³⁶ <http://schools.nyc.gov/NR/rdonlyres/00FCA1C4-4C16-43D3-B109-38CB2AB6AC30/0/2017NYCMiddleSchoolDirectoryDistrict6.pdf> and <http://schools.nyc.gov/NR/rdonlyres/40837395-80FC-4339-B194-09C64DE33E7B/0/2017NYCMiddleSchoolDirectoryDistrict12.pdf>

³⁷ <http://schools.nyc.gov/NR/rdonlyres/243F4EC2-4ED4-4F1C-8A7D-DF4B8BD14771/0/2018NYCHSDirectoryCitywideENGLISH.pdf>

³⁸ <https://data.nysed.gov/profile.php?instid=800000047032> and <https://data.nysed.gov/profile.php?instid=800000045779> (Data reflects 2015-16 data, the most recent available year)

³⁹ <https://newyorkcitydepartmentofeducati.app.box.com/s/3pzvqmqd06ehct8v6i962k0x9btsv0xi> and <https://newyorkcitydepartmentofeducati.app.box.com/s/aeqyx73h8y7ciiyllg79vp9o6y80f22> (2017-18 Charter School Directory)

⁴⁰ <https://nces.ed.gov/surveys/pss/privateschoolsearch>

& Math			
Hamilton Grange Middle School	6 to 7	164	DOE
Hamilton Heights School	K to 5	218	DOE
Harbor Heights	6 to 8	132	DOE
High School for Excellence and Innovation	9 to 12	203	DOE
High School for Health Careers & Sciences	9 to 12	532	DOE
High School for Law & Public Service	9 to 12	611	DOE
High School for Media & Communications	9 to 12	423	DOE
Inwood Early College for Health and Information Technologies	9 to 10	195	DOE
IS 218 Salome Urena	6 to 8	233	DOE
IS 528 Bea Fuller Rodgers School	6 to 8	206	DOE
JHS 143 Eleanor Roosevelt	6 to 8	360	DOE
JHS 52 Inwood	6 to 8	417	DOE
Middle School 322	6 to 8	317	DOE
Mott Hall School (The)	6 to 8	276	DOE
MS 319 Marie Teresa	6 to 8	539	DOE
MS 324 Patria Mirabal	6 to 8	445	DOE
MS 326 Writers Today & Leaders Tomorrow	6 to 8	171	DOE
MS 328 Manhattan Middle School for Scientific Inquiry	6 to 8	151	DOE
Muscota	K to 5	270	DOE
Paula Hedbavny School	K to 8	538	DOE
Professor Juan Bosch PS	K to 5	303	DOE
PS 115 Alexander Humboldt	Pre-K, K to 5	516	DOE
PS 128 Audubon	Pre-K, K to 5	547	DOE
PS 132 Juan Pablo Duarte	K to 5	448	DOE
PS 152 Dyckman Valley	Pre-K, K to 5	580	DOE
PS 153 Adam Clayton Powell	Pre-K, K to 5	702	DOE
PS 173	Pre-K, K to 5	522	DOE
PS 18 Park Terrace	K to 8	396	DOE
PS 189	Pre-K, K to 5	948	DOE
PS 192 Jacob H Schiff	Pre-K, K to 5	272	DOE
PS 28 Wright Brothers	Pre-K, K to 5	676	DOE
PS 325	Pre-K, K to 5	224	DOE
PS 4 Duke Ellington	Pre-K, K to 5	643	DOE
PS 48 PO Michael J Buczek	Pre-K, K to 5	562	DOE

PS 5 Ellen Lurie	Pre-K, K to 5	598	DOE
PS 8 Luis Belliard	Pre-K, K to 5	513	DOE
PS 98 Shorac Kappock	Pre-K, K to 5	523	DOE
PS/IS 187 Hudson Cliffs	K to 8	806	DOE
PS/IS 210 21 st Century Academy	Pre-K, K to 8	428	DOE
Washington Heights Academy	Pre-K, K to 7	461	DOE
Washington Heights Expeditionary Learning School	Pre-K, K to 1; 6 to 12	726	DOE
Amber Charter School II	K to 2 (At Scale: K to 5)	129	Charter
Inwood Academy for Leadership Charter School	5 to 12	801	Charter
KIPP NYC Washington Heights Academy Charter School	K to 10 (At Scale: K to 12)	913	Charter
Neighborhood Charter School of Harlem (The)	K to 2 ⁴¹	375	Charter
New Heights Academy Charter School	5 to 12	752	Charter
School in the Square Public Charter School	6 to 7 (At Scale: 6 to 8)	106	Charter
Success Academy Charter School – Washington Heights	K to 4 (At Scale: K to 5)	382	Charter
The Equity Project Charter School	K to 1 and 5 to 8 (At Scale: K to 8)	597	Charter
WHIN Music Community Charter School (Opening 2017-18)	K to 1 (At Scale: K to 5)	N/A	Charter
Yeshiva Rabbi Samson Raphael Hirsch	K to 8	283	Private
Yeshiva University High School	9 to 12	285	Private
Mesivta Rabbi Samson Raphael Hirsch	7 to 11	72	Private
Our Lady Queen of Martyrs	K to 8	233	Private
St. Rose of Lima School	K to 8	194	Private
Manhattan Christian Academy	K to 8	330	Private
Northern Academy	9 to 12	103	Private

CSD 12

SCHOOL	GRADES SERVED	ENROLLMENT	TYPE
Accion Academy	6 to 8	153	DOE
Archer Elementary School	Pre-K, K to 5	498	DOE

⁴¹ Grades 3 to 6 also served at secondary site located in CSD 5

Arturo A Schomburg Satellite-Bronx	10 to 12	134	DOE
Bronx Career and College Prep HS	9 to 12	318	DOE
Bronx Envision Academy	9 to 12	383	DOE
Bronx Latin School	6 to 12	564	DOE
Bronx Little School	Pre-K, K to 5	327	DOE
Bronx Regional High School	10 to 12	200	DOE
Cinema School (The)	9 to 12	313	DOE
East Bronx Academy for the Future	6 to 12	662	DOE
Emolior Academy	6 to 8	238	DOE
Entrada Academy	6 to 8	244	DOE
ESMT-IS 190	6 to 8	237	DOE
Explorations Academy	9 to 12	358	DOE
Fairmont Neighborhood School	Pre-K, K to 4	264	DOE
Fannie Lou Hamer Freedom HS	9 to 12	493	DOE
Fannie Lou Hamer Middle School	6 to 8	266	DOE
Frederick Douglass Academy V Middle School	6 to 8	273	DOE
High School of World Cultures	9 to 12	381	DOE
IS 318 Math, Science & Tech Through Arts School	6 to 8	294	DOE
JHS 98 Herman Ridder	6 to 8	195	DOE
Knowledge and Power Preparatory Academy III	6 to 8	362	DOE
Metropolitan High School (The)	9 to 12	329	DOE
Metropolitan Soundview High (The)	9 to 12	414	DOE
Monroe Academy for Visual Arts & Design	9 to 12	419	DOE
Mott Hall V	6 to 12	697	DOE
MS 129 Academy of Independent Learning	6 to 8	550	DOE
Pan American International HS- Monroe	9 to 12	433	DOE
Peace and Diversity Academy	9 to 12	123	DOE
PS 134 George F Bristow	Pre-K, K to 5	633	DOE
PS 150 Charles James Fox	Pre-K, K to 5	855	DOE
PS 195	Pre-K, K to 5	962	DOE
PS 196	Pre-K, K to 5	974	DOE
PS 211	Pre-K, K to 8	598	DOE

PS 212	Pre-K, K to 8	418	DOE
PS 214	Pre-K, K to 8	1,016	DOE
PS 44 David C Farragut	Pre-K, K to 5	259	DOE
PS 47 John Randolph	K to 5	1,152	DOE
PS 536	Pre-K, K to 5	419	DOE
PS 57 Crescent	Pre-K, K to 5	548	DOE
PS 6 West Farms	Pre-K, K to 6	537	DOE
PS 61 Francisco Oller	Pre-K, K to 5	275	DOE
PS 66 School of Higher Expectations	Pre-K, K to 5	640	DOE
PS 67 Mohegan School	Pre-K, K to 5	608	DOE
PS 92	Pre-K, K to 5	419	DOE
Samara Community School	Pre-K, K to 1	94	DOE
School of Performing Arts	6 to 8	325	DOE
School of Science & Applied Learning	Pre-K, K to 5	587	DOE
Urban Assembly-Wildlife Conservation	6 to 12	560	DOE
Urban Scholars Community School	Pre-K, K to 5	285	DOE
Wings School	9 to 12	502	DOE
Bronx Charter School for Excellence 3 (Opening 2017-18) ⁴²	K to 1 (At scale: K to 5)	N/A	Charter
Bronx Lighthouse Charter School	K to 12	668	Charter
Children's Aid College Prep Charter School	K to 6 (pending renewal)	421	Charter
Dr. Richard Izquierdo Health and Science Charter School	6 to 12	739	Charter
Icahn Charter School 6 ⁴³	5 to 7 (At scale: 5-8)	291	Charter
ROADS Charter School II	9 to 12	221	Charter
South Bronx Classical Charter School	K to 8	488	Charter
RT Hudson Elementary School	K to 8	47	Private
Aquinas High School	9 to 12	498	Private

⁴² While the Directory lists this school under CSD 12, the details regarding primary site location indicate TBD.

⁴³ This is a secondary site location. The primary site location is located in CSD 9, which will serve K-4 in 2017-18 and at scale will serve K-5.

(c) Fiscal Impact

CSD 6

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 (2018-19)	180	14,027	2,524,860	507,537	3,032,397	30,804,000,000	0.010%
Year 2 (2019-20)	240	14,202	3,408,561	410,050	3,818,611	30,804,000,000	0.012%
Year 3 (2020-21)	360	14,380	5,176,752	615,074	5,791,826	30,804,000,000	0.019%
Year 4 (2021-22)	446	14,560	6,493,588	762,009	7,255,597	30,804,000,000	0.024%
Year 5 (2022-23)	529	14,742	7,798,312	903,818	8,702,129	30,804,000,000	0.028%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Source is the 2017-18 NYC budget adjusted for inflation by 1 year at 2% inflation. http://schools.nyc.gov/AboutUs/funding/overview/default.htm
OTHER NOTES:	

CSD 12

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)
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DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Source is the 2017-18 NYC budget adjusted for inflation by 1 year at 2% inflation. http://schools.nyc.gov/AboutUs/funding/overview/default.htm
OTHER NOTES:	

As noted elsewhere in this proposal, Zeta Schools NYC has conducted community outreach in CSDs 6 and 12. As described below, the fiscal impact of the proposed schools is not expected to be significant.

The enrollment expectations for the 2 proposed schools are consistent with the figures in Response 04 – School Enrollment. The per-pupil allocation assumption is also consistent with the budget, and guidance from the Institute.

In school year 2015-16, CSD 6 had an operating budget of \$559,874,764.⁴⁴ In CSD 12, the 2015-16 operating budget was \$573,724,715.⁴⁵ Therefore, the total fiscal impact of the school located in CSD 6 would be approximately .01% of the district's projected operating budget in the first year the school would offer instruction, and approximately .028% in the fifth year of instruction. The total fiscal impact of the school located in CSD 12 would be approximately .01% of the district's projected operating budget in the first year the school would offer instruction, and approximately .028% in the fifth year of instruction. Based on these percentages, the projected fiscal impact of the proposed schools on public schools in New York City is not expected to be significant.

With respect to non-public schools, the proposed schools are not anticipated to have a fiscal impact on these schools, as the majority of students anticipated to enroll in Zeta Schools NYC will come from families that would not have the means to pay for private school.

⁴⁴ https://www.nycenet.edu/offices/d_chanc_oper/budget/exp01/y2015_2016/CSD_HS.asp

⁴⁵ https://www.nycenet.edu/offices/d_chanc_oper/budget/exp01/y2015_2016/CSD_HS.asp

2. Addressing the Need

(a) Mission

The mission of the proposed schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

The schools will provide an excellent public education to children of all walks of life, including low-income and/or mixed-income students, at-risk student populations, English Language Learners, and students with disabilities. Students attending the proposed schools will meet or exceed grade-level New York State Common Core learning standards. The schools will be designed looking years down the road to college readiness and success in a 21st century global work force, with the curriculum from day one focused on preparing children for this future.

The long-term vision for Zeta Schools NYC is to create high-quality public schools whose practices and outcomes are replicable across Zeta schools and in other settings. Because Zeta schools will be designed for replicability, they will place significant emphasis on a data- and process-driven approach to all aspects of schooling. Analyzing their data as well as external research, Zeta schools will make real-time adjustments to ensure constant improvement and to develop a deep understanding of how to address schooling challenges in the most productive and targeted manner. Zeta Schools NYC will aim to provide consultation and adaptable solutions for schools and districts facing similar challenges in other contexts.

(b) Key Design Elements

The educational focus and philosophy of Zeta Schools NYC is centered on the belief that all children have the potential to achieve at the highest levels, and mining that potential is the key to Zeta's mission of building thriving communities of lifelong learners and productive world citizens. Zeta Schools NYC is committed to building high-performing replicable public charter schools that challenge, inspire, and prepare children for a future with limitless opportunity.

Zeta's school design will provide a top-notch education to all students, irrespective of socioeconomic, racial, ethnic, and/or other status. Economically and racially integrated school settings provide important benefits to both students and the community at large, and our extraordinarily diverse city requires no less of our public schools.

Specific Subject Focus or Theme:

- Even in elementary school, Zeta Schools NYC will start with college readiness standards and work backward from there to develop rigorous curricula designed for college readiness years down the road.
- As such, Zeta will implement an inherent focus on preparing students for success in middle school, high school, and beyond. With an engaging curriculum, an extended school day, and intensive supports, the proposed schools will ensure that students do not fall through the cracks and are challenged and ready for upper grades.
- The academic program will ensure students meet or exceed New York State Common Core learning standards.

- The educational program will include intensive daily writing, reading, mathematics, and science instruction and practice.
- The proposed schools will provide hands-on technology/computer science education and exploration.
- The proposed schools will also offer robust enrichment activities such as chess, music, art, sports, and foreign language.

Student Populations:

- Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning.¹ Conversely, “segregation is a significant predictor of achievement gaps.”²
- The target population includes mixed-income and low-income students, and Zeta schools are committed to serving at-risk students, English Language Learners, and students with disabilities.
- The proposed schools will prepare students, particularly students at risk of not graduating, for success in middle school and high school and beyond.

Specific Programs:

- The proposed schools will use and build from many of the key curricular components that have been essential in ensuring impressive student achievement results at Success Academy schools for more than ten years.
- The curriculum will also include STEAM Workshop, a cross-curricular, problem-solving approach that will prepare students for college readiness, STEM careers, and success in a 21st century global work force.
- The curriculum will be standardized and used at each Zeta school to ensure quality, consistency, and replicability.

Calendar and Schedule:

- The proposed schools will have extended days, with approximately 27 more school days than a typical DOE school, or about 20% more instructional time (not including mandatory after-school small-group instruction, individual tutoring for struggling students, or after-school enrichment).
- The school day will begin each morning at 7:45 a.m. and will end at 3:30 p.m. four days a week, and will end at 1:00 p.m. one day a week. Each week will have approximately 800 minutes devoted to English Language Arts, approximately 320 minutes devoted to mathematics, approximately 140 minutes devoted to science, and approximately 80 minutes devoted to a cross-curricular STEAM program that combines all disciplines.

¹ See, e.g., Ann Schimke, *The thorny problem of segregated schools and Denver’s newest plan to address it*, Chalkbeat, Apr. 27, 2017, <http://www.chalkbeat.org/posts/co2017/04/27/the-thorny-problem-of-segregated-schools-and-denvers-newest-plan-to-address-it/> (last visited June 23, 2017).

² *Ibid.*, citing Sean F. Reardon, Demetra Kalogrides, and Ken Shores, *The Geography of Racial/Ethnic Test Score Gaps*, Stanford Center for Education Policy Analysis, April 2016, <https://cepa.stanford.edu/sites/default/files/wp16-10-v201604.pdf> (last visited June 23, 2017).

- Mandatory after-school small-group instruction and/or individual tutoring will be provided 4 days/week for 60 minutes per session (a total of 4 hours/week) to ensure that we meet the needs of students who need additional support mastering the material.
- After-school enrichment programming, as noted above, will be available every day until 4:30 p.m., offering a high degree of engagement for students and much-needed coverage for families. Students are encouraged to take advantage of the 6.5 extra hours available to them, as the after-school enrichment deepens the enrichment they receive during the school day.

Pedagogical Approach and Program Features:

- The proposed schools will use instructional methods that promote student achievement, including methods that have been employed successfully at Success Academy schools, evidenced by their strong track record of excellent student achievement, as well as collaborative learning approaches using Slavin’s cooperative learning model.³
- Zeta Schools NYC will also implement project-based learning through cross-curricular STEAM workshops.⁴
- Zeta will employ a combination of whole-class instruction with more targeted small-group differentiation in reading, writing and math. Whole-class instruction will emphasize whole-class discourse and independent work time. Differentiated small groups will be based on assessed levels, placing students according to their performance, not grade or age. Students will be formally assessed regularly and promoted to the next instructional level if they are ready. Small-group instruction will be targeted to the strengths and growth areas of each group, with teachers coaching students through the content so that every child is challenged to his or her highest potential. Because students will be assessed regularly, and each student grows at a different pace, the student groupings will change as frequently as needed.

School Culture:

- Zeta schools will promote a safe and mindful school environment where violence, threats, and bullying have no place.
- Zeta schools will offer healthy food, and children will engage in invigorating daily physical activity.⁵
- To promote mindfulness and good character that contribute to living a meaningful, happy life, students at Zeta schools will learn and practice self-control, sound judgment, kindness, and courage.
- Zeta schools will deliver remarkable “customer” service. Families are invested “consumers” of the education their children receive. Zeta employees will embrace family

³ Slavin, R. E. (2015). Cooperative learning in elementary schools. *Education 3-13: International Journal of Elementary and Early Years Education*, 43 (1), 5-14.

⁴ <http://stemtosteam.org/case-studies/>

⁵ <https://healthyschoolscampaign.org/policy/food/> and <https://www.wilder.org/Wilder-Research/Publications/Studies/Fueling%20Academic%20Performance%20-%20Strategies%20to%20Foster%20Healthy%20Eating%20Among%20Students/Nutrition%20and%20Students%27%20Academic%20Performance.pdf>

involvement, education, and input in order to best serve the needs of individual children. Its employees will also bring the same remarkable service to each other and external partners. Zeta will implement principles and training adapted from top customer service models in other industries.

Staffing:

- Zeta will hire individuals passionate about cultivating the full potential of children, using student achievement outcomes to measure success, and motivating children through their interests and talents to maximize their joy of learning and highest potential. Zeta's design will focus on attracting, growing, and retaining its talent. Zeta will foster education entrepreneurialism, encouraging staff to own the performance of their students, classrooms, and schools, as well as their own personal/professional growth and development.
- The most effective lever to exceptional instruction is faculty development. Zeta educators will receive continual professional development, guidance, support, and real-time coaching to ensure they are achieving their highest potential as professionals and delivering high student outcomes.

Assessment Systems:

- The proposed schools will utilize valid national diagnostics and internally created assessments that are both formative and summative, measuring mastery of critical concepts based on the New York State Common Core Learning Standards, as well as rigorous internal standards. Assessments will be standardized so as to be both absolute and comparative measures of progress toward academic goals.
- Zeta-developed tests will be vetted by Academic Directors to ensure that the tests:
 - Align with standards established by the NY State Common Core Learning Standards and Zeta's rigorous benchmarks;
 - Help teachers and school leaders understand gaps in student understanding so the school can better understand how to support the lowest-performing students;
 - Help teachers and school leaders understand how to challenge the highest-performing students;
 - Provide clear instructions and guidelines to facilitate efficient administration; and
 - Include technology and/or hands-on elements suited for use in a classroom/school environment.
- Assessments will drive instruction, and will be given in several formats on weekly, biweekly, monthly, and yearly cycles.
- Because instructional planning will be based on assessment results to improve instruction and raise student achievement, instructional leaders and teachers will follow a structured data analysis cycle that mirrors the assessment cycle. The operative element is time; student work and assessments drive instruction immediately. All instructional leaders, teachers, parents, and students will know where students stand at all times, and will know what the corresponding academic plan will be to remediate, maintain, or accelerate instruction.

Student Supports or Interventions:

- Students who are below grade-level standards will receive targeted additional instruction to ensure mastery of the material. Additionally, teachers will receive extensive early training on how to quickly identify children who are struggling with the material and are at risk of not meeting grade-level standards.
- Students who continue to struggle with the material and meeting Zeta’s grade-level standards despite additional instruction will go through the proposed schools’ Response to Intervention (Rtl) process, which is a framework to ensure early identification without over-identification of students with special education needs.
- Academic data will be reviewed per the assessment cycle, along with anecdotal and other relevant information provided by staff, to determine which students may need additional supports.
- The Rtl process will be tracked closely by a school-based coordinator responsible for special education and student achievement to ensure the appropriate identification of struggling students, as well as the provision of appropriate supports and consistent monitoring of student progress.

Special Education Settings:

- The proposed schools will educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student’s IEP prepared by the CSE and all applicable federal laws, including the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.
- The proposed schools will also implement a robust Rtl framework that includes school-wide assessment, continuous progress monitoring, high-quality instruction, use of research-based interventions in tiers of gradual intensity, professional development that ensures consistent and high-quality provision of interventions, and continuous communication among staff about student progress; universal design for learning (including using multiple means of presentation, multiple options for engagement, and multiple means for action and expression); inclusion of students with disabilities in assessments and accountability systems; preparation for general education teachers teaching students with disabilities; and ensuring students with disabilities have access to appropriate technology to support their academic progress.⁶

Academic Excellence and Enrichment Tools:

- The academic program will be designed to ensure students meet or exceed New York State Common Core learning standards. Students who require additional instruction and practice will receive individualized attention before, during, and/or after school. This strong academic program has significant potential to raise the achievement of its students.

⁶ Lauren Morando Rhim, “White Paper: Educating Students with Disabilities: History, Trends, and Best Practices,” (Stand for Children Leadership Center, 2012), available at <http://standleadershipcenter.org/sites/standleadershipcenter.org/files/media/WWSF-SPED.pdf> (last accessed June 27, 2017).

- Zeta will study the particular needs of at-risk, high-needs, English Language Learner, and advanced populations, with an aim to diversify the approach in order to mine their unique and highest potential.
- Zeta schools will use technology in classrooms to prepare students for the demands of a modern workforce, to encourage students to proactively self-educate, to enable teachers to diversify education across a wide range of abilities and learning styles, and to become responsible users of the Internet and social media.
- In addition to a rich and rigorous academic curriculum, Zeta schools have a carefully designed and robust program that will include a selection of visual and performance art, music, chess, and sports. This is a critical part of Zeta's strategy to decrease opportunity gaps and mine each student's unique potential.

(c) 5% Districts

The proposed schools will provide a significant educational benefit to the students who attend.

As described throughout the Proposal, Zeta Schools NYC's proposed schools will deliver the highest quality education on par with the best schools in New York City. Members of Zeta Charter Schools NYC's founding board and team played critical roles at the world-class Success Academy Charter Schools, receiving excellent training and a deep understanding of what it takes to reverse achievement gaps for low-income, minority, ELL, and special needs populations in an urban setting.

Zeta Schools NYC will carry on the same high expectations for all children, and will further carry forward the purpose of charter schools in New York, which is to innovate in the service of developing new approaches to effectively deliver high-quality education to more and more children.

As described in this Proposal, Zeta Schools NYC's proposed schools will provide extensive educational and enrichment offerings that significantly benefit its students. The educational program will include intensive daily writing, reading, mathematics, and science instruction and practice, hands-on technology/computer science education and exploration, as well as robust enrichment activities such as chess, music, art, and foreign language. Teachers and leaders will hold themselves accountable for student achievement and adjust their practice in real time if children are not achieving their highest potential, including children who are at risk of academic failure, English Language Learners, and children with disabilities. The schools will be evaluated based on student outcomes.

Our proposed elementary schools will ensure middle school achievement and success in high school, college, and a 21st century workforce. Accordingly, we believe that children who attend the proposed schools will receive a significant educational benefit should our Proposal for two schools be approved.

2. Addressing the Need

(d) Draft Accountability Plan

Zeta Charter Schools – New York City 1 and 2

Accountability Plan for the Accountability Period 2018 to 2023

ACADEMIC GOALS FOR ELEMENTARY / MIDDLE SCHOOLS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will demonstrate proficiency in reading, writing, comprehending, and speaking the English language.

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 New York State ELA exam for grades 3- 8.
- Each year, the school's aggregate Performance Level Index (PLI)¹ on the State ELA exam 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 ELA 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.

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

GOAL II: MATHEMATICS

Goal: Students will show competency in their understanding and application of mathematical computation and problem solving.

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 New York State Mathematics exam for grades 3- 8.
- Each year, the school's aggregate Performance Level Index (PLI)² on the State Mathematics exam 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 Mathematics 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 4-8 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goal: Students will understand and apply scientific principles at a proficient level.

Absolute Measure

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Science exam for grade 4 and grade 8.

Comparative Measure

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

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- 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.

3. Proposal History Including Community Outreach

(a) Applicant Information

Emily A. Kim

Applicant Emily A. Kim has a decade of experience in education — as a teacher, in special education and early intervention, and on the leadership team of a world-class nonprofit charter management organization. She studied at the Teachers College, Columbia University, receiving her Ed.M. in 1999, as well as at the University of Pennsylvania (B.A. & M.A., 1997) and Columbia Law School (J.D., 2005). Ms. Kim is a dedicated New York City charter school parent.

For the past six years, under the radical leadership of Success Academy CEO Eva Moskowitz, Emily served as a member of senior management at Success Academy Charter Schools in New York City, as General Counsel (2011-2012), as Chief Policy & Legal Officer (2012-2015), and as Executive Vice President of Policy & Legal Affairs (2015-2017). When Ms. Kim joined in 2011, Success Academy was a burgeoning organization, growing from 7 to 9 schools. Now at 46 schools and 15,000 students in the fall of 2017, Success Academy is the fastest-growing high-performing network of public charter schools in the nation.

Ms. Kim played a critical role in Success Academy's ability to scale to 46 schools, wearing many hats and overseeing several departments, including School Advisory, Special Education, Policy, Legal, Human Resources, and Masters & Certification. She regularly provided strategic input, as a member of senior management, in school design matters, school management structure, evaluation of school leaders and school health, and teacher and leader training. She also built a robust School Advisory team that played a significant role in supporting school principals in their most challenging non-instructional matters, from student culture and behavior to school safety and crisis situations to conflict resolution.

Following the privilege of working with Eva Moskowitz and Success Academy, Ms. Kim will now combine her broad experience over the past six years at Success with her classroom experience and her next aim of seeding and growing new high-quality public charter schools.

Proposal & Media Contact:

Emily A. Kim

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See Response 3(h) – Founding Team Resumes.

(b) Proposal History

Ms. Kim developed the Zeta Charter Schools concept out of a desire to establish additional high-quality public charter schools in New York City, where one-quarter of traditional public schools are failing to ensure their students are achieving grade-level standards.¹

Ms. Kim had worked with Meghan Mackay and Jessica Stein while they were employed at Success Academy. Ms. Kim later re-connected with them after they had moved on from Success Academy, and learned that they were eager to join a hands-on start-up organization with the aim of building additional great public charter schools. Ms. Mackay and Ms. Stein subsequently joined the founding team.

The process of developing the proposal took place over many months. Ms. Kim had multiple in-person and telephone conversations and exchanged e-mails with dozens of members of the education reform community about the proposed school model and design, receiving their feedback and incorporating their comments into the school design. The feedback concerned a variety of matters, including academic programming, school operations, organizational and school culture, family “customer” service, and scaling/replicability. Ms. Kim has also been able to draw on the significant schooling and operational experience of the proposed board, including Jenny Sedlis (co-founder of Success Academy), Keri Hoyt (former Executive Vice President of Schooling/Chief Operating Officer of Success Academy), and Shannon Kete (former Chief Operating Officer of Success Academy).

Additionally, Ms. Kim, Ms. Mackay, and Ms. Stein have visited numerous schools in order to learn and understand existing school models. Ms. Kim also utilized external consultants to assist with the project management and drafting of some portions of this proposal.

(c) List of Founding Team Members

Meghan Mackay

In 1995, while teaching at a high school in Boston, Meghan Mackay met some like-minded people who wanted to start a revolution in the birthplace of the American Revolution: something called a charter school. That intentional act of creating opportunity and better outcomes for children has sparked everything she has done since.

From 2012-2017, Ms. Mackay worked at Success Academy Charter Schools, a growing network of schools (41 in 2017) that consistently rank in the top 3% in New York state. At Success, Ms. Mackay served as Principal of Success Academy Harlem 5, Managing Director of Schools, and Managing Director of the Education Institute. In these roles, Ms. Mackay was responsible for teacher development and student

¹ http://www.familiesforexcellentschools.org/wp-content/uploads/2014/10/TheForgottenFourth_V4.pdf

outcomes at the school level, as well as directly managing principals and leading training and development at the network level. After codifying 10 years of institutional knowledge and designing a technology platform to enable the organization to scale internally, Ms. Mackay helped launch Success Academy's Ed Institute.

Prior to Success, Ms. Mackay taught middle school and high school literature and writing, developed educational software and student information systems, wrote middle school and high school curriculum, facilitated professional development for principals, consulted on instructional design, and was instrumental in the founding of 3 high-performing charter schools in Boston, Trenton, and the Bronx.

Ms. Mackay has worked for and served on the board of several nonprofits, and currently serves as a Trustee of the Ethical Culture Fieldston School, as well as Mott Haven Academy Charter School.

Ms. Mackay received her B.A. in Art History from Stanford University and her M.A. in Education from the University of San Francisco.

Jessica Stein

Jessica Stein has devoted her career to advocating for students with disabilities. She is passionate about supporting schools and ensuring all children receive the educational programming and supports they need.

From 2012 to 2016, Ms. Stein served as Special Education Advisor and Special Education Manager at Success Academy Charter Schools, a high-performing network of public charter schools in New York City. In this time, she managed the delivery of world-class special education services across 34 schools. Ms. Stein was responsible for ensuring that bureaucracy did not get in the way of students with disabilities receiving appropriate special education services quickly, and worked closely with NYC DOE's Committees on Special Education to accomplish this aim. Ms. Stein also developed and delivered a wide variety of special education trainings and managed special education compliance and reporting matters.

Prior to Success Academy, Ms. Stein worked at a private law firm, representing and advocating for students with disabilities.

Ms. Stein has also worked with a range of public schools to advise them on special education compliance and related matters. She conducts needs assessments, develops protocols, provides trainings, and supports schools in their collaboration with the NYC DOE.

Ms. Stein is a graduate of Cardozo Law School and Washington University in St. Louis.

See attached document R-03h - Founding Team Resumes.

Emily A. Kim

Ms. Kim (see Response 3(a) above) led the development and drafting of the proposal and served as the primary author. Founding Team Members Meghan Mackay and Jessica Stein drafted portions of the proposal. As noted above, Ms. Kim also utilized

Response 03af-3

external consultants to assist with the project management and drafting of some portions of this proposal (see table below).

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
Emily A. Kim	Please see response 3(a) above. Ms. Kim founded the organization and identified board members, founding team members, potential future team members, and potential supporters. She led the development and drafting of the proposal and served as the primary author.	Ms. Kim will manage the two proposed schools, heading the enterprise.
Meghan Mackay	Please see response 3(c) above. Ms. Mackay drafted portions of the charter application, focusing on academic portions.	On an independent consultancy basis to start, Ms. Mackay will head school design, curriculum, and technology.
Jessica Stein	Please see response 3(c) above. Ms. Stein drafted portions of the charter application, focusing on special populations.	On an independent consultancy basis to start, Ms. Stein will head special populations school design and process, including special needs/education, English Language Learners, and at-risk student populations.
Alissa Bernstein	Former Senior Legal Counsel at Partnership for Educational Justice, a nonprofit organization pursuing impact litigation empowering families and communities to advocate for great public schools. Ms. Bernstein served as a Project Manager on an independent consultancy basis to help manage and draft portions of the charter application.	N/A

Scott Sobelman	Former Director of Finance at Success Academy. Mr. Sobelman served as an independent consultant assisting with the financial portions of the charter application.	N/A
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(d) Board Members

Board members were carefully and thoughtfully selected to ensure that the board would have the capacity to provide sound governance, rigorous oversight, and support to establish thriving, financially viable charter schools that would start on the most solid foundation. Each board member has a long history of serving as a leader in the education reform movement and in supporting high-quality public charter schools. In almost all cases, Ms. Kim has worked extensively with the board members in their capacity as leaders at Success Academy or in the education reform movement and, accordingly, reached out to seek their involvement in Zeta Schools NYC.

The Board of Trustees will have a minimum of 5 Members, including the individuals listed below, and may include other Board Members (voting and non-voting) or successors appointed as necessary.

For the past decade, Board Member Ken Hirsh has been an ed reformer/blogger, philanthropist, and advocate for great schools. He is a leading supporter of the education reform movement with significant involvement in a variety of education reform organizations, including Teach for America, Alliance for School Choice, Democrats for Education Reform, Institute for Justice, TNTP, and the New York Charter School Association. Mr. Hirsh was formerly a managing Director at HBK Investments. Mr. Hirsh’s skill sets will help ensure the proposed schools are thriving and financially viable during the start-up period.

Board Chair Jenny Sedlis is a co-founder of Success Academy and is one of New York State’s foremost experts in charter school start-up, management, and policy. While at Success Academy, Ms. Sedlis helped grow the network from one to 22 schools in eight years. She managed many aspects of the charter management organization, including student recruitment and enrollment, marketing for teacher recruitment, fundraising, government relations and compliance, board relations, facilities selection, press relations, advocacy, and more. Ms. Sedlis received national recognition for leading the organization’s pioneering advocacy and parent organizing work. Currently, in her role as Executive Director of StudentsFirstNY, Ms. Sedlis is a significant change agent in New York, instrumental in achieving critical legislative and regulatory wins year after year for the charter sector and for education reform in general. Ms. Sedlis’s experience, knowledge and skill sets will be key to ensuring Zeta Schools NYC starts on strong footing.

Board Member Keri Hoyt served for seven years as Executive Vice President of Schooling and Chief Operating Officer of Success Academy. Ms. Hoyt managed all aspects of running Success Academy through a period of intense growth, from four schools to 32 schools serving 12,000 children, while ensuring that the schools continuously rated among the best public schools in New York (top 1% in math and top 3% in English Language Arts). A member of the 9th Class of the Pahara-Aspen Education Fellowship, Ms. Hoyt is widely recognized as a significant leader in the education reform space. Ms. Hoyt’s schooling expertise brings a wealth of valuable experience and knowledge to the table that will help ensure the proposed schools deliver the best possible education to its students.

Board Member Shannon Kete served for two years as Chief Operating Officer and Senior Managing Director of Operations of Success Academy. She led an operations staff of 100 and developed operational capacity for unprecedented new school growth, increasing locations from seven to 23 in two years. Redesigning management and training structures, Ms. Kete introduced career development programs and added competitive benchmarking across schools. She also has significant educational technology leadership and management experience, as well as leadership experience at the New York City Department of Education and in the private sector. Ms. Kete’s operational, processes, training, and technology know-how will be an important asset to the launch and operations of the proposed schools.

Board Member Nicole Brisbane is the New York State Director for Democrats for Education Reform (DFER), cultivating and supporting New York Democratic leaders to develop a coalition of voices for public education reform. Ms. Brisbane is a former public school teacher, worked for Teach for America for four years, and has also worked as a public defender and a fellow at a civil rights law firm. Ms. Brisbane’s experience and understanding of education policy will provide an important perspective and valuable skill sets to the proposed schools.

See attached document R-03i - Board Member Credentials.

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
Ken Hirsh	Board Member	To be determined	Ed reform advocate, supporter, financial expertise - please see Response 3(d) above.	Yes	No

Jenny Sedlis	Board Chair	To be determined	Charter start-up, management, policy, advocacy - please see Response 3(d) above.	Yes	No
Keri Hoyt	Board Member	To be determined	School leadership, management, operations, academics - please see Response 3(d) above.	Yes	No
Shannon Kete	Board Member	To be determined	School operations, management, processes, training - please see Response 3(d) above.	Yes	No
Nicole Brisbane	Board Member	To be determined	Advocacy, academics - please see Response 3(d) above.	Yes	No

(e) Description of Community Outreach Efforts

Partnering with and responding to the community is important to Zeta Schools NYC. Accordingly, we have conducted significant public outreach in Community School Districts (“CSD”s) 6 and 12. The public outreach was designed to solicit community input regarding the two proposed charter schools in each respective CSD and to address in this proposal comments received from the impacted communities concerning the educational and programmatic needs of students.

Informing Stakeholders and Soliciting Community Input

Zeta Schools NYC utilized multiple strategies to inform the communities of CSDs 6 and 12 of its intent to develop a school proposal for each of those CSDs. We provided meaningful opportunities for community members to provide feedback and comment, by e-mail, phone, and/or in-person meetings. Specifically, for each of the efforts detailed below, feedback was solicited regarding the educational and programmatic needs of students. (See Response 3(j)). The strategies included correspondence sent to

Response 03af-7

community stakeholders in CSDs 6 and 12, online Internet, social media, and e-mail outreach, printed and online newspaper advertisements, issuing a press release, phone conversations, e-mail correspondence with community stakeholders, in-person meetings and presentations, distribution of flyers, and conversations with members of the education reform community. These outreach activities included the following.

Elected Officials

Outreach to elected officials resulted in letters of support from Bronx Borough President Diaz, Senator Diaz, Senator Alcantara, Assemblyman Crespo, Assemblyman Sepulveda, Council Member Salamanca, and Council Member Palma. See Response 15(d)-(e).

- 55 letters were sent to community stakeholders in CSDs 6 and 12, describing the charter proposal and academic program. Each letter clearly included a request for comments on the charter proposal and contact information for submitting comments by phone or e-mail. (See Response 3(j)-1-18).
- On May 26, 2017. Held a phone conversation with the Chief of Staff of NY State Senator Alcantara, whose district covers CSD 6, to describe the proposal and solicit feedback regarding the educational and programmatic needs of students. (See Response 3(j)-10).
- On May 30, 2017, had an e-mail exchange with the Chief of Staff of NY State Senator Alcantara, whose district covers CSD 6, sending information regarding the proposal and requesting feedback and a meeting to receive further feedback. (See Response 3(j)-10-12, 74-76).
- On May 31, e-mailed NY Assembly Member De La Rosa, whose district covers CSD 6, sending information regarding the proposal and requesting feedback and a meeting to receive further feedback. (See Response 3(j)- 77-79).
- On June 2, 2017, e-mailed NY Assembly Member Blake, whose district covers CSD 12, sending information regarding the proposal and requesting feedback and a meeting to receive further feedback. (See Response 3(j)- 46, 80-82).
- On June 17 and 19, 2017, sent e-mail to Bronx Borough President Diaz's Education Staffer, State Senator Diaz, and Assemblyman Blake, with a request that they disseminate/post information about the upcoming Bronx/CSD 12 community meeting. (See Response 3(j)- 47, 53, 56).
- On June 17, 2017, sent e-mail to Senator Alcantara's staffer and Assemblywoman De La Rosa's staffer, with a request that they disseminate/post information about the upcoming Upper Manhattan/CSD 6 community meeting. (See Response 3(j)-41). On June 19, 2017, received e-mail from Senator Alcantara's staffer confirming that they would disseminate flyers containing information about the upcoming community meeting in CSD 6. (See Response 3(j)-44-45).
- On June 20, 2017, sent e-mail to Assemblyman Crespo and Assemblyman Sepulveda, requesting that they disseminate/post information about the upcoming Bronx/CSD 12 community meeting. (See Response 3(j)-49-52).

- On June 22, 2017, received e-mail from Assemblyman Crespo's Chief of Staff requesting that we reach out in July to set up a meeting to discuss proposed school. (See Response 3(j)- 93).
- On June 26, 2017, attended in-person meeting with State Senator Alcantara's Chief of Staff to discuss proposed school in CSD 6 and discuss feedback. (See Response 3(j)- 96).

Community Boards and CECs

Outreach to Community Boards resulted in letters of support from Bronx Community Boards 2, 6 (Education Committee), and 9. See Response 15(d)-(e).

- On June 8, 2017, attended Bronx Community Board 9 Youth & Education Committee Meeting in-person and presented information about proposed schools, responded to many questions and comments concerning safe schools, school hours, and specialty focus areas. (See Response 3(j)- 83).
- On June 12, 2017, e-mailed with Manhattan Community Board 12 District Manager Ebenezer Smith and Youth and Education Committee Chairperson Fe Florimon, which resulted in invitation to attend upcoming Youth & Education Committee meeting and invitation to present at the upcoming CEC 6 meeting, which was accepted. (See Response 3(j)- 83-85).
- On June 13, 2017, met in-person with Bronx Community Board 6 District Manager for 1 hour, describing proposed school programming/design/facilities/etc. and receiving feedback on same. Also, discussed attending upcoming Education Committee meeting to present on the charter proposal and to receive feedback. ((See Response 3(j)- 97-99).
- On June 13, 2017, called and e-mailed Chairwoman Gloria Alston and District Manager John Dudley of Bronx Community Board 3 regarding presenting proposal and receiving feedback on proposed charter school. Received response that an appointment would be scheduled when the District Manager returned from vacation on June 28, 2017. (See Response 3(j)- 69-70, 87).
- On June 15, 2017, attended Community Education Council 6 meeting in-person and presented on proposed school and answered questions and comments concerning meeting the needs of ELLs and Students with Disabilities. (See Response 3(j)- 88-89).
- On June 17, 2017, sent e-mail to Manhattan Community Board 12, with a request that they disseminate/post information about the upcoming Upper Manhattan/CSD 6 community meeting. (See Response 3(j)- 42).
- On June 17 and 19, 2017, sent e-mail to Bronx Community Boards 2, 3, 6, and 9, with a request that they disseminate/post information about the upcoming Bronx/CSD 12 community meeting. (See Response 3(j)-48, 54, 55, 57-58).
- On June 19, 2017 received e-mail from Youth & Education Chairperson Florimon Fe, confirming that she would distribute information about the upcoming community meeting in CSD 6 to the community. (See Response 3(j)- 42-43).
- On June 20, 2017, attended Bronx Community Board 2 Education Committee meeting in-person, and presented information about proposed schools and

- provided opportunity for attendees to offer feedback, ask questions, and comment on proposed school. (See Response 3(j)- 90-91).
- On June 21, 2017, attended Bronx Community Board 6 Youth & Education Committee meeting, in-person, and presented information about proposed schools and provided opportunity for attendees to offer feedback, ask questions, and comment on proposed school and the educational and programmatic needs of students. (See Response 3(j)- 92).
 - On June 28, 2017, attended in-person meeting with Bronx Community Board 2 full Board meeting. Responded to comments and questions about proposed school, concerning academic program and how Zeta will meet the needs of Bronx children, including special education students and ELLs. Also discussed various positive and negative experiences Board members had heard about with respect to other charter schools. (See Response 3(j)- 64-68).

Community Outreach

- Extensive online outreach was conducted, including posting the proposal information requesting public feedback and providing contact information for submitting feedback, on Facebook, Twitter, and on ZetaSchools.org. (See Response 3(j)-19-28).
- Printed newspaper advertisements were placed in both English and Spanish in community newspapers targeting CSDs 6 and 12 communities, with information about the proposed schools, clear solicitations for public feedback, and contact information for submitting feedback. (See Response 3(j)-29-31, 71-72).
- Placed an online ad with the *Bronx Free Press* (<http://www.bronxfreepress.com>) with information about the proposed school in CSD 12 and soliciting feedback. (See Response 3(j)- 73).
- A Press Release was also sent to the *New York Times* on May 29, 2017, which contained the proposal information with solicitations for feedback and contact information for submitting feedback. (See Response 3(j)-32-34).
- Distribution and posting in public places of over 1000 flyers in English and Spanish in each of CSD 6 and CSD 12, widely advertising a community meeting in each of those districts during which a presentation regarding the proposed schools was made, and members of the community had an opportunity to provide feedback. (See Response 3(j)- 59-62).
- During the months of May and June 2017, held multiple phone and in-person conversations and e-mails with over one dozen members of the education reform community about the proposed school model and design, receiving their feedback, and incorporating their comments into the school design. The feedback concerned a variety of matters, including academic programming, organizational and school culture, the “customer service” design element, and replicability questions.
- On June 13, 2017, sent e-mail to Phipps Houses, a Bronx community support organization, regarding its community programs and support of community schools like Zeta Schools NYC. (See Response 3(j)- 39-40).

- On June 17, 2017, posted information about the upcoming CSD 6 and CSD 12 community meetings on Zeta's Internet website, Twitter account, and Facebook site. (See Response 3(j)-35-38).
- June 23, 2017, held in-person public meeting for CSD 12 community at Clason's Point Public Library, which is located at 1215 Morrison Avenue, Bronx, NY. Over 1000 flyers were distributed in English and Spanish, and posted in public areas, to CSD 12 community members that advertised the community meeting. Presented information about proposed schools and provided opportunity for attendees to offer feedback, ask questions, and comment on proposed school and the educational and programmatic needs of students. (See Response 3(j)-94-95).
- On June 26, 2017, held in-person public meeting for CSD 6 community at Inwood Public Library at 4790 Broadway, New York, NY. Over 1000 flyers were distributed in English and Spanish, and posted in public areas, to CSD 6 community members that advertised the community meeting. Presented information about proposed schools and provided opportunity for attendees to offer feedback, ask questions, and comment on proposed school and the educational and programmatic needs of students. (See Response 3(j)- 63).
- On June 29, 2017, e-mail received from James A. Stratford, Managing Director of Community Schools at Phipps, a Bronx community support organization. Sent e-mail response requesting to set up meeting. (See Response 3(j)-39-40).

Form and Nature of Feedback Received

The extensive outreach process detailed above yielded substantial community engagement, and productive feedback was received from community stakeholders in both CSDs 6 and 12. The productive feedback we received provided clear evidence that our efforts to inform the intended communities about the proposed charter schools were effective. Because working with and responding to the community is important to Zeta Schools NYC, we have incorporated this community feedback into the submitted proposal, including input regarding educational and programmatic needs of students.

Some members of the public attended community meetings hosted by Zeta Schools NYC in both CSDs 6 and 12. The meeting in CSD 12 was held on June 23, 2017 from 3:30-4:30 p.m. at Clason's Point Public Library, which is located at 1215 Morrison Avenue, Bronx, NY. The CSD 12 meeting was attended by community members, both adults and children. An attendee provided feedback regarding the challenges of staying motivated at a current public school because of many unhelpful distractions at school. In addition, concern was raised that students suffer as a result of other students' lack of motivation. As a result of this feedback, Zeta Schools NYC has reinforced in its proposal a key objective to create an environment where children are not distracted from learning and every child is motivated to do his/her best in school.

The meeting in CSD 6 was held on June 26, 2017 from 5:30-6:30 p.m. at Inwood Public Library, which is located at 4790 Broadway, New York, NY. The CSD 6 meeting was attended by community members who provided feedback regarding what they appreciated about current schools and what they felt could be improved. As a result of

this feedback, Zeta Schools NYC has reinforced in its proposal the aim of its “customer service” approach to education and families so that it will continuously seek to receive family feedback to improve its schools.

The details regarding the form and nature of the feedback received are detailed in the chart below. Additionally, the extent to which the proposal incorporates community input regarding the educational and programmatic needs of students is stated above and also in the chart below.

<u>Date</u>	<u>Feedback Provided By</u>	<u>Mode of Communication</u>	<u>Community School District</u>	<u>Feedback/Notes</u>	<u>Applicant's Response</u>	<u>How Feedback Incorporated Into Charter Proposal</u>
Various dates/times	13 callers	Calls to Zeta Charter Schools' voicemail: (646) 669-7123	Unknown	No message left	N/A	N/A
6/2/17	Bronx Community Board 6 District Manager John Sanchez	E-mail	12	Requesting to meet to discuss how to get our school located in Bronx Community Board 6 because it is "arguably the most under served district in NYC and we only have one charter school and want more high quality schools."	Responded via e-mail to coordinate date for in-person meeting.	Set up meeting with District Manager Sanchez for June 13, 2017.
6/5/2017, 4:32 p.m.	██████████ / Bronx Community Board 6 District Manager William Rivera	Message left on Zeta Charter Schools' voicemail: ██████████	12	Mr. Rivera invited Emily Kim to present about Zeta Schools NYC at upcoming Bronx Community Board 6 Youth & Education Committee meeting on June 8, 2017	Ms. Kim accepted invitation to attend the June 8, 2017 Bronx Community Board 6 Youth & Education meeting	Ms. Kim attended the June 8, 2017 Bronx Community Board 6 Youth & Education meeting.

6/5/2017, 4:34 p.m.	██████████ / Bronx Community Board 6 member Shirley (no last name provided)	Message left on Zeta Charter Schools' voicemail: ██████████	12	Shirley (no last name provided) invited Emily Kim to attend upcoming Bronx Community Board 6 Youth & Education Committee meeting on June 8, 2017, 7 p.m.	Ms. Kim accepted invitation to attend the June 8, 2017 Bronx Community Board 6 Youth & Education meeting	Ms. Kim attended the June 8, 2017 Bronx Community Board 6 Youth & Education meeting.
6/8/2017	Bronx Community Board 9 Youth & Education Committee Meeting	In-person meeting	12	Committee members asked many questions and provided comments concerning safe schools, school hours, focus on engineering and science, need for vocational training, physical education, script penmanship, school foods, school trips, financial literacy, college visits, extracurricular activities and importance of music.	Emily Kim engaged in discussion with Committee members regarding questions and comments.	The proposal incorporates a robust enrichment / extracurricular program and field trip program that accomplishes many of the points raised by CB 9 board members.
6/12/2017	Manhattan Community Board 12 District Manager Ebenezer Smith and Youth & Education Committee Chairperson	E-mail	6	Ms. Florimon advised that the agenda for the upcoming Youth & Education Committee meeting was full but invited Emily Kim to present at the upcoming CEC 6 meeting.	Emily Kim accepted invitation to present at CEC 6 meeting.	Emily Kim presented at CEC 6 meeting on June 16, 2017.

	Fe Florimon					
6/13/2017	Bronx Community Board 6 District Manager John Sanchez	In-person meeting	12	District Manager Sanchez expressed deep support and enthusiasm for new Zeta Charter School in his district. He also provided feedback regarding proposed school programming, design, facilities, private facility avenues, and community partners such as Phipps Houses.	Emily Kim engaged in discussion with District Manager Sanchez regarding his feedback and advised that his feedback would be incorporated into charter proposal.	Emily Kim e-mailed to suggest community partnership with Phipps Houses.
6/16/2017, 4:05 p.m.	██████████ / Office staff of Assemblyman Blake	Message left on Zeta Charter Schools' voicemail: ██████████	12	Person from Assemblyman Blake's office stated that about 2 weeks ago they received a letter notifying them about the charter school Emily Kim would be submitting an application to SUNY for. Requested to receive another copy of that letter.	Ms. Kim returned the call and sent an e-mail with another copy of the requested letter. Ms. Kim also requested a meeting with Assemblyman Blake and sent information regarding the CSD 12 community meeting on June 23, 2017 to present on the proposed	N/A

					charter and receive feedback.	
6/16/2017	Community Education Council 6	In-person meeting	6	Many questions and comments concerning meeting the needs of ELLs and Students with Disabilities, addressing parent concerns, funding, test preparation, reason for selecting CSD 6, encouragement to provide information to parents about all community schools not just charter schools, how Zeta would be similar/different to other charters, comments concerning Success Academy and Emily Kim's experience at Success. Positive comment about a particular Washington Heights charter school's diversity and level of functioning.	Emily Kim engaged in discussion with meeting attendees and advised that she would incorporate feedback into charter proposal.	The proposal has incorporated into its design a focus of serving ELLs and students with disabilities at a very high level. As is clear from the proposal, the schools will go well beyond test preparation to provide a rich, engaging educational experience for children. Additionally, the proposal makes clear that the proposed schools will work closely with their communities.
6/20/2017	Bronx Community Board 2	In-person meeting	12	Committee members asked questions and	Emily Kim engaged in discussion	The proposal has incorporated

	Education Committee Meeting			provided comments concerning the uncertainty of the location of the proposed school and whether sufficient space, that CSD 8 may have significant available space, meeting the needs of special education students, positive and negative experiences board members had heard about with respect to other charter schools. Committee voted yes to recommending letter of support to full Bronx Community Board 2 Board meeting the following week.	with Committee members regarding questions and comments.	into its design a focus of serving ELLs and students with disabilities at a very high level. Additionally, the proposal makes clear that the proposed schools will work closely with their communities and establish positive relationships and experiences.
6/21/2017	Bronx Community Board 6 Youth & Education Committee Meeting	In-person meeting	12	Committee members asked questions and provided comments concerning meeting the needs of children with special needs, mentoring of students, challenges of large class sizes, particularly when	Emily Kim engaged in discussion with Committee members regarding their questions and comments and advised that their feedback would be	The proposal has incorporated into its design a focus of serving ELLs and students with disabilities at a very high level. Additionally, the proposal incorporates

				involving students with special needs, whether Zeta Schools would be affected by charter cap, importance of resources for instrumental music.	incorporated into charter proposal.	a robust enrichment / extracurricular program that may include music or instrumental music.
6/23/2017, 3:30-4:30 p.m.	Members of the Public	Widely advertised in-person community meeting at Clason's Point Public Library at 1215 Morrison Avenue, Bronx, NY	12	Meeting attended by a group of community members--adults and children. (see CSD 12 Community Meeting Sign-In, Response 3(j)-94-95). Feedback provided regarding challenge of staying motivated at current public school because of distractions provided by other kids and lack of motivation of other kids.	Engaged in discussion with community members regarding feedback and advised Zeta Schools NYC would incorporate this feedback into charter proposal.	Added to charter proposal importance of creating an environment where children are not distracted from learning and every child is motivated to do his/her best.
6/26/2017, 5:30-6:30 p.m.	Members of the Public	Widely advertised in-person community meeting at Inwood Public Library at 4790 Broadway, NY, NY	6	Meeting attended by a group of community members (See CSD 6 Community Meeting Sign-In, Response 3(j)-63). Feedback	Engaged in discussion with community members regarding feedback and advised Zeta Schools NYC would incorporate	Included in charter proposal the importance of seeking community feedback on school experience.

				provided regarding what people appreciated about current schools and what they felt could be improved; time mostly spent presenting information.	this feedback into charter proposal.	
6/26/17, 10:00 a.m.	Senator Alcantara's Chief of Staff Angel Vasquez	In-person meeting	6	Mr. Vasquez provided feedback concerning meeting the needs of the English Language Learner populations and staffing.	Emily Kim engaged in discussion with Mr. Vasquez regarding his feedback and advised that Zeta Schools NYC would incorporate his feedback into charter proposal.	Zeta will be recruiting in both English and Spanish and will ensure ELLs are learning at high levels. Zeta will also seek to ensure staff can communicate in the language of ELL families to the extent practicable.
6/27/17, 10:55 a.m.	██████████ ██████	Call to Zeta Charter Schools' voicemail: ██████████		Jacklyn Rice called to say that her grandmother may be interested in having her almost 2-year-old attend the school.	Expression of interest from Jacklyn Rice documented by Emily Kim.	Expression of interest to send child to proposed school is noted.
6/28/17	Bronx Community Board 2, full Board Meeting	In-person meeting	12	Board members provided comments and questions about proposed school, concerning the academic	Emily Kim engaged in discussion regarding Board members' comments	The charter application makes clear that Zeta will be focused on meeting the needs of

				<p>program and how Zeta will meet the needs of Bronx children, meeting the needs of special education and ELL students, positive and negative experiences board members had heard about with respect to other charter schools. Board was focused on only supporting applications that would result in a charter school within CB 2 boundaries.</p>	<p>and questions and advised that feedback would be incorporated into charter proposal.</p>	<p>children in the Bronx, where the need for high-quality school options is very high and in high demand. Zeta will meet the needs of special education and ELL students.</p>
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(f) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

This proposal has never been withdrawn from or rejected by any charter entity. Neither the applicant nor any members of the founding team have ever previously applied for a charter from a charter entity other than the SUNY Trustees.

3. Proposal History Including Community Outreach

(g) Letters of Justification for Previously Denied Applicants

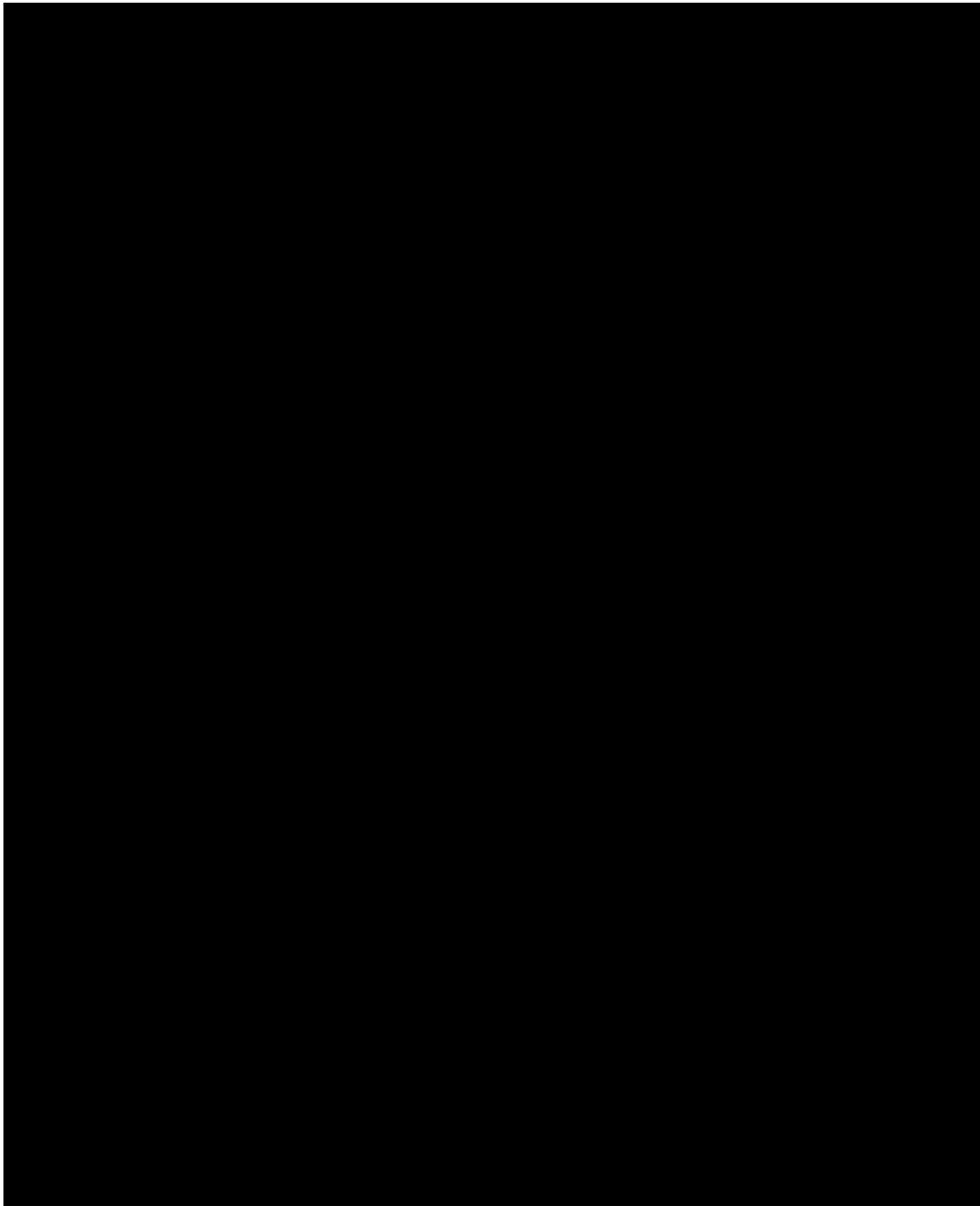
Request is not applicable.

3. Proposal History Including Community Outreach

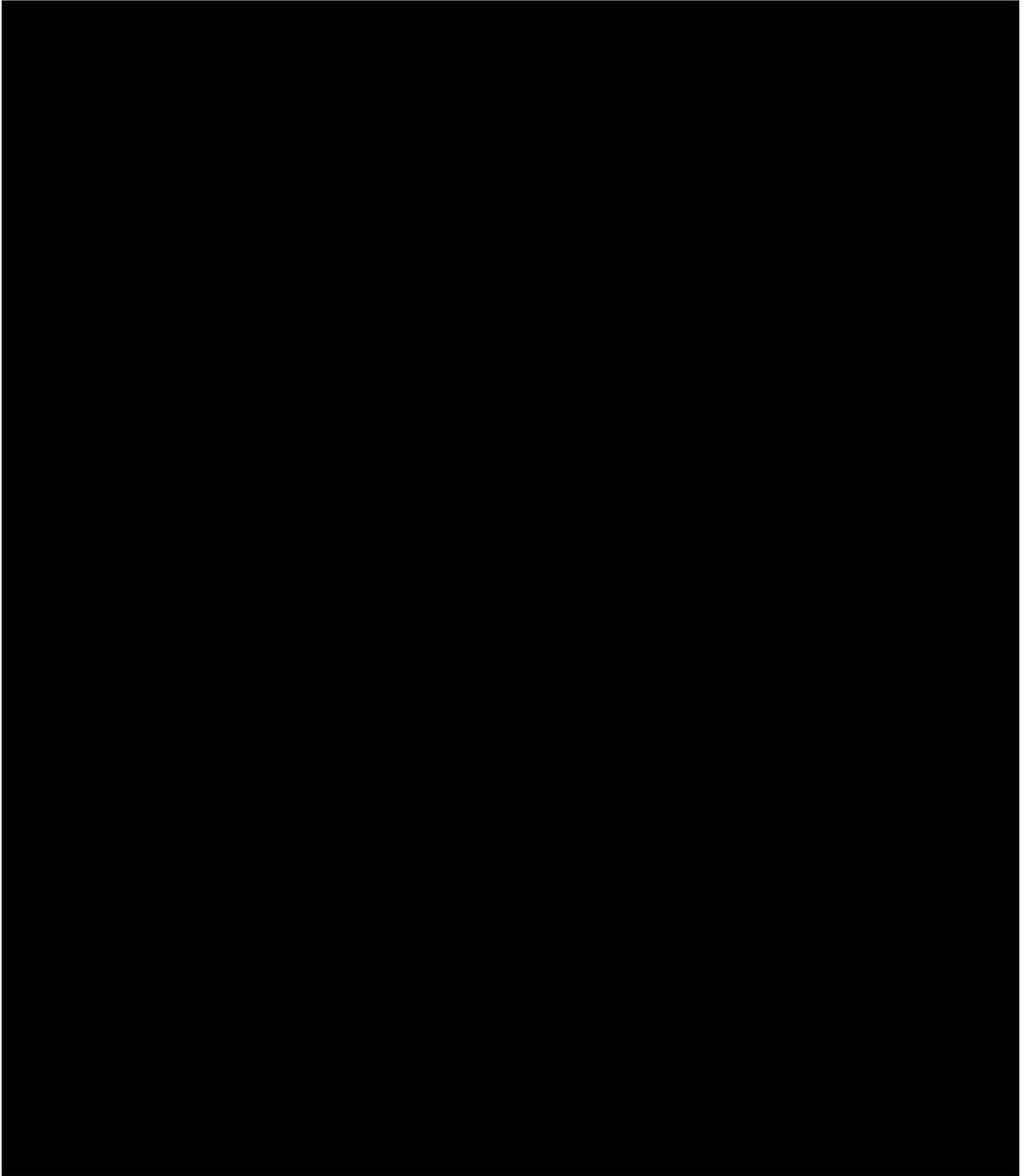
(h) Founding Team Resumes **Emily A. Kim**

[REDACTED] New York, New York 1 [REDACTED]
[REDACTED]

EXPERIENCE



EXPERIENCE, cont'd.



EDUCATION

Columbia Law School, New York, NY

Juris Doctor, May 2005

Honors: James Kent Scholar, 2003-2004

Parker School Recognition for Achievement in International Law, 2005

Internships: United States Attorney's Office, SDNY, Criminal Division Intern, Spring 2005

Education Law Research Assistant, Spring 2005

United Nations Extern, Office of Internal Oversight Services, Investigations Div., Spring 2004

International Law Faculty Assistant, 2003-2004

Honorable Joseph M. McLaughlin, United States Second Circuit Court of Appeals, Summer 2003

Temple University, Beasley School of Law, Philadelphia, PA

Matriculated 2002-2003

Honors: Top 5%, Dean's List

Temple University Law Review (invited)

Best Appellate Brief Notation

Horace G. Brown Scholars in Law Scholarship

Columbia University, Teachers College, New York, NY

Master of Education, Teaching of English, October 1999

Thesis: *American History: Asian American Students in the English Classroom*

Honors: Kappa Delta Pi Honor Society, Minority Scholarship

University of Pennsylvania, Philadelphia, PA

Master of Arts, English, May 1997

Bachelor of Arts, *cum laude*, English, May 1997

Honors: Dean's List, 1995-1996

Selected as submatriculant (simultaneous BA/MA)

Activities: Intramural softball, Captain

ATTORNEY ADMISSIONS

New York, United States Court of Appeals for the Second Circuit, United States District Court, SDNY & EDNY

PROFESSIONAL AFFILIATIONS

- Board Member, Asian American Bar Association of New York, 2015.
- Member, Korean American Lawyers Association of Greater New York.

RECENT PANELS AND ACTIVITIES

- Panelist, Exploring Top Special Populations Issues Encountered with NYC Charter Schools, hosted by the New York City Special Education Collaborative at the New York City Charter School Center, December 15, 2016.
- Keynote Speaker, Can Markets Save Public Education? Conference on Public Education and Charter Schools, hosted by Prof. Richard Epstein and the Classical Liberal Institute, NYU Law School, April 5, 2016, posted by NYU Law at <https://www.youtube.com/watch?v=mkkIWebVUs>.
- Panelist, Regulation Creep: Improving Charter School Accountability or Stifling School Creativity, American Educational Research Association's Annual Meeting in Washington, D.C., April 10, 2016.
- Presenter, Fighting Back Against Enemies of School Choice, The Friedman Foundation for Educational Choice Parent Organizer Training Conference, May 20, 2015.
- Panelist, The Magic Numbers, What Works, in South Carolina Senator Tim Scott's forum entitled Choosing Excellence: A Forum on Freedom to Choose Academic Excellence for Every Child, Wash., D.C., Feb. 2, 2015, broadcast at <http://www.c-span.org/video/?324251-4/charter-private-schools>.
- Panelist, General Counsel Panel at the Best Lawyers 2014 Women in the Law Event, May 1, 2014.

RECENT PANELS AND ACTIVITIES, cont'd.

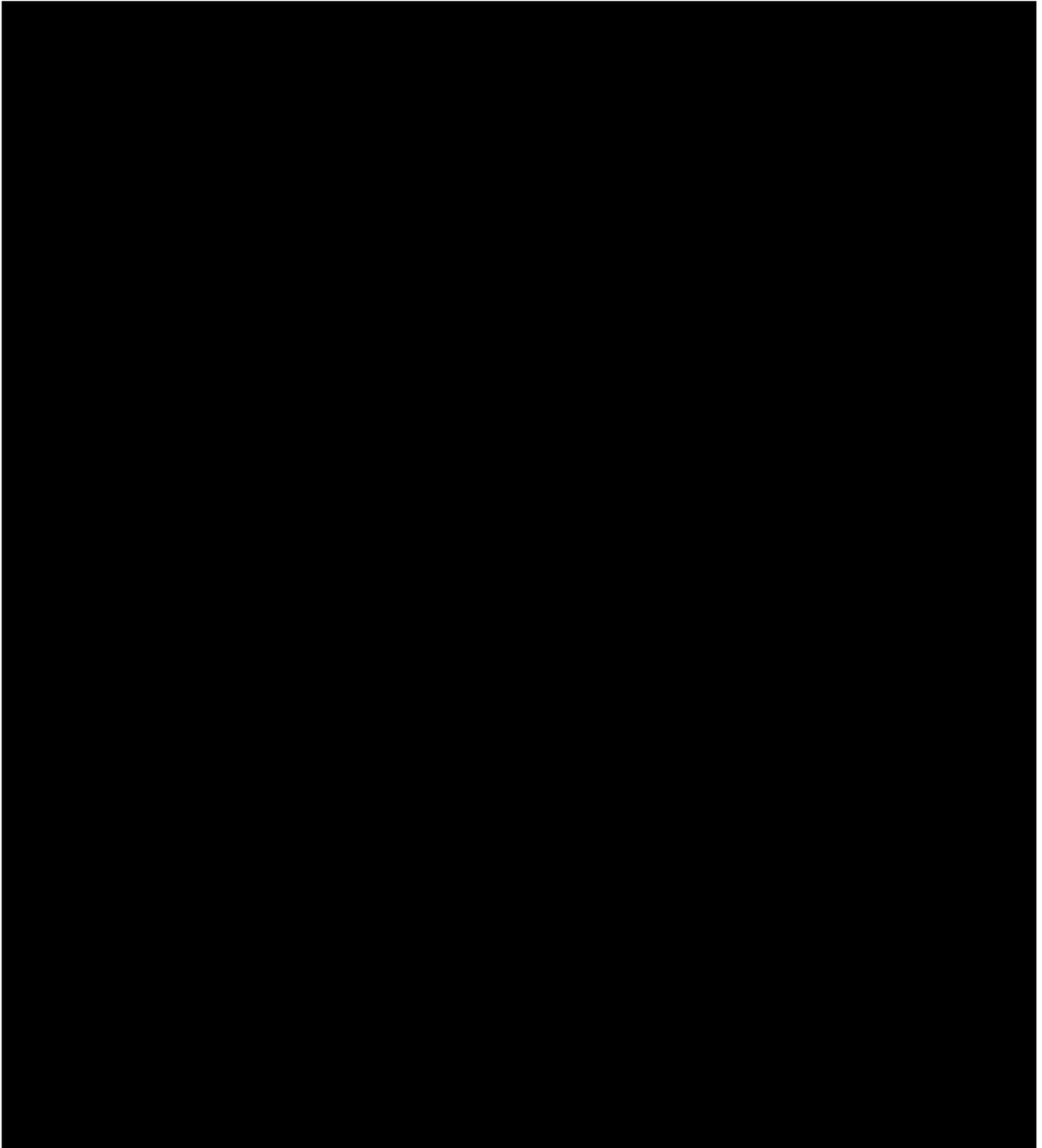
- Panelist, Charter Law, Policy and Politics class in a course entitled Designing Charter Schools at Teachers College, Columbia University, Feb. 17, 2014.
- Presenter, Managing & Resolving Disputes with Authorizers & Government Agencies, hosted by Alliance of Public Charter School Attorneys, National Alliance for Public Charter Schools, Chicago, Sep. 26, 2013.
- Panelist, Charter School Co-locations in New York City, hosted by the NYC Bar Association, May 16, 2012.
- Panelist, 2011 New York Supreme Court Independent Judicial Screening Panel, New York County Democratic Committee, appointed by the Asian American Bar Association of New York.
- Presenter, Writing Workshop for law students selected for participation in the Joint Minority Bar Judicial Internship Summer Program, Spring 2010 – Spring 2013.
- Co-organizer, Minority Federal Clerkship Panel, including judge panelists from the Second Circuit and Southern and Eastern Districts of New York, Mar. 23, 2011.
- Volunteer Organizer, Adviser, Poll Monitor, 2008 voter protection efforts in New York City; Philadelphia; Ohio; and Charlotte, North Carolina.

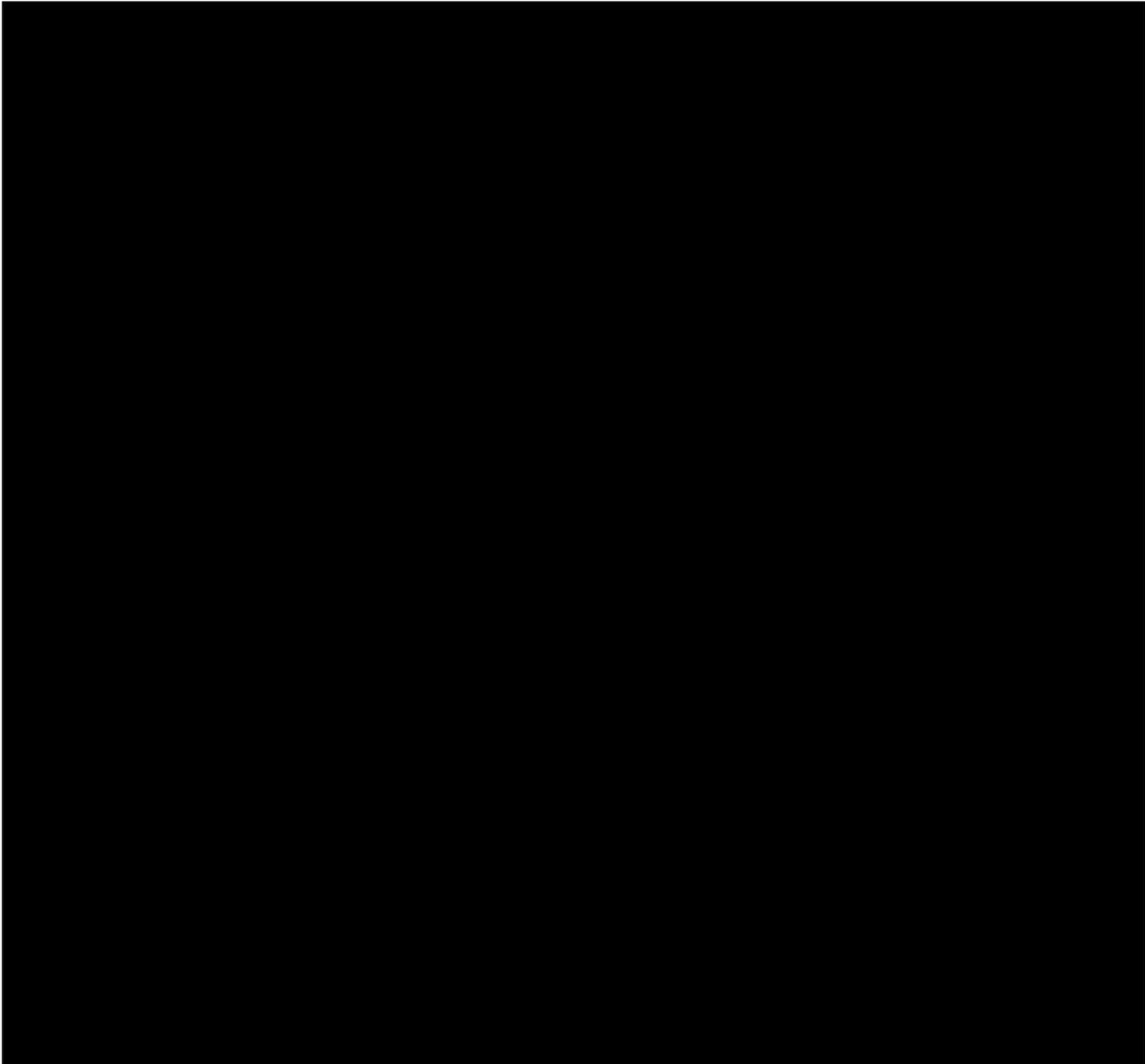
MEGHAN E. MACKAY

██████████, NYC ██████████
██████████
████████████████████

- Impact-driven instructional leader with over 20 years of experience creating innovative solutions to school management and leadership, organizational structures, and knowledge management
- Expertise includes building and implementing frameworks, coaching leaders, and developing technology platforms to scale what is working in education.

EXPERIENCE





COMMUNITY INVOLVEMENT

Board Trustee, Mott Haven Academy Charter School, Bronx, NY

2010-present

PreK-5 school with rigorous academics and social-emotional curriculum designed to meet the needs of at-risk students in the foster care and child welfare system; integrated model has school and family support services in one building and will continue to grow a grade each year until it is a PreK-8 school

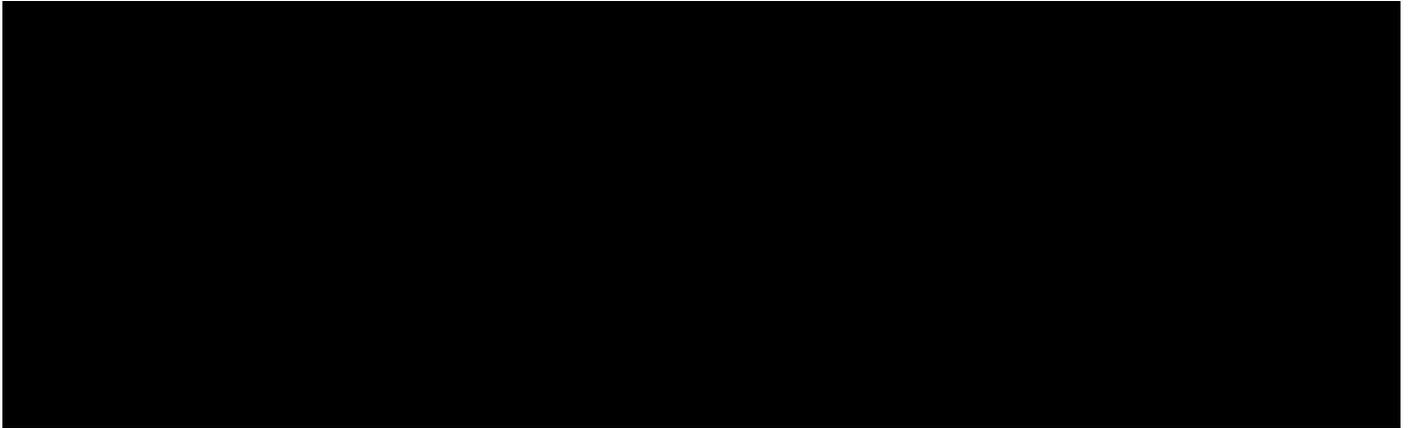
- Advised school leader on writing the charter
- Collaborate with school leader to set goals and implement a plan to meet goals
- Strategize with school leaders about structures for staff organization, salaries, benefits, and incentives
- Develop performance evaluations for teachers and administrators in collaboration with the school leader

Board Trustee, Ethical Culture Fieldston School, New York, NY

2013-present

- Executive Committee Member, Education Committee Chair

PREVIOUS EDUCATIONAL EXPERIENCE



BUSINESS EXPERIENCE



EDUCATION

University of San Francisco, San Francisco, CA

Master of Arts, Education, GPA: 4.0

Stanford University, Stanford, CA

Bachelor of Arts, Art History

PERSONAL

- Summited Kilimanjaro in 1997
- Ran the New York Marathon in 2010 and 2011
- Enjoy traveling, skiing, painting, dancing, reading, running, board games, live music, and playing ball (any kind) with my four boys

JESSICA STEIN

██████████ Brooklyn, New York ██████████

Passed New York State Bar Exam, Admitted to the New York State Bar

EDUCATION

Benjamin N. Cardozo School of Law, New York, NY

Juris Doctor, June 2009

Activities: 2006-2008 Public Interest Law Students Association; 2009 Class Gift Committee

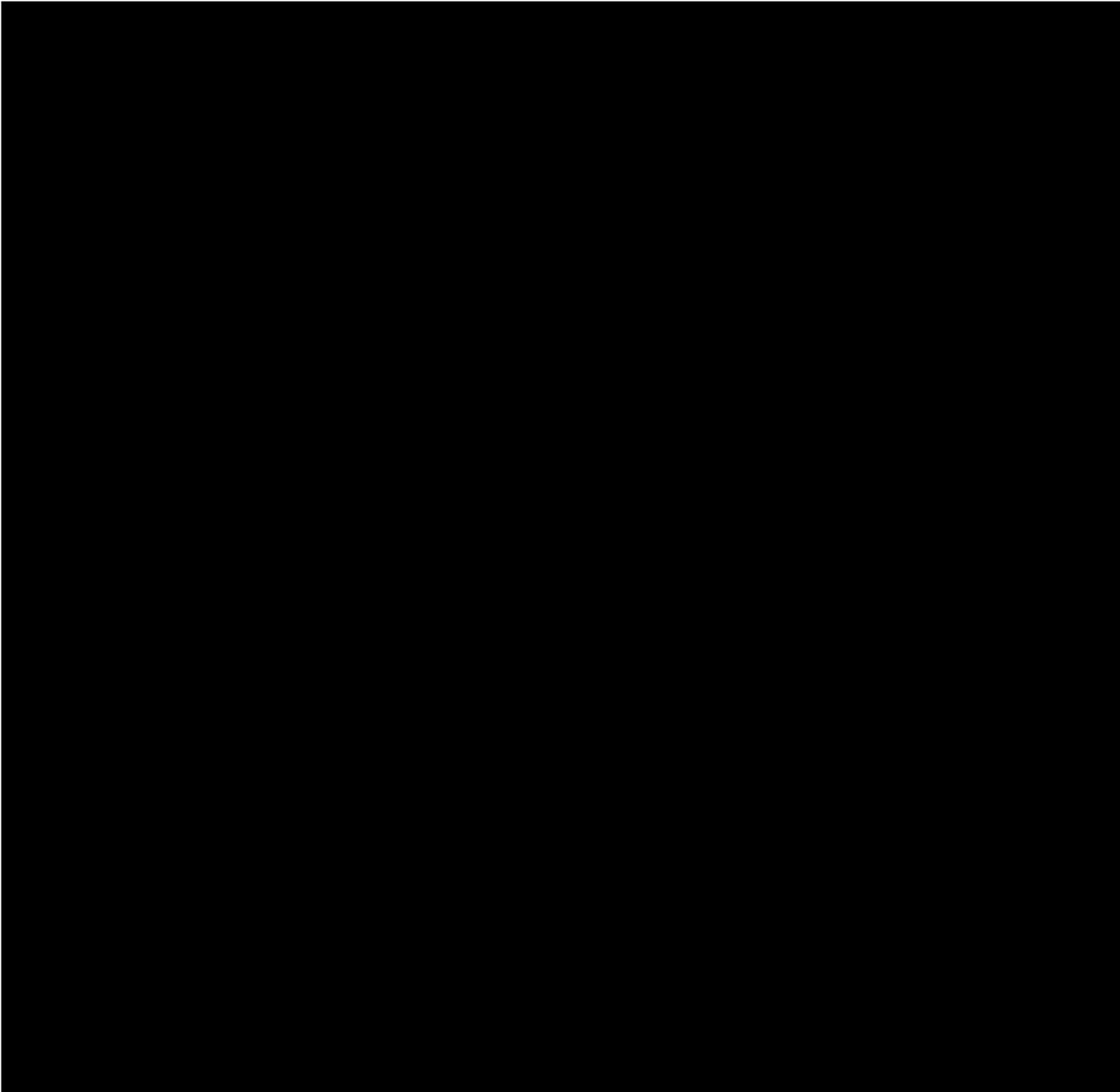
Honors: Public Service Scholar; 2007 Charles Revson Law Student Public Interest Fellowship; 2009 Stanley H. Beckerman Public Interest Award; Cardozo Post-Graduate Public Service Fellowship

Washington University in St. Louis, St. Louis, MO

Bachelor of Arts, *magna cum laude*, in Social Thought and Analysis, May 2005

Honors: Lock & Chain Honor Society; Dean's List; Stern Scholar; Sesquicentennial Fund Grant Recipient

EXPERIENCE



3. Proposal History Including Community Outreach

(i) Board Member Resumes and Request for Information Forms

Ken Hirsh

For the past decade, Ken Hirsh has been an ed reformer/blogger, philanthropist, and advocate for great schools.

Mr. Hirsh was formerly a Managing Director at HBK Investments, a \$10 billion multi-strategy investment manager with offices in New York, Dallas, London, Tokyo, and Hong Kong. He was with the firm since its inception in 1991, and later headed its New York office, with primary responsibility for firm-wide investment and risk management, quantitative strategies, and emerging markets investments. Ten years ago, Mr. Hirsh moved on to focus on a variety of other investment projects.

Mr. Hirsh is a leading supporter of education reform with involvement in a variety of organizations including Teach for America, Alliance for School Choice, Democrats for Education Reform, Institute for Justice, The New Teacher Project, and the New York Charter School Association.

Brief Resume



- 1989 – Harvard College, A.B., Electrical, Computer and Systems Engineering

Examples of Mr. Hirsh's ed reform blogs and articles

- <http://KenHirsh.com>
- <http://www.chalkbeat.org/author/ken-hirsh>
- <http://curious2.typepad.com>
- <http://edfix.blogspot.com>

Jenny Sedlis

Jenny Sedlis is one of New York State's foremost experts in charter school start-up, management, and policy.

Ms. Sedlis is the Executive Director of StudentsFirstNY, a leading education reform organization dedicated to improving public schools throughout New York. As Executive Director, Ms. Sedlis has been instrumental in the battle for charter school funding parity in New York. She has also been on the front lines of negotiating New York's trailblazing charter rental assistance program, a charter cap lift, teacher quality reforms, and policy and regulatory improvements. StudentsFirstNY has one of the largest district public school parent organizing operations in the country, with over 17,000 active members across 16 chapters.

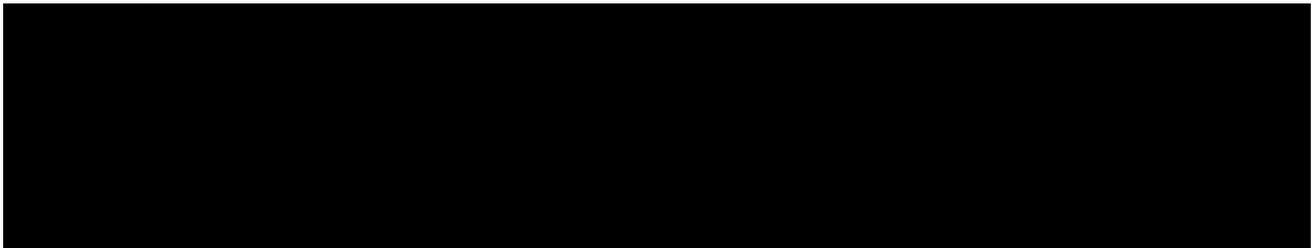
Ms. Sedlis is the author of many articles exposing the work of special interest groups to undermine high quality and parent choice in public education. In her work, she calls for action by New York leadership to protect and grow practices and legislation that ensure more children have access to great educational options. A recent front page New York Times article described StudentsFirstNY under Ms. Sedlis' leadership as "one of the most powerful forces in Albany." In 2016 and 2017, Ms. Sedlis was selected for the City & State Albany Power 100 list at #67 and #69.

Ms. Sedlis co-founded Success Academy Charter Schools with Eva Moskowitz in 2006, and helped grow the network from one to 22 schools in eight years. Ms. Sedlis managed many aspects of the charter management organization including student recruitment and enrollment, marketing for teacher recruitment, fundraising, government relations and compliance, board relations, facilities selection, press relations, advocacy, and more. Ms. Sedlis received national recognition for leading the organization's pioneering advocacy and parent organizing work.

Prior to her work at Success Academy, Ms. Sedlis ran the district office for then-New York City Council Member Moskowitz.

Ms. Sedlis earned a bachelor's degree in politics and international relations from Scripps College.

Brief Resume



2004 – Scripps College, B.A., Politics and International Relations

Some Publications

1. *Gotham Gazette*, [Next 100 Days](#)
2. *NY Post*, [The ugly truth on NYC's new contract for its teachers](#)
3. *Times Union*, [It's students who deserve our focus](#)
4. *Daily News*, [Common Core has had some bumps in the road but the 63% of students who didn't graduate high school need it: expert](#)
5. *Daily News*, [Open the school turnaround toolbox](#)
6. *Journal News LTE*, [Letter: StudentsFirstNY fights status quo in schools](#)
7. *NY Post*, [First good steps to fixing schools](#)
8. *City & State*, [The Importance of Teacher Evaluations](#)
9. *NY Post*, [De Blasio, Fariña are failing on key school challenges](#)
10. *NY Post*, [How de Blasio is hiding the failure of NYC schools](#)
11. *The 74*, [Mayor de Blasio's Inadequate Education Agenda and NYC's Lost Year](#)
12. *Gotham Gazette*, [Is Mayor De Blasio Putting Students First?](#)
13. *The 74*, [Mayor De Blasio Wants Control of NYC's Schools, But He First Must Take Responsibility](#)
14. *City & State*, [Testing transparency is working in New York state](#)
15. *The 74*, [Dissatisfied Parents, Weak Renewal Schools...NYC Has Some Work to Do For Students](#)
16. *NY Post*, [The Toughest Job: Running NYC's Schools](#)

Reports

- May 2017 [Mayor de Blasio's PROSE Program: Big Promises, Little Innovation](#)
- Jan 2017 [The 8 Worst Districts for Middle School in NYC: Mayor de Blasio's Middle School Failure](#)
- June 2016 [The Graduation Façade: How New York City's Diploma Mills Mask College Readiness Crisis](#)
- Nov 2015 [The Hidden Truth: Massive Grade Inflation Conceals Underperformance in NYC Schools](#)

Keri Hoyt

Keri Hoyt is President of Noodle Partners, a start-up company disrupting the world of postsecondary online education. Noodle Partners creates agile online degree programs tailored to the specific needs of students and faculty at postsecondary institutions. Ms. Hoyt sets strategy and oversees pricing, product development, and everything in between.

Prior to joining Noodle Partners, Ms. Hoyt served for seven years as Executive Vice President of Schooling and Chief Operating Officer of Success Academy Charter Schools, the highest-performing, fastest-growing network of public charter schools across the nation. Ms. Hoyt managed all aspects of running Success Academy through a period of intense growth, from four schools to 32 schools serving 12,000 children, while ensuring that the schools continuously rated among the best public schools in New York (top 1% in math and top 3% in English Language Arts).

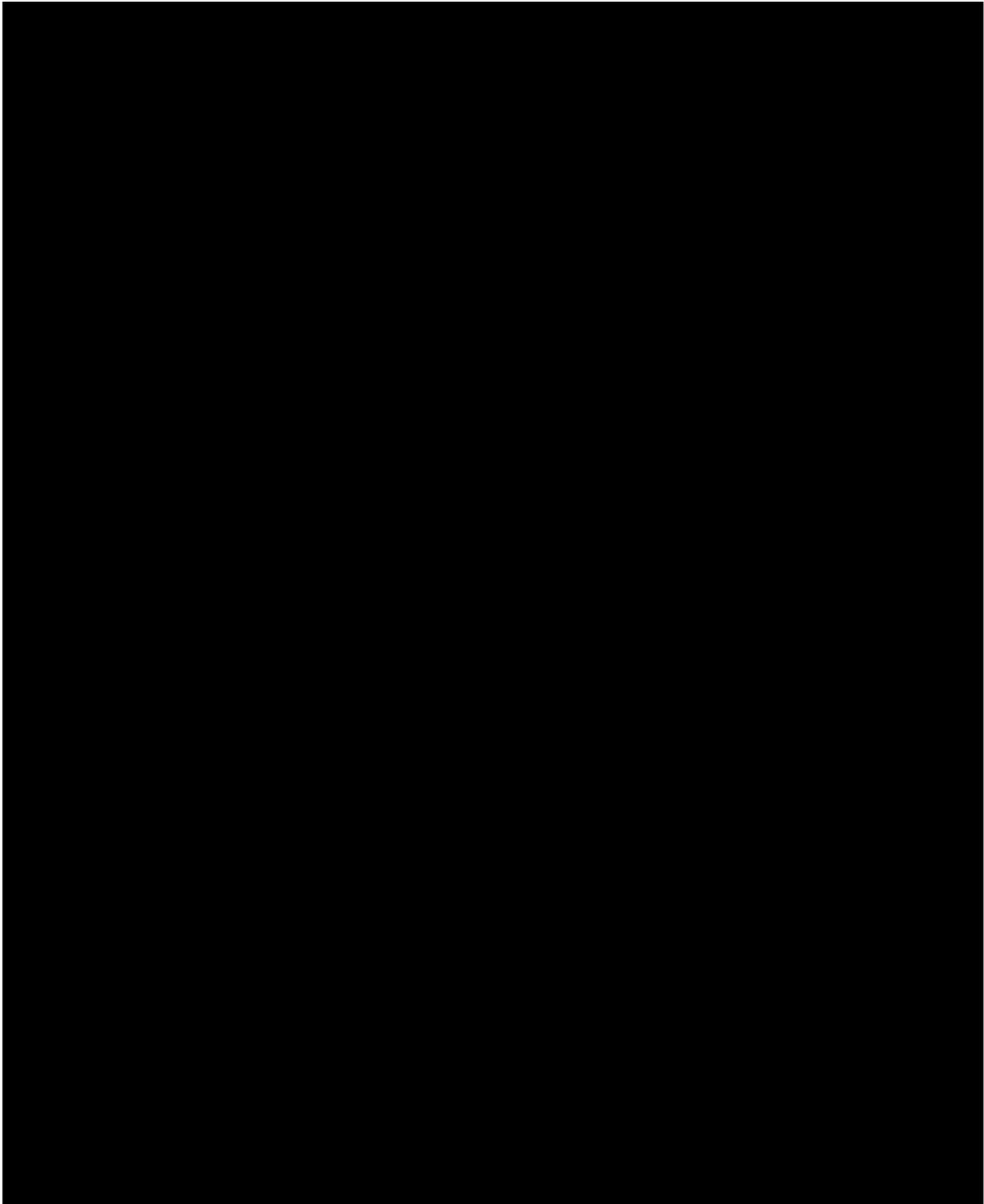
Ms. Hoyt started her career at The Princeton Review, where she spent 18 years, ultimately serving in a variety of senior management roles. She holds an MBA from the Wharton School of the University of Pennsylvania and a B.A., English, from the University of New Hampshire.

Ms. Hoyt serves on the board of Kepler, a nonprofit higher education program in Kigali, Rwanda, offering online courses and other education technology practices in a blended learning curriculum, with the goal of lowering the cost of higher education without a reduction in academic quality or outcomes.

Keri Hoyt

[REDACTED] New York, NY [REDACTED]

EXPERIENCE



EDUCATION

UNIVERSITY OF PENNSYLVANIA
UNIVERSITY OF NEW HAMPSHIRE

MBA
BACHELOR OF ARTS, ENGLISH

2006
1994

BOARDS

KEPLER, RWANDA

Shannon Kete

Shannon Kete was a member of the inaugural class of the Broad Residency in Education Program in 2003, while also serving in the Chancellor's Office of the New York City public school system during the early days of Children First, the reform effort led by Mayor Bloomberg and Chancellor Joel Klein. She has subsequently made a significant impact in the education reform movement, serving as a key leader in various education reform settings.

From 2011 to 2013, Ms. Kete served as Chief Operating Officer and Senior Managing Director of Operations at Success Academy Charter Schools, one of the highest-growth and highest-performing charter school networks in the country. She led an operations staff of 100 and developed operational capacity for unprecedented new school growth, increasing locations from seven to 23 in two years. Redesigning management and training structures, Ms. Kete introduced career development programs and added competitive benchmarking across schools.

Ms. Kete has also worked at Amplify, an education technology company as Chief Operating Officer of the Learning Division, and later as Senior Vice President of Sales, and at PTLW, a national STEM curriculum company, as Chief Operating Officer and Acting President.

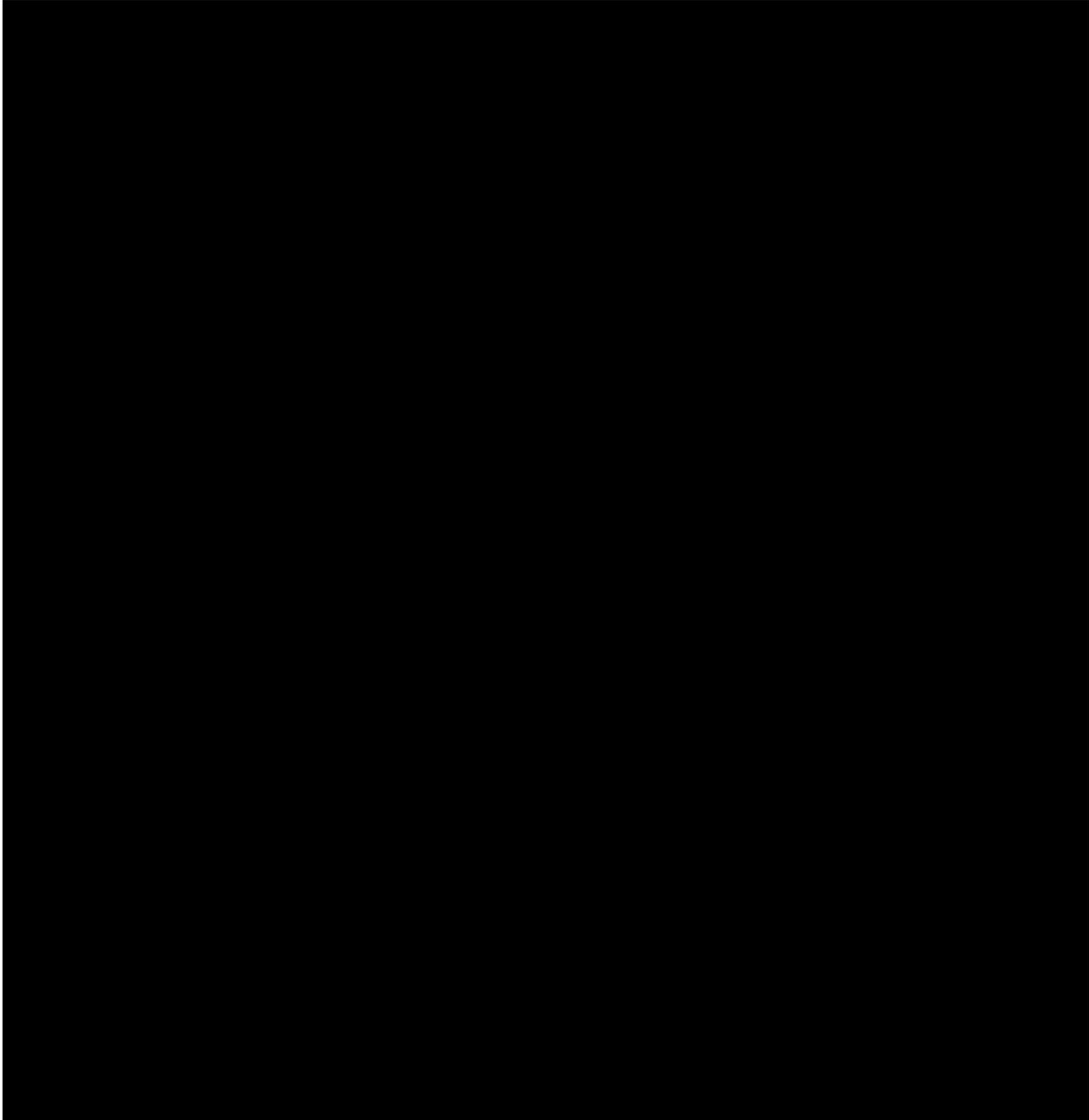
Ms. Kete holds an MBA from Harvard Business School and was a Morehead-Cain Scholar at UNC Chapel Hill.

Currently, Ms. Kete is Chief of Staff at CLS, a global foreign exchange settlement bank. She continues her education reform focus as a board member of the Literacy Design Collaborative and as an advisor to several edtech start-ups.

SHANNON KETE

Seeking an opportunity to partner with executive or product visionaries
to make their greatest ambitions come to fruition.

Career Experience



Education

- 1999-2000 **Harvard Business School. Boston, MA**
Master of Business Administration
Director, 2000 HBS Show, a full-scale original musical production with 150 cast and crew
- 1991-1995 **University of North Carolina at Chapel Hill. Chapel Hill, NC**
Bachelor of Arts with Distinction in Latin American Studies and Political Science
John Motley Morehead Scholar (full merit-based scholarship). Phi Beta Kappa
-

Additional

- Literacy Design Collaborative, Board Member. Broad Residency in Education, Member of Inaugural Class. Novice but very enthusiastic perennial gardener.
-

Nicole Brisbane

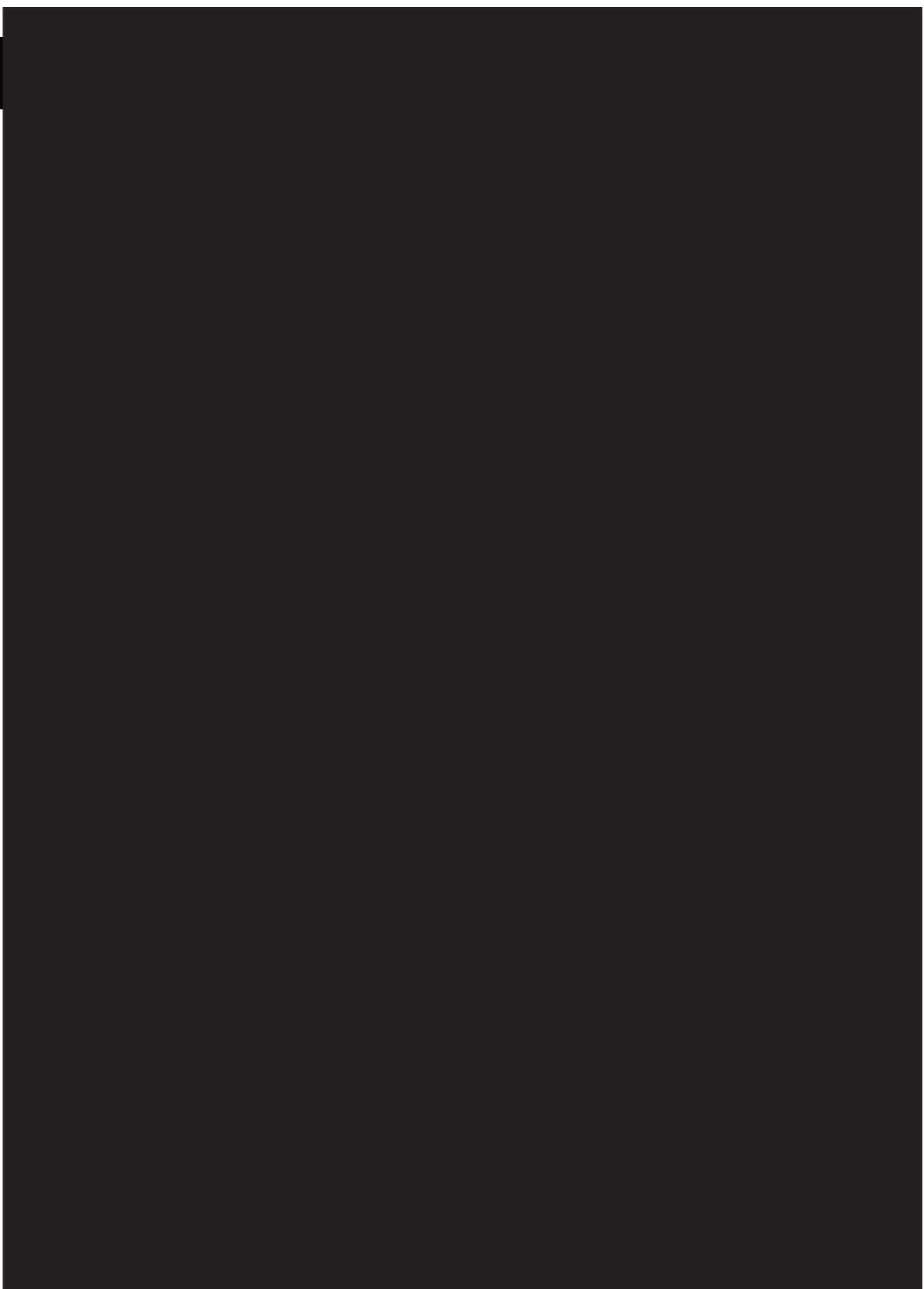
Nicole Brisbane is the New York State Director for Democrats for Education Reform (DFER). She has served in this role for the past three years, cultivating and supporting New York Democratic leaders to develop a coalition of voices for public education reform.

Ms. Brisbane is originally from Miami, FL, born to immigrant parents. After graduating from Miami-Dade County Public Schools and Florida State University, she taught middle school intensive reading and language arts to students who were four or more years behind their peers. Ms. Brisbane attended law school at Emory University, during which she had a fellowship with Education Pioneers at D.C. Public Schools, a Florida Bar Fellowship at the Florida Justice Institute (a civil rights law firm) and served as a public defender in the Juvenile Court of Dekalb County in Georgia.

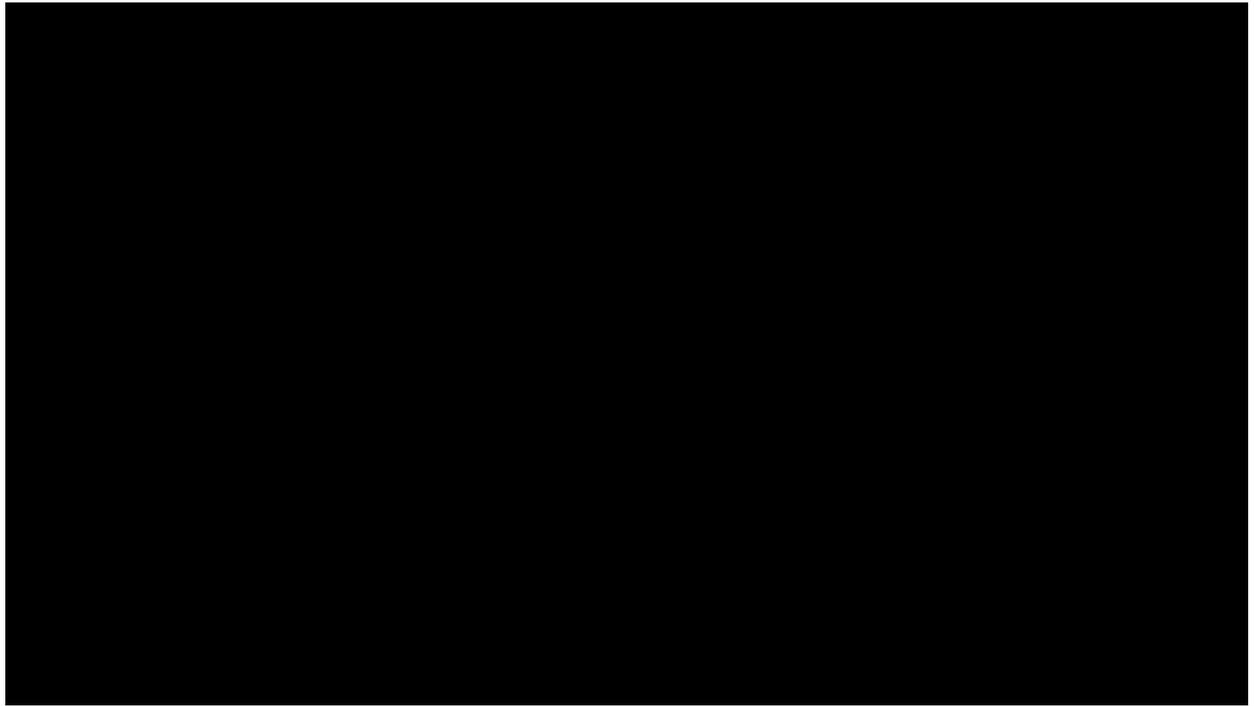
Ms. Brisbane worked for Teach for America (TFA) for four years, working in Miami-Dade on growth strategy and community partnerships and leading TFA's national new site development efforts. She subsequently joined DFER because, as a public school teacher, she saw firsthand how policies enacted far away from the point of impact affect kids and their ultimate educational opportunities.

Nicole A. Brisbane

New York, NY



**OTHER
PROFESSIONAL
EXPERIENCE**



EDUCATION

Emory University School of Law, 2010

Juris Doctor

Class of 2010 Gift Chair, Black Law Students Association President, Moot Court Society Operating Director and Jessup International Law Competitor, Street Law Co-Founder, Know Your Rights Community Presenter

Florida State University, 2005

Bachelor of Arts, *cum laude*, in Communication

Phi Beta Kappa, Student Senate President Pro Tempore, Black Student Union Executive Board, Garnet and Gold Key Leadership Honor Society Vice President, Student Judicial Board, Spain Study Abroad

INTERESTS

Community Engagement and Mentorship

- iMentor New York; Harlem Village Academy College Mentor/Workshop Speaker; Mike Blake for DNC Vice-Chair Finance Team 2017; Sponsors for Educational Opportunities Intern Mentor; Leadership for Educational Equity Fellowship Manager; Miami Foundation Empowered Youth Founding Committee

Public Speaking and Public Relations

- Professional Media and Presentation Training; NY Association of Black and Puerto Rican Legislators Conference Speaker; Idaho Ed Sessions Expert Presenter; National Teach For America Growth, Development and Partnerships Conference Speaker and frequent Content Expert Presenter; Greater Miami Chamber of Commerce Education Panel Speaker; frequent conference speaker and presenter
- Numerous local and state school board presentations; features and interviews in local newspapers and television news segments; guest segment on "The Chew" show on ABC; blog contributor

Exploration and Self Development

- Avid international traveler with 29 countries visited, adventurous outdoor enthusiast, semi-expert chef, leisure reader, writer and painter, lover of laughter
- American Express Leadership Academy and Leadership Miami Class of 2012
- Member of the Florida Bar Association



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. Zeta Charter Schools – New York City

2. Full name: Kenneth Hirsh

Home Address: [REDACTED] / New York, NY [REDACTED]

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.

•

[REDACTED]

• 1989 – Harvard College, A.B., Electrical, Computer and Systems Engineering

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 contract 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 follow the organization's Conflict of Interest policy (Code of Ethics). I would timely raise the conflict to the Board Chairperson or, if the Board Chairperson were involved in the purported self-dealing, the Vice Board Chairperson. I would also raise the conflict to the Head of the organization and the General Counsel (if there were such a person) of the organization. I would ensure the appropriate actions were taken according to the Conflict of Interest Policy.

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, Ken Hirsh, 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 Zeta Charter Schools – New York City is true and correct in every respect.



Signature

06 / 29 / 2017

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.
Zeta Charter Schools – New York City

2. Full name: Jenny Sedlis

Home Address: [REDACTED] Brooklyn, NY [REDACTED]

Business Name/Address: [REDACTED] New York, NY [REDACTED]

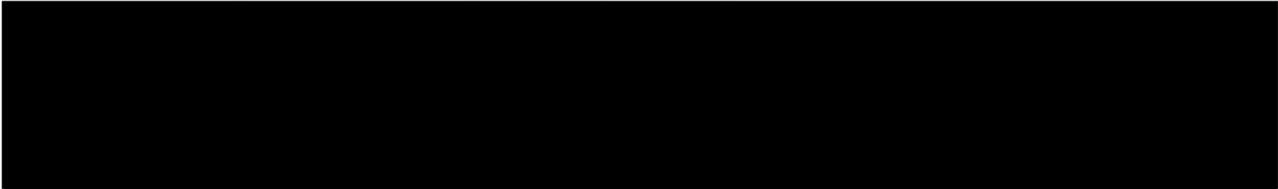
Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Resume attached.



2004 – Scripps College, B.A., Politics and International Relations

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 contract 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.

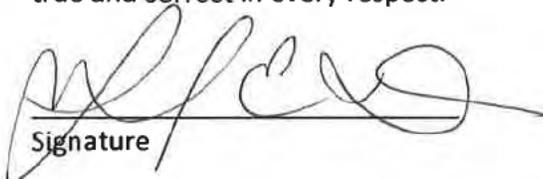
I would follow the organization's Conflict of Interest policy (Code of Ethics). I would timely raise the conflict to the Board Chairperson or, if the Board Chairperson were involved in the purported self-dealing, the Vice Board Chairperson. I would also raise the conflict to the Head of the organization and the General Counsel (if there were such a person) of the organization. I would ensure the appropriate actions were taken according to the Conflict of Interest Policy.

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, Jenny Sedlis, 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 Zeta Charter Schools – New York City is true and correct in every respect.


Signature

6/27/17
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.
Zeta Charter Schools – New York City

2. Full name: Keri Hoyt
Home Address: [REDACTED] New York, New York [REDACTED]
Business Name/Address: [REDACTED] New York, NY 10003
Home telephone No.: [REDACTED]
Work telephone No.: (917) 881-9295
E-mail address: kerihoyt@gmail.com

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.

I SERVE ON THE BOARD OF KEPLER, A NONPROFIT HIGHER EDUCATION PROGRAM IN KIGALI, RWANDA, OFFERING ONLINE COURSES AND OTHER EDUCATION TECHNOLOGY PRACTICES IN A BLENDED LEARNING CURRICULUM, WITH THE GOAL OF LOWERING THE COST OF HIGHER EDUCATION WITHOUT A REDUCTION IN ACADEMIC QUALITY OR OUTCOMES.

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 contract 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 FOLLOW THE ORGANIZATION'S CONFLICT OF INTEREST POLICY (CODE OF ETHICS). I WOULD TIMELY RAISE THE CONFLICT TO THE BOARD CHAIRPERSON OR, IF THE BOARD CHAIRPERSON WERE INVOLVED IN THE PURPORTED SELF-DEALING, THE VICE BOARD CHAIRPERSON. I WOULD ALSO RAISE THE CONFLICT TO THE HEAD OF THE ORGANIZATION AND THE GENERAL COUNSEL (IF THERE WERE SUCH A PERSON) OF THE ORGANIZATION. I WOULD ENSURE THE APPROPRIATE ACTIONS WERE TAKEN ACCORDING TO THE CONFLICT OF INTEREST POLICY.

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, Keri Hoyt, 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 Zeta Charter Schools – New York City is true and correct in every respect.


Signature

0127/17
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.
Zeta Charter Schools – New York City

2. Full name: Shannon Kete
Home Address: [REDACTED] Brooklyn, New York [REDACTED]
Business Name/Address: [REDACTED] New York NY [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 contract 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 FOLLOW THE ORGANIZATION'S CONFLICT OF INTEREST POLICY (CODE OF ETHICS). I WOULD TIMELY RAISE THE CONFLICT TO THE BOARD CHAIRPERSON OR, IF THE BOARD CHAIRPERSON WERE INVOLVED IN THE PURPORTED SELF-DEALING, THE VICE BOARD CHAIRPERSON. I WOULD ALSO RAISE THE CONFLICT TO THE HEAD OF THE ORGANIZATION AND THE GENERAL COUNSEL (IF THERE WERE SUCH A PERSON) OF THE ORGANIZATION. I WOULD ENSURE THE APPROPRIATE ACTIONS WERE TAKEN ACCORDING TO THE CONFLICT OF INTEREST POLICY.

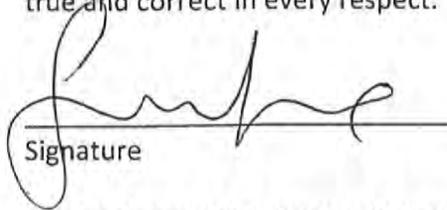
Other

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, Shannon Kete, 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 Zeta Charter Schools – New York City is true and correct in every respect.


Signature

7/5/17
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.
Zeta Charter Schools New York City

2. Full name: Nicole Brisbane
Home Address: [REDACTED] New York, NY [REDACTED]
Business Name/Address: [REDACTED]
New York, NY [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, .

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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 contract 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, .

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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.

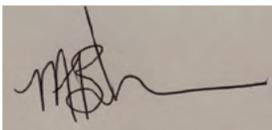
I WOULD FOLLOW THE ORGANIZATION'S CONFLICT OF INTEREST POLICY (CODE OF ETHICS). I WOULD TIMELY RAISE THE CONFLICT TO THE BOARD CHAIRPERSON OR, IF THE BOARD CHAIRPERSON WERE INVOLVED IN THE PURPORTED SELF-DEALING, THE VICE BOARD CHAIRPERSON. I WOULD ALSO RAISE THE CONFLICT TO THE HEAD OF THE ORGANIZATION AND THE GENERAL COUNSEL (IF THERE WERE SUCH A PERSON) OF THE ORGANIZATION. I WOULD ENSURE THE APPROPRIATE ACTIONS WERE TAKEN ACCORDING TO THE CONFLICT OF INTEREST POLICY.

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, Nicole Brisbane, 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 Zeta Charter Schools New York City is true and correct in every respect.



July 5, 2017

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)

3. Proposal History Including Community Outreach

(j) - Outreach Evidence

Community Stakeholder Letters List

Last	First	Title	Elected/Appointed Body	District	CSD Representing	Address	City	Zip Code	Phone Number
Alcantara	Marisol	Senator	New York State Senate	31		6 District Office / 5030 Broadway, Suite 701 & 702	New York	10034	
Benjamin	Brian	Senator	New York State Senate	30		6 district30@nysenate.gov			
Brewer	Gale A.	Manhattan Borough President	Manhattan Borough Board	Manhattan		6 Office of the Manhattan Borough President / 1 Centre Street, 19th Floor	New York	10007	
Espaillet	Adriano	Congressman	U.S. House of Representatives	13		6 Inwood District Office / 5030 Broadway, Room 702	New York	10034	
Dickens	Inex E.	Assemblywoman	New York State Assembly	70		6 District Office / 163 West 125th Street, Suite 911	New York	10027	
Farrell, Jr.	Herman D.	Assemblyman	New York State Assembly	71		6 District Office / 2541-55 Adam Clayton Powell Jr. Blvd.	New York	10039	
De La Rosa	Carmen N.	Assemblywoman	New York State Assembly	72		6 District Office / 210 Sherman Ave., Ste. A & C	New York	10034	
Rodríguez	Ydanis	Councilmember	New York City Council	10		6 District Office / 618 W. 177th Street, Ground Floor	New York	10033	
Levine	Mark	Councilmember	New York City Council	7		6 District Office / 500 West 141st Street	New York	10031	
Perkins	Bill	Councilmember	New York City Council	9		6 District Office / Adam Clayton Powell, Jr., State Office Building / 163 West 125th Street, Room 729	New York	10027	
Ramirez	Manuel	Superintendent	Community School District	6		6 4360 Broadway,	New York	10034	
Hernandez	Cimary	Family Support Coordinator	Community School District	6		6 4360 Broadway,	New York	10034	
Alioea	Rebecca	Family Leadership Coordinator	Community School District	6		6 4360 Broadway,	New York	10034	
Ally, Esq.	Shahabuddeen A.	Chairperson	Manhattan Community Board	12		6 530 West 166th Street, 6th Floor	New York	10032	
Smith	Ebenezer	District Manager	Manhattan Community Board	12		6 530 West 166th Street, 6th Floor	New York	10032	
Florimón	Fe	Youth & Education Committee Chairperson	Manhattan Community Board	12		6 530 West 166th Street, 6th Floor	New York	10032	
John	Padmore	Chairperson	Manhattan Community Board	9		6 16-18 Old Broadway	New York	10027	
Prince	Eutha R.	District Manager	Manhattan Community Board	9		6 16-18 Old Broadway	New York	10027	
Lyle	Henrietta	Chairperson	Manhattan Community Board	10		6 215 West 125th Street, 4th Floor	New York	10027	
Lassalle	Andrew	District Manager	Manhattan Community Board	10		6 215 West 125th Street, 4th Floor	New York	10027	
Yates	Deborah	Education, Youth, and Libraries Committee Chairperson	Manhattan Community Board	10		6 215 West 125th Street, 4th Floor	New York	10027	
Florimon	Fe	President	Community Education Council	6		6 4360 Broadway	New York	10033	
Pisani	Marilu	AA	Community Education Council	6		6 4360 Broadway	New York	10033	
Rivera	Gustavo	Senator	New York State Senate	33		12 District Office / 432 Grand Concourse, Suite 506	Bronx	10458	
Diaz	Ruben	Senator	New York State Senate	32		12 District Office / 900 Rogers Place /	Bronx	10459	
Díaz, Jr.	Rubén	Bronx Borough President	Bronx Borough Board	Bronx		12 Office of the Bronx Borough President / 851 Grand Concourse, 3rd Floor	Bronx	10451	
Crowley	Joseph	Congressman	U.S. House of Representatives	14		12 Bronx District Office / 2800 Bruckner Blvd., Suite 201	Bronx	10465	
Serrano	José E.	Congressman	U.S. House of Representatives	15		12 Bronx District Office / 1231 Lafayette Ave, 4th Floor	Bronx	10474	
Rivera	José	Assemblyman	New York State Assembly	78		12 District Office / One Fordham Plaza, Suite 1008, 10th Floor	Bronx	10458	
Blake	Michael	Assemblyman	New York State Assembly	79		12 District Office / 780 Concourse Village West, Ground Fl. Professional	Bronx	10451	
Crespo	Marcos A.	Assemblyman	New York State Assembly	85		12 District Office / 1551 Watson Avenue	Bronx	10472	
Sepúlveda	Luis R.	Assemblyman	New York State Assembly	87		12 District Office / 1973 Westchester Avenue	Bronx	10462	
Torres	Ritchie J.	Councilmember	New York City Council	15		12 District Office / 573 East Fordham Road	Bronx	10458	
Palma	Annabel	Councilmember	New York City Council	18		12 District Office / 1041 Castle Hill Avenue	Bronx	10472	
Salamanca, Jr.	Rafael	Councilmember	New York City Council	17		12 District Office / 1070 Southern Boulevard	Bronx	10459	
Gibson	Vanessa L.	Councilmember	New York City Council	16		12 District Office / 1377 Jerome Avenue	Bronx	10452	
Pacheco	Rafaela Espinal	Superintendent	Community School District	12		12 1970 West Farms Road, Room 154	Bronx	10460	
Cortijo	Cynthia	Family Leadership Coordinator	Community School District	12		12 1970 West Farms Road, Room 154	Bronx	10460	
Couch	Carma	Family Support Coordinator	Community School District	12		12 1970 West Farms Road, Room 154	Bronx	10460	
Amritt	Dr. Ian	Chairperson	Bronx Community Board	2		12 1029 E. 163rd Street, Suite 202	Bronx	10459	
Aoevedo	Ralph	District Manager	Bronx Community Board	2		12 1029 E. 163rd Street, Suite 202	Bronx	10459	
Robinson	Larry	Youth Committee Chairperson	Bronx Community Board	2		12 1029 E. 163rd Street, Suite 202	Bronx	10459	
McClester	Cedric	Education Committee Chairperson	Bronx Community Board	2		12 1029 E. 163rd Street, Suite 202	Bronx	10459	
Alston	Gloria S.	Chairperson	Bronx Community Board	3		12 1426 Boston Road	Bronx	10456	
Dudley	John	District Manager	Bronx Community Board	3		12 1426 Boston Road	Bronx	10456	
Rodríguez	Wendy	Chairperson	Bronx Community Board	6		12 1932 Arthur Avenue, Rm. 709	Bronx	10457	
Sanchez	John	District Manager	Bronx Community Board	6		12 1932 Arthur Avenue, Rm. 709	Bronx	10457	
Davis	Sahre	Youth and Education Committee Chairperson	Bronx Community Board	6		12 1932 Arthur Avenue, Rm. 709	Bronx	10457	
Siby	Moussa	Youth and Education Committee Co-Chairperson	Bronx Community Board	6		12 1932 Arthur Avenue, Rm. 709	Bronx	10457	
Himidian, Jr.	Nicholas	Chairperson	Bronx Community Board	9		12 1967 Turnbull Avenue, Rm. 7	Bronx	10473	
Rivera	William	District Manager	Bronx Community Board	9		12 1967 Turnbull Avenue, Rm. 7	Bronx	10473	
Williams	Venus	Youth & Education Committee Chairperson	Bronx Community Board	9		12 1967 Turnbull Avenue, Rm. 7	Bronx	10473	
Rios	Ilka	President	Community Education Council	12		12 1434 Longfellow Ave.	Bronx	10459	
Gillibrand	Kirsten	Senator	U.S. Senate	New York	6, 12	New York City Office / 780 Third Avenue, Suite 2601	New York	10017	
Schumer	Charles E.	Senator	U.S. Senate	New York	6, 12	New York City Office / 780 Third Avenue, Suite 2301	New York	10017	

May 29, 2017

Council Member Vanessa L. Gibson
New York City Council District 16
1377 Jerome Avenue
Bronx, NY 10452

Dear Council Member Gibson:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 12. The school will be a part of the new Zeta Charter Schools network.

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Our target population includes low-income and mixed-income students residing within CSD 12, and we are committed to serving English Language Learners and students with special education needs.

We will start with college readiness standards and work backward from there to develop rigorous curricula, with high concentrations of daily writing, reading, mathematics, and science instruction, practice, and exploration. The academic program will be designed to ensure students meet or exceed New York State Common Core learning standards. Students who require additional instruction and practice will receive individualized attention before, during, and/or after school.

Zeta schools will further set high expectations and constantly press beyond perceived outer limits. They will provide the opportunity for students to explore, deepen, and hone their interests and talents. Each Zeta school will provide a robust enrichment program that may include art, chess, sports, music, foreign language, and others.

If approved, the proposed school will open in August 2018 with approximately 190 kindergarten and 1st grade students, and will grow one grade every year until it serves approximately 675 students in kindergarten through fifth grade. We also plan to submit an application to open pre-kindergarten and 3-K in August 2019 or 2020, and we ultimately plan to serve children in pre-kindergarten/3-K through high school.

We are actively soliciting comments on our charter proposal, its educational program, and student programmatic needs. Members of the public can submit comments by sending an email to us at info@zetaschools.org, or by leaving a voicemail at [REDACTED]

Thank you for all you do for the community. We look forward to partnering with you in service of children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Emily A. Kim', written over a horizontal line.

Emily A. Kim
Zeta Charter Schools

May 29, 2017

Assemblyman Marcos A. Crespo
New York State Assembly District 85
1551 Watson Avenue
Bronx, NY 10472

Dear Assemblyman Crespo:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 12. The school will be a part of the new Zeta Charter Schools network.

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

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Emily A. Kim
Zeta Charter Schools

May 29, 2017

Assemblyman Michael Blake
New York State Assembly District 79
780 Concourse Village West, Ground Fl. Professional
Bronx, NY 10451

Dear Assemblyman Blake:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 12. The school will be a part of the new Zeta Charter Schools network.

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

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Emily A. Kim
Zeta Charter Schools

May 29, 2017

Bronx Borough President Rubén Díaz, Jr.
Office of the Bronx Borough President
851 Grand Concourse, 3rd Floor
Bronx, NY 10451

Dear Bronx Borough President Díaz:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 12. The school will be a part of the new Zeta Charter Schools network.

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Emily A. Kim
Zeta Charter Schools



Emily Kim <emily.kim@zetaschools.org>

Following up on Friday conversation

Angel Vasquez [REDACTED] Tue, May 30, 2017 at 2:26 PM
To: Emily Kim <emily.kim@zetaschools.org>, Jane Arrendell-Johnson [REDACTED], Vanessa Agudelo [REDACTED]

Thank you for the letter, Emily.

I would be more than happy to meet with you to discuss the Zeta Charter School. I've looped in Jane and Vanessa who can coordinate a meeting between you and me.

Would you be able to bring in the application documents during our meeting?

On Tue, May 30, 2017 at 10:31 AM, Emily Kim <emily.kim@zetaschools.org> wrote:

Angel,

Sending you information (attached) about the proposed charter school in CSD 6, as we briefly discussed over the phone on Friday.

I hope to have the opportunity to talk with you and the Senator about the proposed Zeta charter school. It is my sincere desire to partner with the Senator to bring this new school to the community and to be responsive to community needs.

Is there a time that I can sit with you and the Senator to discuss this further and receive your feedback on the proposal?

Thank you,

Emily Kim
(917) 330-2296
Emily.Kim@zetaschools.org

--
Angel I. Vasquez | Chief of Staff
Office of Senator Marisol Alcantara
5030 Broadway, Suite 701 New York, NY 10034 | State Capitol Room 311 Albany, NY
[REDACTED]

May 29, 2017

Senator Marisol Alcantara
New York State Senate District 31
5030 Broadway, Suite 701 & 702
New York, NY 10034

Dear Senator Alcantara:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 6. The school will be a part of the new Zeta Charter Schools network.

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We are actively soliciting comments on our charter proposal, its educational program, and student programmatic needs. Members of the public can submit comments by sending an email to us at info@zetaschools.org, or by leaving a voicemail at [REDACTED]

Thank you for all you do for the community. We look forward to partnering with you in service of children.

Sincerely, ✓

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Emily A. Kim
Zeta Charter Schools

May 29, 2017

Assemblywoman Carmen N. De La Rosa
New York State Assembly District 72
210 Sherman Ave., Ste. A & C
New York, NY 10034

Dear Assemblywoman De La Rosa:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 6. The school will be a part of the new Zeta Charter Schools network.

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Sincerely,

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Emily A. Kim
Zeta Charter Schools

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Sent To
Council Member Vanessa L. Gibson, NYC Council
Street and Apt. No., or PO Box No.
1377 Jerome Ave
City, State, ZIP+4®
Bronx NY 10452

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Assemblyman Marcos A. Crespo, NYS Assembly
Street and Apt. No., or PO Box No.
1551 Watson Avenue
City, State, ZIP+4®
Bronx NY 10472

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Postage	\$0.49	
Total Postage and Fees	\$3.84	

Sent To
Assemblyman Michael Blake, NY St Assembly
Street and Apt. No., or PO Box No.
780 Concourse Village, Ground Fl Professional
City, State, ZIP+4®
Bronx NY 10451

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$3.84	

Sent To
Bronx Borough Pres Ruben Diaz Jr., Office of the
Street and Apt. No., or PO Box No.
851 Grand Concourse 3rd Fl
City, State, ZIP+4®
Bronx NY 10451

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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NEW YORK, NY 10034

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Sent To
Senator Marisol Alcantara, NY Senate District 31
Street and Apt. No., or PO Box No.
503a Broadway, Suite 701 & 702
City, State, ZIP+4®
New York NY 10034

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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210 Sherman Ave, Sls. A & C
City, State, ZIP+4®
New York NY 10034

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



Zeta Charter Schools <info@zetaschools.org>

May 29, 2017 Letter

Zeta Charter Schools <info@zetaschools.org>
To: district30@nysenate.gov

Mon, May 29, 2017 at 6:22 PM

Dear Sir or Madam:

Please see attached letter for Senator Benjamin Brian.

Regards,

Emily Kim

 **2017.05.29 Letter.pdf**
290K

May 29, 2017

VIA ELECTRONIC MAIL

Senator Benjamin Brian
New York State Senate District 30
New York, NY 10034

Dear Senator Brian:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 6. The school will be a part of the new Zeta Charter Schools network.

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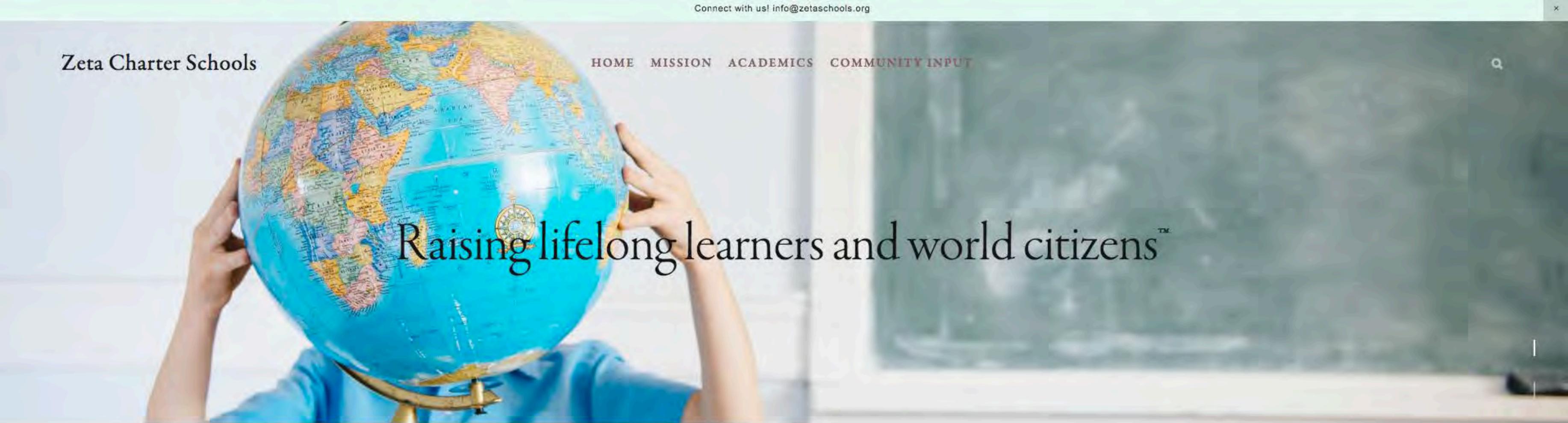
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Thank you for all you do for the community. We look forward to partnering with you in service of children.

Sincerely,

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Emily A. Kim
Zeta Charter Schools



Raising lifelong learners and world citizens™

Every child deserves an excellent, free education that mines his or her unique and highest potential. Zeta Charter Schools have the simple aim of delivering just that. We will serve children from all walks of life, whether they have been New Yorkers all their lives, whether they arrived yesterday, whether they speak English, whether they have a big home or no home, whether they can whiz through school or need special supports.

We are submitting an application to the Board of Trustees of the State University of New York to open two new public charter schools in August 2018 in New York City Community School Districts 6 (Upper Manhattan) and 12 (Bronx). Each school will open with approximately 190 kindergarten and 1st grade students, and will grow one grade every year until it serves approximately 675 students in kindergarten through fifth grade. We also plan to submit an application to open pre-kindergarten and 3-K in August 2019 or 2020.

We want to hear from you! Please tell us your vision of the school you want for your child. Click on "Community Input" above.

Zeta's mission is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

We aim to be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Our target population includes mixed-income and low-income students, and we welcome English Language Learners and students with special education needs. Children residing in the NYC Community School Districts where our schools are located will receive lottery admissions preference.



Academic Program

Here is what you can expect from a Zeta education:

- Great academics on par with the best schools in New York City,
- Daily writing, reading, math, and science programs that not only prepare your child to meet and exceed New York State Common Core learning standards, but that bring these disciplines alive so that your child falls in love with learning,
- High expectations for your child and constant intellectual press beyond perceived outer limits,
- Individualized instruction and practice outside of class for children struggling with the material,
- Broadening of horizons for advanced students, equipping them to innovate and invent, building on advanced knowledge and skills,
- Opportunities for your child to explore his or her own interests and talents,
- Enrichment program, during or before/after school - may include art, chess, sports, music, foreign language, and others,
- Technology in classrooms to prepare your child for the demands of a modern workforce, as well as responsible Internet and social media use,
- A safe and mindful school environment where violence, threats, and bullying have no place,
- Healthy food and invigorating daily physical activity.

Community Input

We invite your comments on our charter proposals, our educational program, and student programmatic needs.

Please provide your comments at: info@zetaschools.org or (646) 669-7123.

Zeta Charter Schools
 12 mins · 🌐

Every child deserves an excellent, free education that mines his or her unique and highest potential. Zeta Charter Schools have the simple aim of delivering just that. We will serve children from all walks of life, whether they have been New Yorkers all their lives, whether they arrived yesterday, whether they speak English, whether they have a big home or no home, whether they can whiz through school or need special supports.

Like Comment Share

Zeta Charter Schools
 12 mins · 🌐

We aim to be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Our target population includes mixed-income and low-income students, and we welcome English Language Learners and students with special education needs.

Like Comment Share

Zeta Charter Schools
 13 mins · 🌐

Zeta's mission is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

Like Comment Share

Zeta Charter Schools updated their profile picture.
 19 hrs · 🌐



Education in New York, New York

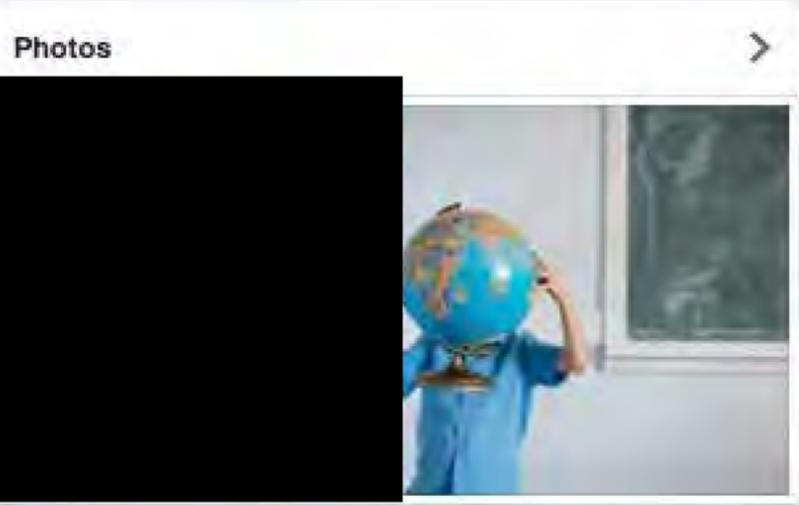
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Zeta Charter Schools

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Zeta Charter Schools

7 mins ·

We invite your comments on our charter proposals, our educational program, and student programmatic needs. For more information, please visit as at ZetaSchools.org, or e-mail us at info@ZetaSchools.org.

Like Comment Share

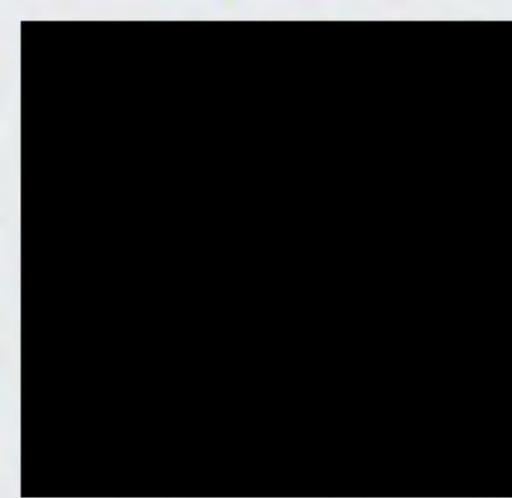
Zeta Charter Schools

9 mins ·

We are submitting an application to the Board of Trustees of the State University of New York to open two new public charter schools in August 2018 in New York City Community School Districts 6 (Upper Manhattan) and 12 (Bronx). Each school will open with 150-190 kindergarten and 1st grade students, and will grow one grade every year until it serves 600-675 students in kindergarten through fifth grade. We also plan to submit an application to open pre-kindergarten and 3-K in August 2019.

Response 03j-24

Reviews



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BUSINESS INFO

Opened in August 2018

Mission

Building high-performing, replicable public charter schools that raise thriving communities of lifelong learners and productive world citizens.

CONTACT INFO

Call [Redacted]

Zeta Charter Schools

Send Message

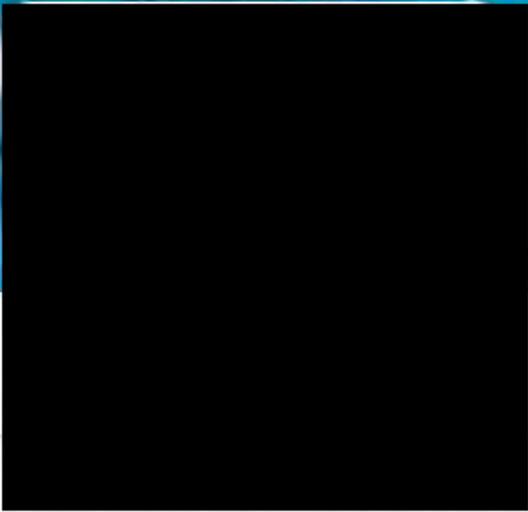
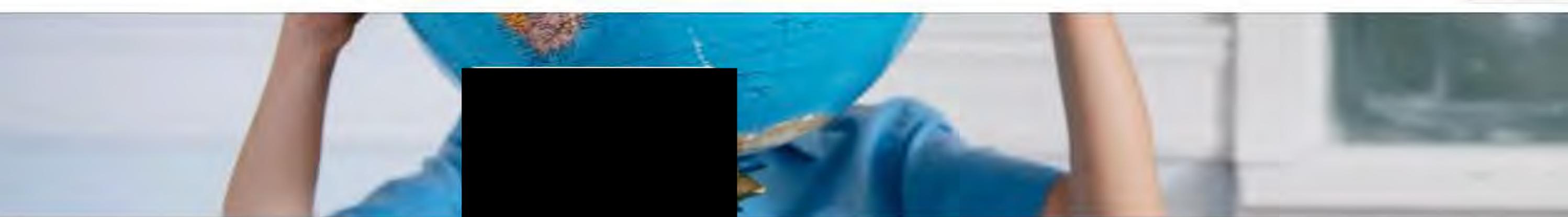
info@zetaschools.org

http://ZetaSchools.org

MORE INFO

About

Building high-performing, replicable public charter schools that raise thriving communities of lifelong learners and productive world citizens.



Zeta Charter Schools

@ZetaSchools

Raising lifelong learners and world citizens

New York, NY

ZetaSchools.org

Joined May 2017

TWEETS
5

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1

FOLLOWERS
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Tweets

Tweets & replies

Zeta Charter Schools @ZetaSchools · 1m

We want to hear from you! Please tell us your vision of the school you want for your child. Visit ZetaSchools.org.



Zeta Charter Schools @ZetaSchools · 2m

Visit ZetaSchools.org for more information about our NYC charter proposals and to provide feedback.



Zeta Charter Schools @ZetaSchools · 37m

We are applying to SUNY for 2 NYC charters for public schools that will open in CSDs 6 (Upper Manhattan) and 12 (Bronx) in August 2018.



Zeta Charter Schools @ZetaSchools · 39m

Every child deserves an excellent, free education that mines his or her unique and highest potential.



Zeta Charter Schools @ZetaSchools · 39m

Raising lifelong learners and world citizens





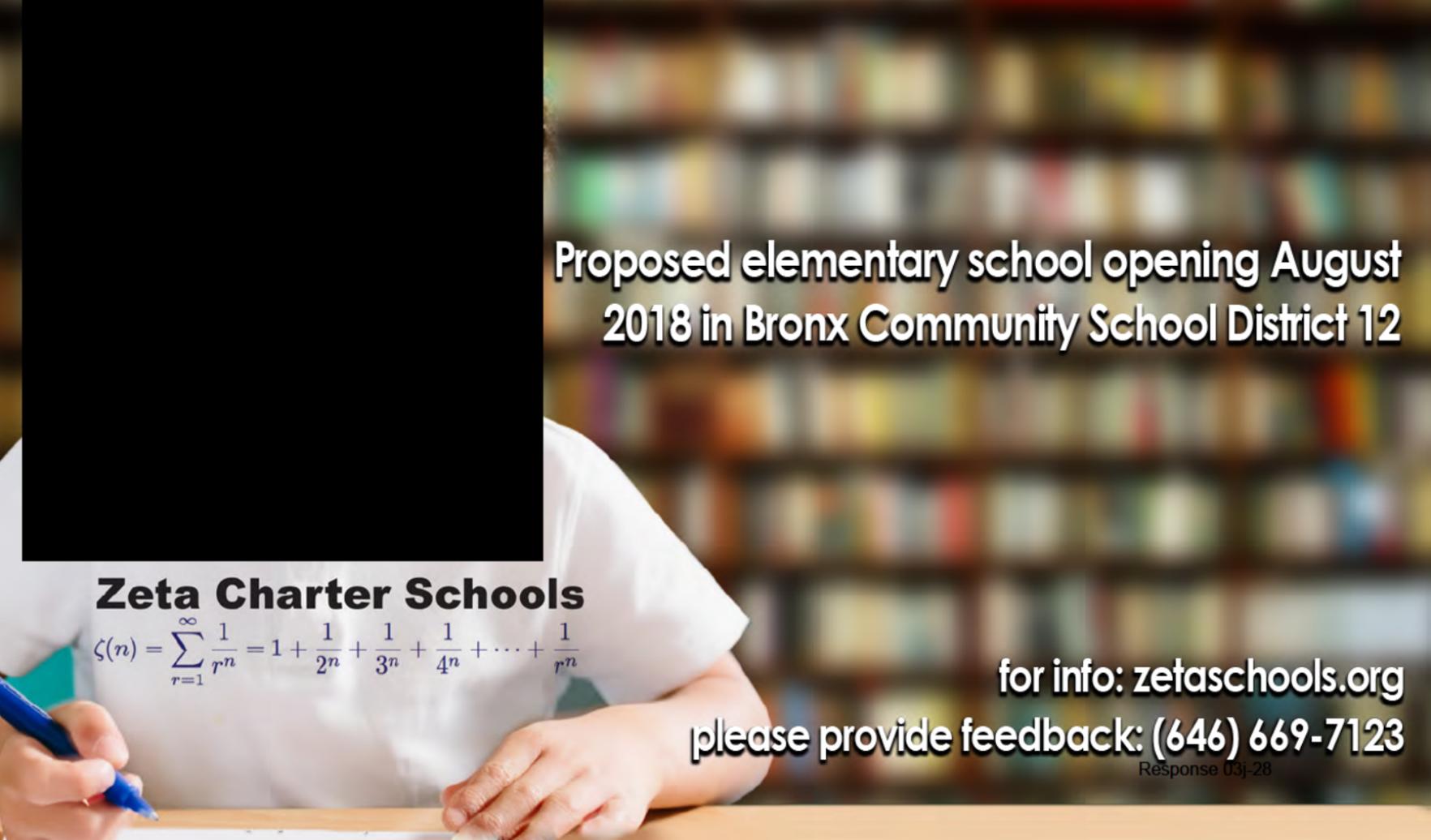
Proposed elementary school
opening August 2018 in
Manhattan Community
School District 6

for info: zetaschools.org
please provide feedback:
(646) 669-7123

Zeta Charter Schools

Response 03j+27

$$\zeta(n) = \sum_{r=1}^{\infty} \frac{1}{r^n} = \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \cdots + \frac{1}{r^n}$$



**Proposed elementary school opening August
2018 in Bronx Community School District 12**

Zeta Charter Schools

$$\zeta(n) = \sum_{r=1}^{\infty} \frac{1}{r^n} = 1 + \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \dots + \frac{1}{r^n}$$

for info: zetaschools.org

please provide feedback: (646) 669-7123

Response 03j-28

MANHATTAN TIMES
 5030 Broadway, Suite 801
 New York, NY 10034

Invoice

Date	Invoice #
5/30/2017	12-05-25944

Bill To
Emily Kim Zeta Charter Schools

PAID
05/30/2017

Insertion NO.	Terms	Rep
		ExD15

Quantity	Description	Price Each	Amount
1	4 1/8 pages, color 2 1/8 pages in MTimes (1 in English 5/31, 1 in Spanish 6/7) 2 1/8 pages in BFP (1 in English 5/31, 1 in Spanish 6/7)	1,508.00	1,508.00
		Total	\$1,508.00

Zeta Charter Schools

$$\zeta(n) = \sum_{r=1}^{\infty} \frac{1}{r^n} = 1 + \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \cdots + \frac{1}{r^n}$$



Proposed elementary school opening August 2018 in Manhattan Community School District 6

for info: zetaschools.org
please provide feedback: (646) 669-7123

Zeta Charter Schools

$$\zeta(n) = \sum_{r=1}^{\infty} \frac{1}{r^n} = 1 + \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \cdots + \frac{1}{r^n}$$

Proposed elementary school opening August 2018
in Bronx Community School District 12

for info: zetaschools.org

please provide feedback: (646) 669-7123



Zeta Charter Schools <info@zetaschools.org>

Press Release - 2 New Proposed NYC Charter Schools

Zeta Charter Schools <info@zetaschools.org>
To: metro@nytimes.com

Mon, May 29, 2017 at 2:59 PM

Please see the attached press release announcing 2 new proposed NYC Charter Schools in New York City Community School Districts 6 and 10.

Please let us know if any questions - [\(646\) 669-7123](tel:6466697123).

 **Press Release-2 New Proposed Charter Schools.pdf**
151K

For Immediate Release

5/29/2017

Contact: info@zetaschools.org, (646) 669-7123

**NEW CHARTER NETWORK TO APPLY FOR 2 NEW PUBLIC CHARTER SCHOOLS
IN NYC COMMUNITY SCHOOL DISTRICTS 6 (UPPER MANHATTAN) AND 10
(BRONX)**

May 29, 2017 (New York, NY) — The new Zeta Charter Schools network is submitting applications to the Trustees of the State University of New York to open two new public charter schools, one in New York City Community School District (“CSD”) 6 (Upper Manhattan) and one in CSD 10 (Bronx).

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as studies demonstrate that a diverse student population enriches the school environment and raises the level and depth of learning. The target population includes low-income and mixed-income students residing within CSDs 6 and 10, and the schools are committed to serving English Language Learners and students with special education needs.

The network of schools will start with college readiness standards and work backward from there to develop rigorous curricula, with high concentrations of daily writing, reading, mathematics, and science instruction, practice, and exploration. The academic program will be designed to ensure students meet or exceed New York State Common Core learning standards. Students who require additional instruction and practice will receive individualized attention before, during, and/or after school.

Zeta schools will further set high expectations and constantly press beyond perceived outer limits. They will provide the opportunity for students to explore, deepen, and hone their interests and talents. Each Zeta school will provide a robust enrichment program that may include art, chess, sports, music, foreign language, and others.

If approved, each proposed school will open in August 2018 with approximately 190 kindergarten and 1st grade students, and will grow one grade every year until each serves

approximately 675 students in kindergarten through fifth grade. Zeta schools aim to serve children in pre-kindergarten and 3K (if available) through high school.

Zeta Charter Schools is actively soliciting comments on its charter proposals, the proposed educational program, and student programmatic needs. Members of the public can submit comments by sending an email to info@zetaschools.org, or by leaving a voicemail at (646) 669-7123.

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...

Zeta Charter Schools added an event.

2 mins · 🌐

Zeta Charter Schools is applying to open a new public charter elementary school in upper Manhattan Community School District 6, starting K & 1st grade in August 2018 and adding one grade each year to serve K to 5th grade at scale. The school will also seek to offer 3K and Pre-K, as well as middle school and high school grades, subject to government approval.

PLEASE ATTEND: Public meeting to learn more, ask questions, and provide input

WHEN: Monday, June 26, from 5:30-6:30 p.m.

WHERE: Children's Reading Room (2nd Fl.), Inwood Public Library at 4790 Broadway

WHY: All children deserve great, free public education!

INFO + CONTACT: Visit zetaschools.org and provide feedback at info@zetaschools.org / (646) 669-7123



JUN
26

Upper Manhattan Community School...
Mon 5:30 PM · 4790 Broadway, New York, NY ...
Community

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Response 03j-35

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Zeta Charter Schools added an event.

1 min · 🌐

Zeta Charter Schools is applying to open a new public charter elementary school in Bronx Community School District 12, starting K & 1st grade in August 2018 and adding one grade each year to serve K to 5th grade at scale. The school will also seek to offer 3K and Pre-K, as well as middle school and high school grades, subject to government approval.

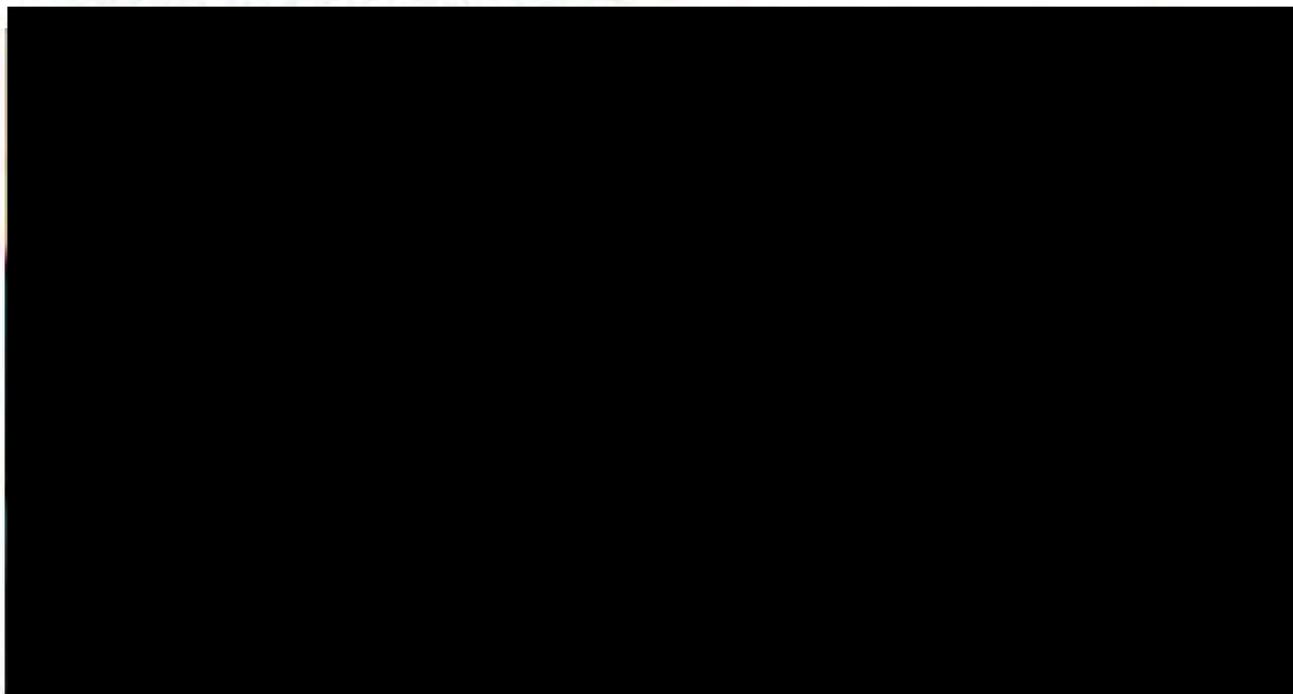
PLEASE ATTEND: Public meeting to learn more, ask questions, and provide input

WHEN: Friday, June 23, 3:30-4:30 p.m.

WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue

WHY: All children deserve great, free public education!

INFO + CONTACT: Visit zetaschools.org and provide feedback at info@zetaschools.org / (646) 669-7123



JUN 23

Bronx Community School District 12 ...

Fri 3:30 PM · 1215 Morrison Ave, Bronx, NY 10...

You like Zeta Charter Schools

Interested

Response 03j-36

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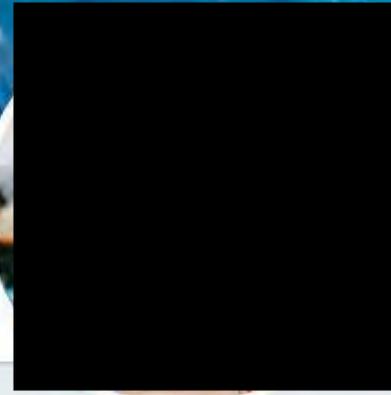
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@ZetaSchools

Raising lifelong learners and world citizens

New York, NY

ZetaSchools.org

Joined May 2017

Tweets Tweets & replies

- Zeta Charter Schools @ZetaSchools · now**
Provide feedback on proposed new charter! Manhattan CSD 6 Meeting: Mon, June 26, 5:30-6:30 pm, Inwood Public Library, 2nd Fl., 4790 Broadway
- Zeta Charter Schools @ZetaSchools · 2m**
Provide feedback on proposed new charter! Bronx CSD 12 Meeting: Fri, June 23, 3:30-4:30 pm, Community Rm., Public Library, 1215 Morrison Ave
- Zeta Charter Schools @ZetaSchools · May 28**
We want to hear from you! Please tell us your vision of the school you want for your child. Visit ZetaSchools.org.
- Zeta Charter Schools @ZetaSchools · May 28**
Visit ZetaSchools.org for more information about our NYC charter proposals and to provide feedback.

Who to follow · Refresh · View all

- Eric Bovim @Bovim** Promoted
- NYC Mayor's Office @N..**
- NYCT Buses @NYCTBus**

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Justin Thomas sets U.S. Open record with 9-under 63
- #wamthefuture**
- #ShakespeareInTheTrump**
- #WITDemoDay**



Community Input

We invite your comments on our charter proposals, our educational program, and student programmatic needs.

Please provide your comments at: info@zetaschools.org or (646) 669-7123.

PLEASE ATTEND upcoming Community Meetings open to the public to learn more about our charter proposals, ask questions, and provide input:

- Bronx Community School District 12
 - Friday, June 23, 3:30-4:30 p.m.
 - Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- Manhattan Community School District 6
 - Monday, June 26, 5:30-6:30 p.m.
 - Children's Reading Room (2nd Fl.), Inwood Public Library at 4790 Broadway

Phipps Neighborhoods & Zeta Schools

James Stratford [REDACTED]

Thu, Jun 29, 2017 at 7:38 PM

To: "emily.kim@zetaschools.org" <emily.kim@zetaschools.org>

Cc: Ebony Lambright [REDACTED], Thomas Brande [REDACTED]

Hi Emily,

I hope all is well.

I am the Managing Director of Community Schools for Phipps Neighborhoods and would love to dialogue about potential partnership opportunities between our organizations.

I have received you email below from a colleague and wanted to follow up in regards to set up a conversation perhaps sometime next week.

Let me know what dates and times work after 7/5 and I look forward to speaking with you soon.

Best,

James A. Stratford | Managing Director of Community Schools

[REDACTED]
1030 East 178th Street | Bronx, NY 10460

Phipps Neighborhoods | Rising above poverty

PHIPPSNY.ORG



Sent from my iPad

Begin forwarded message:

From: Emily Kim [<mailto:emily.kim@zetaschools.org>]

Sent: Tuesday, June 13, 2017 2:14 PM

To: Phipps Neighborhoods

Subject: Bronx charter school

Good afternoon,

I met today with Bronx CB 6 District Manager John Sanchez to discuss my proposed Bronx CSD 12 public charter elementary school, opening August 2018.

Mr. Sanchez suggested I reach out to Phipps regarding its community programs and support of community schools like the one I am proposing.

I would much appreciate speaking with the appropriate person at Phipps regarding how our organizations might work together in support of children.

Best,

Emily Kim

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Raising lifelong learners and productive world citizens



Emily Kim <emily.kim@zetaschools.org>

Fwd: New charter school proposal

Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 5:30 PM

To: delaRosac@nyassembly.gov

Cc: [REDACTED], MarySol Rodriguez [REDACTED] >

Assemblywoman De La Rosa,

I write to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 6. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- **WHAT:** Community meeting to learn about proposed public charter elementary school in Upper Manhattan Community School District 6 - please attend and provide your feedback!
- **WHEN:** Monday, June 26, from 5:30-6:30 p.m.
- **WHERE:** Children's Reading Room (2nd Fl.), Inwood Public Library at 4790 Broadway
- **WHY:** All children deserve great, free public education!

Please feel free to share these flyers with your constituents. Thank you!

Best,

Emily Kim

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

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[Quoted text hidden]

2 attachments

 **Flyer CSD 6 - English.pdf**
6932K

 **Flyer CSD 6 - Spanish.pdf**
6935K



Emily Kim <emily.kim@zetaschools.org>

Community Meeting to Discuss Proposed New Charter School in CSD 6

fe.florimon [REDACTED]

Mon, Jun 19, 2017 at 10:23 AM

To: Emily Kim <emily.kim@zetaschools.org>, "Smith, Ebenezer (CB)" [REDACTED]

Thank you Ms. Kim. I will share with the District 6 family.

Best regards,

Fe Florimon,

***Community Education Council Dist 6, President & MBP Appointee
CB12M's Youth & Education Committee, Chair***

"Patience conquers everything."

From: Emily Kim [emily.kim@zetaschools.org]

Sent: Saturday, June 17, 2017 6:42 PM

To: Smith, Ebenezer (CB); fe.florimon

Subject: Community Meeting to Discuss Proposed New Charter School in CSD 6

District Manager Smith and Youth & Education Committee Chairperson Florimon,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 6. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- **WHAT:** Community meeting to learn about proposed public charter elementary school in Upper Manhattan Community School District 6 - please attend and provide your feedback!
- **WHEN:** Monday, June 26, from 5:30-6:30 p.m.
- **WHERE:** Children's Reading Room (2nd Fl.), Inwood Public Library at 4790 Broadway
- **WHY:** All children deserve great, free public education!

Please feel free to post and/or share these flyers with Manhattan Community Board 12 members. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Response 03j-42

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Emily Kim <emily.kim@zetaschools.org>

Community Meeting to Discuss Proposed New Charter School in CSD 6

Angel Vasquez <[REDACTED]> Mon, Jun 19, 2017 at 10:33 AM
To: Jetsenia Cenices <[REDACTED]>, Emily Kim <emily.kim@zetaschools.org>, Vanessa Agudelo <[REDACTED]>, MarySol Rodriguez <[REDACTED]>, Michael Carter <[REDACTED]>

Thank you, Emily.

I've looped in the Senator's Press Secretary who can assist with sharing on our weekly email blast this week.

I've also looped in Jetsenia Cenices, the Senator's District Office Manager, who can print out some copies of the flier and have them in the office for constituents to pick up.

I look forward to our meeting next week!

-Angel

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

From: **Emily Kim** <emily.kim@zetaschools.org>
Date: Sat, Jun 17, 2017 at 5:26 PM
Subject: Community Meeting to Discuss Proposed New Charter School in CSD 6
To: Angel Vasquez <[REDACTED]>
Cc: Jane Arrendell-Johnson <[REDACTED]>, Vanessa Agudelo <[REDACTED]>
MarySol Rodriguez <[REDACTED]>

Hi, Angel,

I wanted to let you and the Senator know that I will be holding a community meeting to discuss our proposed public charter elementary school in Community School District 6. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- **WHAT:** Community meeting to learn about proposed public charter elementary school in Upper Manhattan Community School District 6 - please attend and provide your feedback!
- **WHEN:** Monday, June 26, from 5:30-6:30 p.m.
- **WHERE:** Children's Reading Room (2nd Fl.), Inwood Public Library at 4790 Broadway
- **WHY:** All children deserve great, free public education!

Please feel free to post and/or share these flyers with your constituents. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

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--

Response 03j-44

Angel I. Vasquez | Chief of Staff
Office of Senator Marisol Alcantara
5030 Broadway, Suite 701 New York, NY 10034 | State Capitol Room 311 Albany, NY

2 attachments

-  **Flyer CSD 6 - English.pdf**
6932K
-  **Flyer CSD 6 - Spanish.pdf**
6935K



Emily Kim <emily.kim@zetaschools.org>

New school

Emily Kim <emily.kim@zetaschools.org>

Fri, Jun 2, 2017 at 9:09 AM

To: Michael Blake <[REDACTED]>

Assemblyman Blake,

In the past couple of years, I have had the privilege of meeting with you in my capacity as an employee of Success Academy Charter Schools.

I am moving on from Success after the end of June in order to open some public charter schools of my own. I am currently applying to open a charter elementary school in Community School District 12, to open in August 2018. More details are in the attached letter.

I would much appreciate the opportunity to meet with you to discuss my proposal and to receive any feedback you may have. It is important to me to partner with community leaders in bringing high-quality schools into NYC communities.

Please let me know if you are available to meet to discuss.

Best regards,

Emily Kim

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

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 **2017.05.29 Assemblyman Blake Letter.pdf**
202K



Emily Kim <emily.kim@zetaschools.org>

New school

Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 5:48 PM

To: Krystal Zamora [REDACTED]
Cc: MarySol Rodriguez [REDACTED]

Ms. Zamora,

I write to follow up on below - I would much appreciate the opportunity to meet with you and Assemblyman Blake to discuss my charter proposal and to receive any feedback you and the Assemblyman may have. I believe the proposed school will enable more Bronx children to receive a great public education!

Additionally, I wanted to let you and the Assemblyman know that I will be holding a community meeting to discuss our proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- WHAT: Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- WHEN: Friday, June 23, from 3:30-4:30 p.m.
- WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- WHY: All children deserve great, free public education!

Please feel free to post and/or share these flyers with your constituents. Thank you, and I look forward to hearing from you regarding the letter of support!

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

On Wed, Jun 7, 2017 at 11:06 AM, Emily Kim <emily.kim@zetaschools.org> wrote:

Thank you, Aaron!

Ms. Zamora,

I would very much appreciate the opportunity to have a meeting with you and Assemblyman Blake to discuss the school I am proposing to open in CSD 12. More information in attached.

Are there dates and times that work for you and the Assemblyman?

Thanks much,

Emily Kim

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Response 03j-47



Emily Kim <emily.kim@zetaschools.org>

Community Meeting to Discuss Proposed New Charter School in CSD 12

Emily Kim <emily.kim@zetaschools.org>

Mon, Jun 19, 2017 at 3:33 PM

To: [REDACTED]

Chairperson Amritt and District Manager Acevedo,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- **WHAT:** Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- **WHEN:** Friday, June 23, from 3:30-4:30 p.m.
- **WHERE:** Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- **WHY:** All children deserve great, free public education!

Please feel free to post and/or share these flyers with Bronx CB 2 community members. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

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2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

New school

Emily Kim <emily.kim@zetaschools.org>

Tue, Jun 20, 2017 at 9:07 AM

To: CrespoM@nyassembly.gov

Cc: MarySol Rodriguez <[REDACTED]>

Assemblyman Crespo,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- WHAT: Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- WHEN: Friday, June 23, from 3:30-4:30 p.m.
- WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- WHY: All children deserve great, free public education!

Please feel free to post and/or share these flyers with your constituents. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Raising lifelong learners and productive world citizens

On Sat, Jun 17, 2017 at 6:01 PM, Emily Kim <emily.kim@zetaschools.org> wrote:

Assemblyman Crespo,

In the past couple of years, I have had the privilege of meeting with you in my capacity as an employee of Success Academy Charter Schools.

I am moving on from Success after the end of June in order to open some public charter schools of my own. I am currently applying to open a charter elementary school in Community School District 12, to open in August 2018. More details are in the attached letter, which I sent to you in the mail last month.

I would much appreciate the opportunity to meet with you to discuss my proposal and to receive any feedback you may have. It is important to me to partner with community leaders in bringing high-quality schools into NYC communities.

Please let me know when would be a convenient time to to meet to discuss.

Best regards,

Emily Kim

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Response 03j-49

2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

New school

Emily Kim <emily.kim@zetaschools.org>

Tue, Jun 20, 2017 at 9:07 AM

To: SepulvedaL@nyassembly.gov

Cc: MarySol Rodriguez [REDACTED]

Assemblyman Sepulveda,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- **WHAT:** Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- **WHEN:** Friday, June 23, from 3:30-4:30 p.m.
- **WHERE:** Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- **WHY:** All children deserve great, free public education!

Please feel free to post and/or share these flyers with your constituents. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Raising lifelong learners and productive world citizens

On Sat, Jun 17, 2017 at 6:05 PM, Emily Kim <emily.kim@zetaschools.org> wrote:

Assemblyman Sepulveda,

In the past couple of years, I have had the privilege of meeting with you in my capacity as an employee of Success Academy Charter Schools.

I am moving on from Success after the end of June in order to open some public charter schools of my own. I am currently applying to open a charter elementary school in Community School District 12, to open in August 2018. More details are in the attached letter, which I sent to you in the mail last month.

I would much appreciate the opportunity to meet with you to discuss my proposal and to receive any feedback you may have. It is important to me to partner with community leaders in bringing high-quality schools into NYC communities.

Please let me know when would be a convenient time to to meet to discuss.

Best regards,

Emily Kim

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Response 03j-51

2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

Thank you and letter of support

Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 5:42 PM

To: [REDACTED]

Cc: MarySol Rodriguez <[REDACTED]>

Hi, Monica,

I write to follow up on below - would it be possible for BBP Diaz to provide me with a letter of support? I would greatly appreciate it, and it will enable more Bronx children to receive a great public education!

Additionally, I wanted to let you and the BBP know that I will be holding a community meeting to discuss our proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- WHAT: Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- WHEN: Friday, June 23, from 3:30-4:30 p.m.
- WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- WHY: All children deserve great, free public education!

Please feel free to post and/or share these flyers with your constituents. Thank you, and I look forward to hearing from you regarding the letter of support!

Best,

Emily

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Raising lifelong learners and productive world citizens

[Quoted text hidden]

2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

Community Meeting to Discuss Proposed New Charter School in CSD 12

Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 6:37 PM

To: [REDACTED] brxcomm3 brxcomm3 [REDACTED]

Chairwoman Alston and District Manager Dudley,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- WHAT: Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- WHEN: Friday, June 23, from 3:30-4:30 p.m.
- WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- WHY: All children deserve great, free public education!

Please feel free to post and/or share these flyers with Bronx CB 3 community members. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Raising lifelong learners and productive world citizens

2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

Community Meeting to Discuss Proposed New Charter School in CSD 12

Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 6:36 PM

To: "Rivera, William (CB)" [REDACTED]

Cc: "ssanandres1013@gmail.com" [REDACTED]

District Manager Rivera,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- **WHAT:** Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- **WHEN:** Friday, June 23, from 3:30-4:30 p.m.
- **WHERE:** Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- **WHY:** All children deserve great, free public education!

Please feel free to post and/or share these flyers with Bronx CB 9 community members. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

Raising lifelong learners and productive world citizens

2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

Zeta - new charter school / letter of support

Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 5:37 PM

To: Ann Noonan [REDACTED]

Cc: MarySol Rodriguez [REDACTED]

Ann,

I wanted to let you and the Senator know that I will be holding a community meeting to discuss our proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- WHAT: Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- WHEN: Friday, June 23, from 3:30-4:30 p.m.
- WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- WHY: All children deserve great, free public education!

Please feel free to post and/or share these flyers with your constituents. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

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On Thu, Jun 15, 2017 at 2:35 PM, Ann Noonan [REDACTED] wrote:

[Quoted text hidden]

2 attachments

 **Flyer CSD 12 - English.pdf**
2760K

 **Flyer CSD 12 - Spanish.pdf**
2764K



Emily Kim <emily.kim@zetaschools.org>

Re: Zeta Charter Schools and Bronx Community Board 6

Bronx Community 6 <bronxcb6@bronxcb6.org>
To: Emily Kim <emily.kim@zetaschools.org>

Sat, Jun 17, 2017 at 6:58 PM

Great, I'll send this out to my email list Monday.

On Jun 17, 2017 6:33 PM, "Emily Kim" <emily.kim@zetaschools.org> wrote:
John,

I wanted to let you know that I will be holding a community meeting to discuss my proposed public charter elementary school in Community School District 12. Details are below, and I have attached flyers in English and in Spanish that we are distributing and posting widely this week.

- WHAT: Community meeting to learn about proposed public charter elementary school in Bronx Community School District 12 - please attend and provide your feedback!
- WHEN: Friday, June 23, from 3:30-4:30 p.m.
- WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue
- WHY: All children deserve great, free public education!

Please feel free to post and/or share these flyers with Bronx CB 6 community members. Thank you!

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

On Tue, Jun 13, 2017 at 10:01 AM, Emily Kim <emily.kim@zetaschools.org> wrote:
John,

Thanks so much for meeting just now - I appreciated that we were able to talk about my proposed school in CSD 12 and to get your feedback and advice, both on the school and in general.

It was terrific to hear your expression of support for the proposed school and your desire to bring more great schools to Bronx Community District 6.

You mentioned that it was too late to receive a letter of support from Bx CB 6 for my charter application because of the process required by the bylaws (attending Education Committee meeting, getting recommended by the Education Committee to the full board, full board voting on a letter of support), which would only be able to produce a letter of support by September 2017.

However, I would still like to see if we can present at the next Education Committee meeting a week from Wednesday. I won't likely be able to personally make it because of a time conflict, but I will see if someone else on my team can attend to present and receive feedback on our charter proposal. Please let me know how we can make it onto the agenda.

Thanks again for meeting - your district is fortunate to have a leader with your commitment and determination. I look forward to continuing the conversation.

Response 03j-57

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

On Mon, Jun 5, 2017 at 6:50 PM, Emily Kim <emily.kim@zetaschools.org> wrote:

Perfect - see you then!

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

On Mon, Jun 5, 2017 at 5:04 PM, Bronx Community 6 <bronxcb6@bronxcb6.org> wrote:

Hi Emily,

Tuesday, 6/13 at 9 am works great. I'll see you then. I'm at 1932 Arthur Ave Rm. 403-A

On Mon, Jun 5, 2017 at 12:50 PM, Emily Kim <emily.kim@zetaschools.org> wrote:

John,

Would any of the below dates/times work for you for an in-person meeting? I can come to your office.

- Wednesday, June 7th - 9 am
- Tuesday, June 13th - 9 am
- Thursday, June 15th - 9 am

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

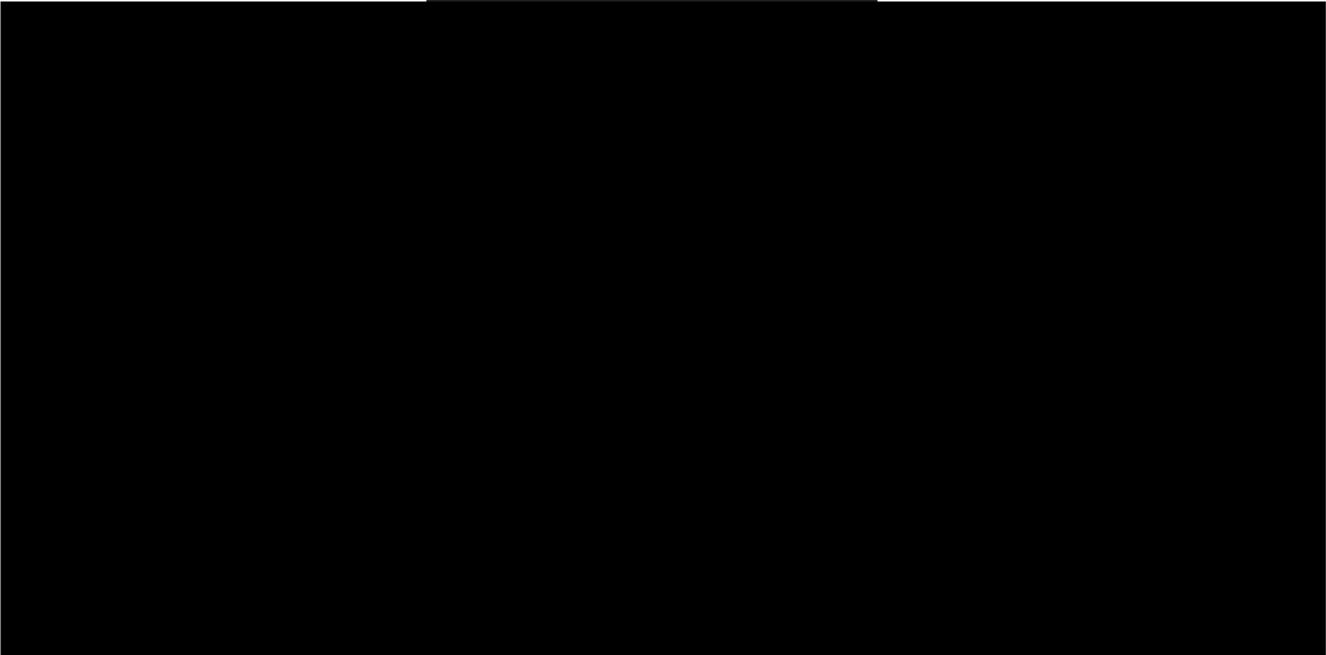
----- Forwarded message -----

From: **Bronx Community 6** <bronxcb6@bronxcb6.org>

Date: Fri, Jun 2, 2017 at 6:38 PM

Subject: Re: Zeta Charter Schools and Bronx Community Board 6

To: Zeta Charter Schools <info@zetaschools.org>



Zeta Charter Schools

Zeta Charter Schools is applying to open a new public charter elementary school in **Bronx Community School District 12**, starting K & 1st grade in August 2018 and adding one grade each year to serve K to 5th grade at scale. The school will also seek to offer 3K and Pre-K, as well as middle school and high school grades, subject to government approval.

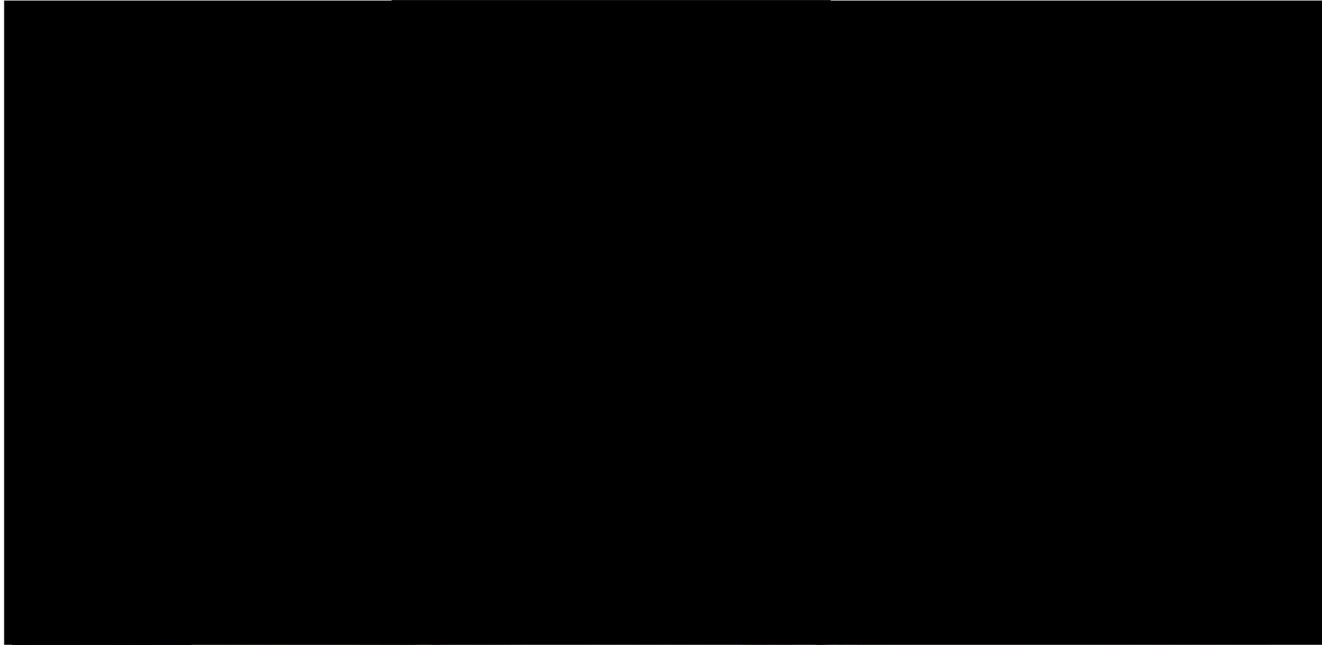
PLEASE ATTEND: Public meeting to learn more, ask questions, and provide input

WHEN: Friday, June 23, from 3:30-4:30 p.m.

WHERE: Community Room, Clason's Point Public Library at 1215 Morrison Avenue

WHY: All children deserve great, free public education!

INFO + CONTACT: Visit zetaschools.org and provide feedback at info@zetaschools.org / [\(646\) 669-7123](tel:(646)669-7123)



Zeta Charter Schools

Zeta Charter Schools va a someter una solicitud para abrir una nueva escuela chárter pública primaria en el **Bronx Distrito Escolar Comunitario 12**, empezando con los grados K & 1º en agosto del 2018 y agregando un grado escolar cada año para servir grados K hasta 5º. La escuela buscara ofrecer 3K y Pre-K, al igual que los grados de la escuela secundaria y preparatoria, sujeto a la aprobación gubernamental.

Por favor Participe: Reunión publica para aprender más, hacer preguntas, y proveer sugerencias

Cuando: viernes, el 23 de junio, de 3:30 - 4:30 p.m.

Dónde: Librería Publica Clason's Point en 1215 Morrison Avenue (Cuarto Comunitario)

Porque: ¡Todos los niños merecen una educación pública gratis y buena!

Información y Contacto: Visite zetaschools.org y provee sugerencias: info@zetaschools.org / [\(646\) 669-7123](tel:(646)669-7123)



Zeta Charter Schools

Zeta Charter Schools is applying to open a new public charter elementary school in upper **Manhattan Community School District 6**, starting K & 1st grade in August 2018 and adding one grade each year to serve K to 5th grade at scale. The school will also seek to offer 3K and Pre-K, as well as middle school and high school grades, subject to government approval.

PLEASE ATTEND: Public meeting to learn more, ask questions, and provide input

WHEN: Monday, June 26, from 5:30-6:30 p.m.

WHERE: Children's Reading Room (2nd Fl.), Inwood Public Library at 4790 Broadway

WHY: All children deserve great, free public education!

INFO + CONTACT: Visit zetaschools.org and provide feedback at info@zetaschools.org / (646) 669-7123



Zeta Charter Schools

Zeta Charter Schools va a someter una solicitud para abrir una nueva escuela chárter pública primaria en el Alto **Manhattan Distrito Escolar Comunitario 6**, empezando con los grados K & 1° en agosto del 2018 y agregando un grado escolar cada año para servir grados K hasta 5°. La escuela buscara ofrecer 3K y Pre-K, al igual que los grados de la escuela secundaria y preparatoria, sujeto a la aprobación gubernamental.

Por favor Participe: Reunión publica para aprender más, hacer preguntas, y proveer sugerencias

Cuando: lunes, el 26 de junio, de 5:30 - 6:30 p.m.

Dónde: Librería Publica de Inwood en 4790 Broadway - 2° Piso (Cuarto de Lectura Para Niños)

Porque: ¡Todos los niños merecen una educación pública gratis y buena!

Información y Contacto: Visite zetaschools.org y provee sugerencias: info@zetaschools.org / [\(646\) 669-7123](tel:6466697123)



Zeta Charter Schools

Monday, June 26, 5:30-6:30 p.m.: Community meeting to receive public feedback on proposed new public charter elementary school opening in August 2018 in Upper Manhattan Community School District 6

Lunes, el 26 de junio, 5:30-6:30 p.m.: Reunión comunitaria para recibir comentarios del público sobre la propuesta nueva escuela charter pública primaria que abrirá agosto del 2018 en el Distrito Escolar Comunitario 12 del Bronx.

Please sign in below - thank you!

Por favor inscriba su nombre e información abajo. ¡Gracias!

NAME (PRINT) NOMBRE (IMPRIMIR)	EMAIL ADDRESS CORREO ELECTRÓNICO	PHONE TELÉFONO	ZIP CODE CÓDIGO POSTAL	COMMUNITY SCHOOL DISTRICT DISTRITO ESCOLAR COMUNITARIO
Esmeralda .pena				
Emanuel Bría				
Malyca Almen Blancino				
Uniquelley B.				
Rubén Altman				
Assy De La Rosa				

Visit ZetaSchools.org to learn more and to provide feedback on our charter proposal. By providing your email address, you will receive email updates from Zeta Charter Schools.

Visite ZetaSchools.org para aprender más y proveer sugerencias sobre nuestra propuesta de charter. Al proveer su dirección de correo electrónico, recibirá actualizaciones de Zeta Charter Schools.

Bronx Community Board #2

Borough President Ruben Diaz, Jr.

1029 East 163rd St.

Bronx, NY 10459

718-328-9125 • 718-991-4974 Fax

E-mail: brxcb2@optonline.net



Roberto Crespo
Acting Chairperson



Ralph Acevedo
District Manager

FULL BOARD MEETING

DATE: Wednesday, June 28, 2017

TIME: 5:30 PM

PLACE: St. Vincent De Paul , 900 Intervale Avenue, Bronx NY 10459

AGENDA

- | | | |
|---|-------------------------------------|---------------------|
| I. PUBLIC SESSION: (Not to exceed 10 minutes - 3 minutes per item;
A maximum of 2 presenters per item) | | (10 Minutes) |
| II. COMMANDING OFFICER REPORT: (41st Precinct) | | (10 Minutes) |
| III. BUSINESS SESSION: (BOARD MEMBERS) | | |
| <i>Maryale O'Neil</i>
<i>John R. P. Jr.</i>
A. Roll Call | Maria Torres, Secretary | (2 Minutes) |
| B. Adoption of Minutes | Roberto Crespo, Acting Chair | (3 Minutes) |
| C. Chairperson's Report | Roberto Crespo, Acting Chair | (5 Minutes) |
| • Chairperson Vacancy | | |
| • Designation of New Environmental Chair | | |
| • Introduction of New Board Members | | |
| D. District Manager's Report | Mr. Ralph Acevedo, District Manager | (5 Minutes) |
| E. Borough President's Report | Ms. Bharati Kemraj | (5 Minutes) |
| F. Elected Officials Report | | (5 Minutes) |

IV. COMMITTEE REPORTS:

A. Franchise, Licensing & Permit
Mr. Peter Rosado, Chairperson

(7 Minutes)

1. Renewal Application for El Castillo Restaurant located at 935 East 163rd Street, Bronx NY 10459. Application for Beer, Liquor, Wine and Cider

A motion to write a letter to the New York State Liquor Authority requesting that Mr. Talciris E. Salazar On-Premise Alcohol License renewal application be Approved (935 East 163rd Street, Bronx, New York 10459) with the following stipulations:

1- Hours of Operation:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours	7AM to 1AM	7AM to 12AM	7AM to 12AM	7AM to 12AM	7AM to 2AM	7AM to 4AM	7AM to 4AM
Last Call	12:30AM	11:30PM	11:30PM	11:30PM	2:30AM	3:30AM	3:30AM

- 2- Licensed Security Guards will be provided during the following hours
 - a. Thursday 8PM to 2AM
 - b. Friday and Saturday 8PM to 4AM
- 3- Owner will continue to have 9 Surveillance Cameras (2 Exterior and 7 Interior).
- 4- Owner will continue to have a 30 day recording savings on all surveillance cameras.
- 5- Incident log book must be kept and available for NYPD
- 6- Music can not be a public nuisance to the community
- 7- Bronx Community Board #2 reserves the right to request that the NYSLA revoke Mr. Talciris E. Salazar liquor license if stipulations are not followed.
- 8- Will not serve alcohol to anyone visiable intoxicated
- 9- Will no serve before Noon on Sundays
- 10- Owner will sign agreement to above stipulations

2. Renewal application for 1008 Westchester Avenue, Bronx NY 10459. Application for Wine beer and Cider.

1- Hours of Operation:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours	7AM to 12AM						
Drinks will begin to be served	Noon	7am	7am	7am	7am	7am	7am
(last Call)	11:30pm						

- 2- Incident log book must be kept and available for NYPD.
- 3- Owner will continue to have 8 Surveillance Cameras (2 Exterior and 6 Interior).
- 4- Owner will continue to have a 30 day recording savings on all surveillance cameras.
- 5- Will not serve alcohol to anyone visibly intoxicated.
- 6- Music can not be a public nuisance to the community
- 7- Owner will sign agreement to above stipulations.
- 8- Bronx Community Board #2 reserves the right to request that the NYSLA revoke Ms. Ada N. Riveros' Beer & Wine License if stipulations are not followed.
- 9- No serving Before 12 Noon on Sundays.

3. A motion to write a letter to the New York State Liquor Authority requesting that the owner of Lightbox NY located at 841 Barretto Street, Bronx NY 10474 be approved for a Beer, Liquor, wine and Cider license with the stipulations below that was made by Community Board 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours	11am – 2am	6pm – 3am	11am – 2am				
(last Call)	12:30am	12:30am	12:30am	12:30am	12:30am	12:30am	12:30am
NYS Licensed Security on Site	2	2	2	2	2	2	2

Name of owner David Appelton
 Name of Manager: Laurel Greenman

1. Cameras Interior 6
Exterior 2
Owner will have a 30 day recording savings on all surveillance cameras.
2. Will not subcontract their establishment (they will be catering)
3. Establishment will have (please check all that apply)
 - DJ
 - Live Music
 - Recorded Music
4. Will not serve alcohol to anyone visibly intoxicated
5. "Last Call" will be announced one hour prior to closing time
6. Entrance doors must remain closed during all hours of operation
Music can not be a public nuisance to the community.
7. Will have a NYS Licensed Security Guard
8. Incident log book must be kept and available for NYPD
9. Will provide Community Board & 41st Precinct a copy of the NYS Security Guard license
10. Any promotional events with guest D.J or Promoter must notify NYPD 14 Days prior to event.
11. Agrees to notify Bronx Community Board #2 if in the future they plan to change their liquor license to a Topless Entertainment (full disclosure).
12. Will attend a NYPD Night Life Meeting once a year
13. After 10PM everyone will be ID entering establishment.
14. Special Event No One Under 21 will be allowed at the bar!
15. New Years Permits notifation to NYPD 7 days after approved by SLA.
16. Will notify Community Board #2 & 41st Precinct in writing should security company terminate contract.
17. Owner will not have ATM machine blocking main entrance
18. Owner will sign agreement to above stipulations together with Community Board 2.
19. Bronx Community Board #2 reserves the right -3- request that the NYSLA revoke License if stipulations are not followed.

4. Follow up with J&J Prospect Corp located 640 Prospect Avenue, Bronx NY 10459.

A motion to write a letter to the New York State Liquor Authority requesting that the owner of J&J Prospect Avenue doing business as Seis Vecinos located at 640 Prospect Avenue, Bronx NY 10455 be approved for a Beer, Liquor, & Wine license with the stipulations below that was made by Community Board 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hours	9am – 12am						
Drinks will begin to be served	12pm	9am	9am	9am	9am	9am	9am
(last Call)	11pm						
NYS Licensed Security on Site	no						

Name of owner Jennifer Canales – Resinos

Name of Manager Jennifer Canales – Resinos

- 1) Cameras Interior 16
Exterior 4
- 2) Owner will have a 30 day recording savings on all surveillance cameras.
- 3) Will not subcontract their establishment
- 4) Establishment will have (please check all that apply)
Recorded Music
- 5) Will not serve alcohol to anyone visibly intoxicated
- 6) “Last Call” will be announced one hour prior to closing time
- 7) Entrance doors must remain closed during all hours of operation
- 8) Music can not be a public nuisance to the community.
- 9) Incident log book must be kept and available for NYPD
- 10) Any promotional events with guest D.J or Promoter must notify NYPD 14 Days prior to event.
- 11) Agrees to notify Bronx Community Board #2 if in the future they plan to change their liquor license to a Topless Entertainment (full disclosure).
- 12) Will attend a NYPD Night Life Meeting once a year
- 13) After 10PM everyone will be ID entering establishment.
- 14) Special Event No One Under 21 will be allowed.
- 15) New Years Permits notifation to NYPD 7 days after approved by SLA.
- 16) There will not be any dancing.
- 17) will sign agreement to above stipulations together with Community Board 2.
- 18) Bronx Community Board #2 reserves the right to request that the NYSLA revoke License if stipulations are not followed.

5. Shaheda Mollah is applying for a newsstand in front of 945 Southern Blvd, Bronx NY 10459 license for NYC Consumer Affairs. Base License Application a vote was taken at Executive Committee and all were favor

6. 658 Dawson Street, Bronx, NY 10459 cannot make the meeting. Review his application to SLA online.
– There was no representation.

B. Economic Development (5 Minutes)
Ms. Maria Torres, Chairperson

Resolution: Write a Letter of Support to NYCEDC to Support for the Community Board to serve as a repository for reports documents submitted by to NYSDEC by EDC

Resolution: Write a Letter of Support to Department of Buildings for Weeks Marine Inc. is seeking a Letter of Support for after-hours variance.

C. Housing & Land Use Committee (3 Minutes)
Mr. Robert Crespo, Chairperson

Resolution Motion to Write a Letter of Support to HPD for PRC's new Housing Development located at 975 Tiffany Street, Bronx NY 10459

D. Youth Services Committee (3 Minutes)
Mr. Larry Robinson, Chairperson

Education Committee (3 Minutes)
Mr. Cedric McClester, Chairperson

Resolution:A motion to grant a Letter of Support to the Zeta Academy for the concept of a Charter School within School District 12 located in the boudaries of Community Board 2.

E. Health & Human Services (3 Minutes)
Mr. Luis Marrero, Chairperson

F. Special Events Committee (3 Minutes)
Mrs. Marta Rivera, Chairperson

V. Old Business (7 Minutes)

VI. New Business (7 Minutes)

VII. Announcements (7 Minutes)

VIII. Roll Call – Ms. Maria Torres, Secretary (2 Minutes)



Emily Kim <emily.kim@zetaschools.org>

Proposed Charter School

John Dudley <[REDACTED]>
To: Emily Kim <emily.kim@zetaschools.org>
Cc: Joetta Brown <[REDACTED]>

Fri, Jun 30, 2017 at 2:05 PM

Hello Ms. Kim,

Thank you for your communication. Education matters are reviewed and discussed at the education committee for Bronx Community Board Three. Committees meet monthly other than in July and August which is summer recess.

Your proposal for the new charter school location can be scheduled for review in September 2017. I will forward you a presentation request form to confirm said presentation. At that point, all proposal summaries and related information can be reviewed by the committee. Should formal consideration for support be required of the board, it will be calendared for review in October 2017.

Thank you.

John Dudley
[REDACTED]

Sent from my BlackBerry 10 smartphone.

From: Emily Kim
Sent: Friday, June 30, 2017 9:27 AM
To: brxcomm3 brxcomm3
Subject: Re: Proposed Charter School

District Manager Dudley,

I hope you had a wonderful vacation - am reaching back out to see if you have time to meet to discuss my proposed public charter elementary school in CSD 12. If so, please let me know if there are days/times that are convenient for you.

Thanks much,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

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On Wed, Jun 14, 2017 at 6:32 PM, brxcomm3 brxcomm3 <[REDACTED]> wrote:

Hello Ms. Kim,

We have held our last general board meeting and will not resume until September 2017. I am currently on vacation leave and will schedule an appointment upon my return on June 28, 2017. Thank you.

Response 03j-69

John W. Dudley, District Manager
Bronx Community Bd. Three
1426 Boston Road, Bronx, NY 10456

[REDACTED]
If you wish to be placed on Bronx Community Board Three's list serv,
please forward your e-mail address to Ms. Etta F. Ritter at [REDACTED]

On Tue, Jun 13, 2017 at 01:11 PM, Emily Kim wrote:

Dear Chairwoman Alston and District Manager Dudley,

Good afternoon! I sent the attached letter to you in May, and I write now to follow up on that letter.

Is there an upcoming Community Board meeting or Education Committee meeting that I can attend to present on my proposed charter school and receive the Board's/Committee's feedback?

If not, would it be possible to schedule a meeting with you so I can discuss the proposed charter school and receive any feedback you may have?

Thanks much,

Emily Kim

Emily A. Kim

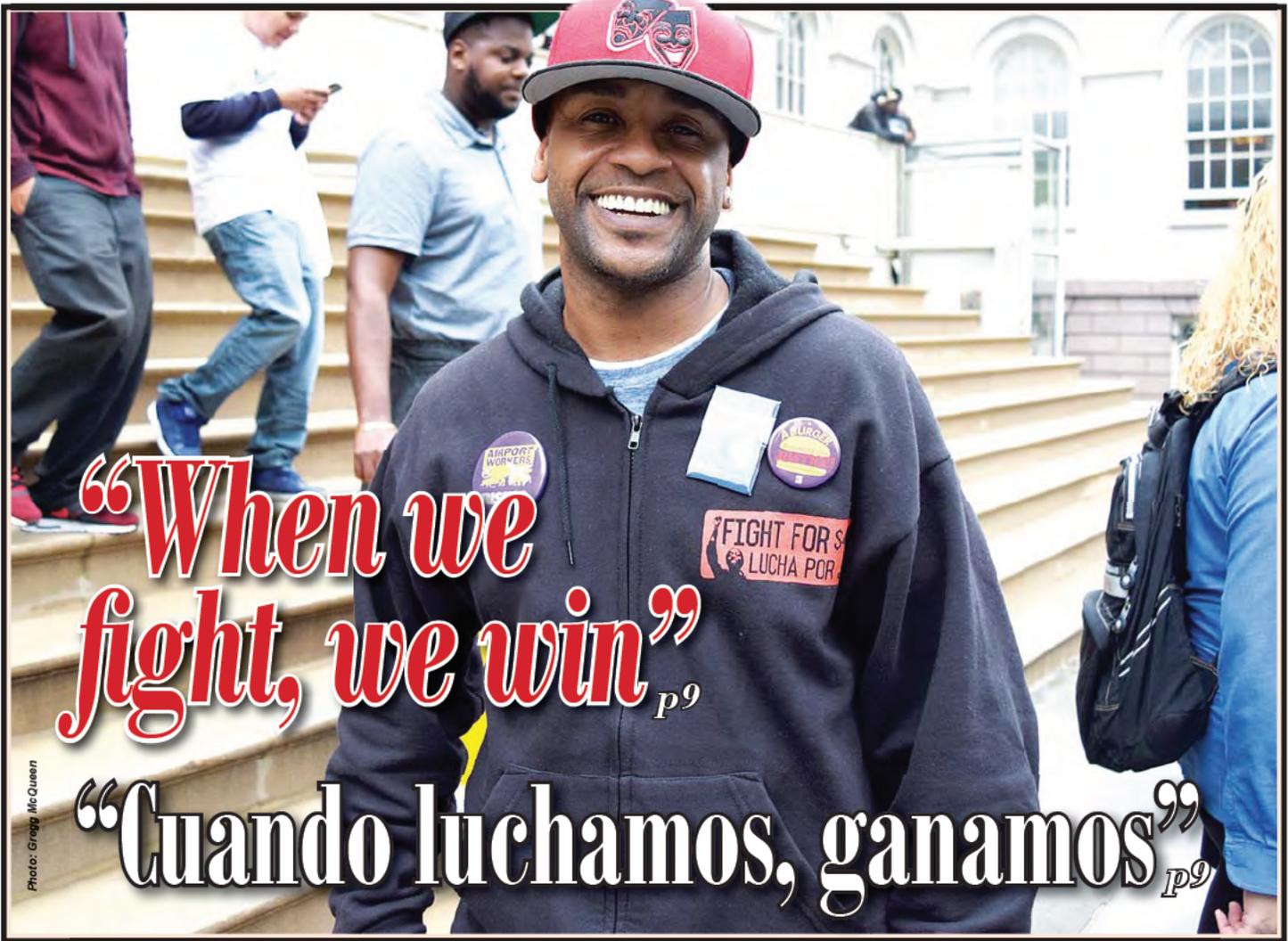
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Cell: (917) 330-2296
zetaschools.org

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NOW EVERY WEDNESDAY
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Uptown's newspaper since 2000

ManhattanTimes



“When we fight, we win” p9

“Cuando luchamos, ganamos” p9

Photo: Gregg McQueen



Dance p5



Health p14



Parade p6

A Safer Sleep

Story and photos by Gregg McQueen

Keept them safe in slumber.

The city's Administration for Children's Services (ACS) has partnered with the Health Department to launch a citywide campaign promoting safe sleep practices for infants.

Officials said they are hoping to convince parents to put babies to sleep on their own, in a bare crib or bassinet, and on their backs instead of stomachs.

The campaign was announced at NYC Health + Hospitals/Lincoln on May 24 by ACS Commissioner David Hansell, Health Commissioner Dr. Mary T. Bassett, Deputy Mayor for Health and Human Services Dr. Herminia Palacio.

The outreach will include posters at over 500 locations citywide, including bus shelters, hair and nail salons, bodegas and laundromats.

The city has also produced educational brochures in five languages and will release a new training video to be used by ACS staff and medical professionals.

"The overwhelming majority of infant injury deaths in this city are sleep-related,"

The outreach is a citywide effort.



said Hansell "Tragically, on average, one baby dies each week because of unsafe sleep practices, like sharing a bed, or placing objects in a crib like pillows, or putting a baby to sleep on its stomach. These deaths are all preventable."

Bassett said that unsafe sleeping situations are the most common cause of deaths among children between the ages of one and 12 months.

Officials have chosen a stark message — "Put them to bed as if their life depends on it, because it does" — that seek to illustrate some of the reasons behind the safe sleep recommendations.

"This campaign focuses on some of the 'whys' of safe sleep, because many parents consider the message that you should put

See SLEEP p22

BABY, BABY



Seeking to keep infants safe.

Sleep-related injuries in New York City has remained one of the leading causes of death among infants, with 40 deaths in 2014 and 48 deaths in 2015 at a combined rate of 36.1 per 100,000 live births for 2014-2015. Infant sleep-related injury deaths involve the following risk factors:

- **Sleep positioning:** Unsafe sleep positioning (placement on the stomach or side) were found in 49 percent of sleep-related infant injury deaths.
- **Bed sharing:** Bed sharing with an adult or other child at the time of death was evidenced in 52 percent of injury deaths.
- **Sleep surface:** Unsafe sleep surfaces (anything other than a crib, bassinet or playpen) were found in 72 percent of sleep-related infant injury cases.
- **Bedding:** Excess/soft bedding or other object in bed was found in 68 percent of sleep-related infant injury deaths.

Source: NYC Department of Health

Las lesiones relacionadas con el sueño son una de las principales causas de muerte entre los lactantes.



PUT THEM TO BED AS IF THEIR LIFE DEPENDS ON IT. BECAUSE IT DOES.

Ramadan Mubarak

Wishing you and your families the blessings of Ramadan!

Un sueño más seguro

Historia y fotos por Gregg McQueen

Manténgalos seguros mientras duermen.

La Administración de Servicios Infantiles (ACS, por sus siglas en inglés) de la ciudad se ha asociado con el Departamento de Salud para lanzar una campaña en toda la ciudad para promover prácticas seguras durante el sueño de los bebés.

Los funcionarios dijeron que esperan convencer a los padres para que pongan a los bebés a dormir, en una cuna o moisés vacío, y en su espalda en lugar del estómago.



La campaña fue anunciada en NYC Health + Hospitals/Lincoln el 24 de mayo por el comisionado de la ACS, David Hansell, la comisionada de Salud, Mary T. Bassett, y la alcaldesa adjunta de Salud y Servicios Humanos, la Dra. Herminia Palacio.

Vea SUEÑO p22

Proposed elementary school opening August 2018 in Manhattan Community School District 6

for info: zetaschools.org
please provide feedback:
(646) 669-7123

Zeta Charter Schools

$$S(n) = \sum_{r=1}^n \frac{1}{r^n} = 1 + \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \dots + \frac{1}{n^n}$$



Tweet

Like

G+1 0

Submit

Share

Pin it

A Safer Sleep Un sueño más seguro

May 31, 2017 0 Comments



Keep them safe in slumber. The city's Administration for Children's Services (ACS) has partnered with the Health Department to launch a citywide...

EN ESPAÑOL

Read More »

Tweet

Like 0

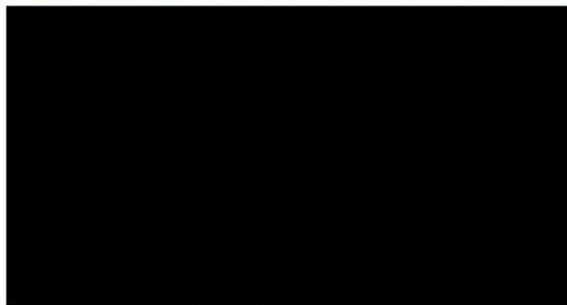
G+1 0

Share

Pin it

Middle school meets global mission Secundaria cumple misión global

May 31, 2017 0 Comments



Maryam will not be waiting around. Instead, the seventh grader, who attends MS 343 – Academy of Applied Math and Technology on Brook...

EN ESPAÑOL

Read More »

Tweet

Like 7

G+1 0

Share

Pin it

"When we fight, we win" "Cuando luchamos, ganamos"

May 31, 2017 0 Comments



Clear

Sunny to partly cloudy. A stray shower or thunderstorm is possible. High 76F. Winds W at 10 to 15 mph.



Saturday 06/03 20%

Clear

Sunshine along with some cloudy intervals. High 74F. Winds WNW at 5 to 10 mph.



Sunday 06/04 50%

Chance of Rain

Partly cloudy early followed by increasing clouds with showers developing later in the day. Thunder possible. High near 70F. Winds SE at 5 to 10 mph. Chance of rain 50%.



Monday 06/05 90%

Thunderstorm

Scattered thunderstorms in the morning, then mainly cloudy during the afternoon with thunderstorms likely. High 73F. Winds light and variable. Chance of rain 90%.

WU WEATHER UNDERGROUND



Zeta Charter Schools

$$\langle (n) = \sum_{r=1}^n \frac{1}{r^n} = 1 + \frac{1}{2^n} + \frac{1}{3^n} + \frac{1}{4^n} + \dots + \frac{1}{n^n}$$

Proposed elementary school opening August 2018 in Bronx Community School District 12

for info: zetaschools.org
please provide feedback: (646) 669-7123



Emily Kim <emily.kim@zetaschools.org>

Following up on Friday conversation

Angel Vasquez <[REDACTED]> Tue, May 30, 2017 at 2:26 PM
To: Emily Kim <emily.kim@zetaschools.org>, Jane Arrendell-Johnson <[REDACTED]>, Vanessa Agudelo <[REDACTED]>

Thank you for the letter, Emily.

I would be more than happy to meet with you to discuss the Zeta Charter School. I've looped in Jane and Vanessa who can coordinate a meeting between you and me.

Would you be able to bring in the application documents during our meeting?

On Tue, May 30, 2017 at 10:31 AM, Emily Kim <emily.kim@zetaschools.org> wrote:

Angel,

Sending you information (attached) about the proposed charter school in CSD 6, as we briefly discussed over the phone on Friday.

I hope to have the opportunity to talk with you and the Senator about the proposed Zeta charter school. It is my sincere desire to partner with the Senator to bring this new school to the community and to be responsive to community needs.

Is there a time that I can sit with you and the Senator to discuss this further and receive your feedback on the proposal?

Thank you,

Emily Kim
(917) 330-2296
Emily.Kim@zetaschools.org

--
Angel I. Vasquez | Chief of Staff
Office of Senator Marisol Alcantara
5030 Broadway, Suite 701 New York, NY 10034 | State Capitol Room 311 Albany, NY
[REDACTED] | [REDACTED] | [REDACTED]

May 29, 2017

Senator Marisol Alcantara
New York State Senate District 31
5030 Broadway, Suite 701 & 702
New York, NY 10034

Dear Senator Alcantara:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 6. The school will be a part of the new Zeta Charter Schools network.

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Our target population includes low-income and mixed-income students residing within CSD 6, and we are committed to serving English Language Learners and students with special education needs.

We will start with college readiness standards and work backward from there to develop rigorous curricula, with high concentrations of daily writing, reading, mathematics, and science instruction, practice, and exploration. The academic program will be designed to ensure students meet or exceed New York State Common Core learning standards. Students who require additional instruction and practice will receive individualized attention before, during, and/or after school.

Zeta schools will further set high expectations and constantly press beyond perceived outer limits. They will provide the opportunity for students to explore, deepen, and hone their interests and talents. Each Zeta school will provide a robust enrichment program that may include art, chess, sports, music, foreign language, and others.

If approved, the proposed school will open in August 2018 with approximately 190 kindergarten and 1st grade students, and will grow one grade every year until it serves approximately 675 students in kindergarten through fifth grade. We also plan to submit an application to open pre-kindergarten and 3-K in August 2019 or 2020, and we ultimately plan to serve children in pre-kindergarten/3-K through high school.

We are actively soliciting comments on our charter proposal, its educational program, and student programmatic needs. Members of the public can submit comments by sending an email to us at info@zetaschools.org, or by leaving a voicemail at [REDACTED]

Thank you for all you do for the community. We look forward to partnering with you in service of children.

Sincerely, ✓

A handwritten signature in black ink, appearing to read 'Emily A. Kim', with a long horizontal flourish extending to the right.

Emily A. Kim
Zeta Charter Schools

New charter school proposal

Emily Kim <[REDACTED]>
To: delaRosac@nyassembly.gov

Wed, May 31, 2017 at 10:02 AM

Assemblywoman De La Rosa,

Earlier this year, I had the privilege of giving you a tour of Success Academy Washington Heights in my capacity as an employee of Success.

I am moving on from Success after the end of June in order to open some charter schools of my own. I am currently applying to open a public charter elementary school in Community School District 6, to open in August 2018. More details are in the attached letter.

I would much appreciate the opportunity to meet with you to discuss my proposal and to receive any feedback you may have. It is important to me to partner with community leaders in bringing high-quality schools into NYC communities.

Please let me know if you are available to meet to discuss.

Best regards,

Emily Kim
(917) 330-2296
[REDACTED]

 **2017.05.29 Assemblywoman De La Rosa Letter.pdf**
200K

May 29, 2017

Assemblywoman Carmen N. De La Rosa
New York State Assembly District 72
210 Sherman Ave., Ste. A & C
New York, NY 10034

Dear Assemblywoman De La Rosa:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 6. The school will be a part of the new Zeta Charter Schools network.

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Our target population includes low-income and mixed-income students residing within CSD 6, and we are committed to serving English Language Learners and students with special education needs.

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We are actively soliciting comments on our charter proposal, its educational program, and student programmatic needs. Members of the public can submit comments by sending an email to us at info@zetaschools.org, or by leaving a voicemail at [REDACTED]

Thank you for all you do for the community. We look forward to partnering with you in service of children.

Sincerely,

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Emily A. Kim
Zeta Charter Schools



Emily Kim <emily.kim@zetaschools.org>

New school

Emily Kim <emily.kim@zetaschools.org>

Fri, Jun 2, 2017 at 9:09 AM

To: Michael Blake <[REDACTED]>

Assemblyman Blake,

In the past couple of years, I have had the privilege of meeting with you in my capacity as an employee of Success Academy Charter Schools.

I am moving on from Success after the end of June in order to open some public charter schools of my own. I am currently applying to open a charter elementary school in Community School District 12, to open in August 2018. More details are in the attached letter.

I would much appreciate the opportunity to meet with you to discuss my proposal and to receive any feedback you may have. It is important to me to partner with community leaders in bringing high-quality schools into NYC communities.

Please let me know if you are available to meet to discuss.

Best regards,

Emily Kim

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

 **2017.05.29 Assemblyman Blake Letter.pdf**
202K

May 29, 2017

Assemblyman Michael Blake
New York State Assembly District 79
780 Concourse Village West, Ground Fl. Professional
Bronx, NY 10451

Dear Assemblyman Blake:

I write to notify you that we will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in New York City Community School District (“CSD”) 12. The school will be a part of the new Zeta Charter Schools network.

The mission of Zeta Charter Schools is to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens.

Zeta schools will be neighborhood schools but also integrated schools to the extent possible, as we believe a diverse student population enriches the school environment and raises the level and depth of learning. Our target population includes low-income and mixed-income students residing within CSD 12, and we are committed to serving English Language Learners and students with special education needs.

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Thank you for all you do for the community. We look forward to partnering with you in service of children.

Sincerely,

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Emily A. Kim
Zeta Charter Schools



Chairman: Nicholas Himidian, Jr. - District Manager: William Rivera

Youth & Education Committee Meeting Agenda

June 8, 2017

Committee Chair: Venus Williams

Vice Chair: Nicole Washington

- **Introduction**

1. Committee Description: The youth & education committee represents the community's interests with regards to education and programs that target the youth and acts as a liaison between community members and the NYC Department of Education including Parent Advocates, PTA's, Educators and Principals, School Safety, the Administration for Children Services, the District Attorney's Office, NYC department of Youth & Development and local organizations and nonprofits.

- **Guest Speakers**

- A. Emily Kim, Zeta Charter Schools

- **Old Business**

- A. New School PS583 - Update by DM

- **New Business**

- **DM Update**

OFFICE INFO

District Manager William Rivera - [REDACTED]
Phone [REDACTED] Fax [REDACTED] - Office Email [REDACTED] Website nyc.gov/bxcb9
Office Hours - Monday thru Friday 9AM to 5PM



Emily Kim <emily.kim@zetaschools.org>

Youth & Education Committee meeting

fe.florimon <[REDACTED]>
To: "emily.kim@zetaschools.org" <emily.kim@zetaschools.org>
Cc: "Smith, Ebenezer (CB)" <[REDACTED]>

Mon, Jun 12, 2017 at 12:23 PM

Dear Emily:

Thank you for your interest in presenting your project at our Committee meeting today as well for your recent written statement. Please note that, I have received both of your letters addressed to the CB12M- Youth and Education Committee and the Community Education Council 6. You should receive a written response on the email sometime this week.

As per your request to be on the agenda this evening, unfortunate our agenda is completed. However, I may accommodate your request with the D6 Community Education Council (CEC6). The meeting will be held this Thursday, June 15th at 7:00pm. If you wish please advise. I will be happy to add your presentation on our Council agenda. Thank you

Best regards,

Fe Florimon,
Community Education Council Dist 6, President & MBP Appointee
CB12M's Youth & Education Committee, Chair
[REDACTED]

"Patience conquers everything."

From: Smith, Ebenezer (CB) [REDACTED]
Sent: Monday, June 12, 2017 11:55 AM
To: fe.florimon
Subject: FW: Youth & Education Committee meeting

Fe,

Please see the email below and the attached letter from Ms. Kim.

Ebenezer Smith
District Manager

Response 03j-84

Community Board #12, M


www.nyc.gov/mcb12

From: Emily Kim [emily.kim@zetaschools.org]

Sent: Monday, June 12, 2017 6:48 AM

To: Smith, Ebenezer (CB)

Cc: Blow, Debra (CB); Garcia, Paola (CB)

Subject: Youth & Education Committee meeting

Dear District Manager Smith and Committee Chairperson Florimon:

(Apologies, I could not locate Ms. Florimon's e-mail address.)

Good morning. I observed on your website that tonight is Manhattan Community Board 12's Youth & Education Committee meeting.

Is this meeting still scheduled to be held? If so, would it be possible for me to attend to discuss my proposed charter elementary school for Community School District 6 (see attached) and to solicit feedback from the Board, Committee, and community?

Many thanks,

Emily

Emily A. Kim

Zeta Charter Schools
zetaschools.org

Raising lifelong learners and productive world citizens



Emily Kim <emily.kim@zetaschools.org>

Bronx charter school

Emily Kim <emily.kim@zetaschools.org>

Tue, Jun 13, 2017 at 2:13 PM

To: [REDACTED]

Good afternoon,

I met today with Bronx CB 6 District Manager John Sanchez to discuss my proposed Bronx CSD 12 public charter elementary school, opening August 2018.

Mr. Sanchez suggested I reach out to Phipps regarding its community programs and support of community schools like the one I am proposing.

I would much appreciate speaking with the appropriate person at Phipps regarding how our organizations might work together in support of children.

Best,

Emily Kim

Emily A. Kim

Zeta Charter Schools

Cell: (917) 330-2296

zetaschools.org

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Emily Kim <emily.kim@zetaschools.org>

Proposed Charter School

brxcomm3 brxcomm3 <[REDACTED]>
To: Emily Kim <emily.kim@zetaschools.org>

Wed, Jun 14, 2017 at 6:32 PM

Hello Ms. Kim,

We have held our last general board meeting and will not resume until September 2017. I am currently on vacation leave and will schedule an appointment upon my return on June 28, 2017. Thank you.

John W. Dudley, District Manager
Bronx Community Bd. Three
1426 Boston Road, Bronx, NY 10456
[REDACTED]-FAX

If you wish to be placed on Bronx Community Board Three's list serv,
please forward your e-mail address to Ms. Etta F. Ritter at [REDACTED]

On Tue, Jun 13, 2017 at 01:11 PM, Emily Kim wrote:

Dear Chairwoman Alston and District Manager Dudley,

Good afternoon! I sent the attached letter to you in May, and I write now to follow up on that letter.

Is there an upcoming Community Board meeting or Education Committee meeting that I can attend to present on my proposed charter school and receive the Board's/Committee's feedback?

If not, would it be possible to schedule a meeting with you so I can discuss the proposed charter school and receive any feedback you may have?

Thanks much,

Emily Kim

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens



District 6 - Community Education Council

CALENDAR MEETING

Thursday, June 15, 2017

7:00pm

Location: George Washington Educational Campus

Library

549 Audubon Ave (near 192 Street)

New York, NY 10040

AGENDA

CECG Officials:

Fe Florimon, President
& MBP Representative
Capital Plan Committee, Chair
Public Relations Committee,
Chair

Mayra Compres,
Vice-President,
ELL Committee, Chair
Special Ed. Committee, Chair

Lisandra Sanchez,
Secretary

Mayra Palacio, Treasurer
Parent Involvement Committee,
Vice-Chair

CECG Members:

Laura Canela,
Parent Member

Rita Cortez,
ELL Committee, Vice-Chair

John D'Ulisse,
Parent Member

Angela Graces, Chair
Parent Involvement Committee

MBP
Nekpen Osuan,
MBP Representative & Public
Relations, Vice-Chair

Student Member
Open Vacancy

- 7:00 PM **Call to Order & Roll Call**
- 7:05 PM **Vote: Approve of the Agenda**
- 7:10 PM **Vote for Minutes: June 5, 2017**
- 7:15 PM **SD6 Superintendent's Report:**
- 7:30 PM **Section Open to the Public**
(Questions and Answers 2 Minutes per Person)
- 7:45 PM **Zeta Charter Schools –New Proposal** Presented by: Emily A. Kim
- 8:00 PM **President's Report**
CECG Final Reports due June 30th
Message of Appreciation– MBP Gale A. Brewer, FACE, School District 6, and CECG's Colleagues
New Council & Open Collaboration
Administrative Assistant Position- final update
- 8:35 PM **Committees Final Review**
ELL Committee: Mayra Palacio
Parent Involvement Committee: Angela Garces
Public Relations Committee : Fe Florimon
Education Policy Committee : Nekpen Osuan
- 9:05 PM **New Business**
Invitation: WHIN Music Project-June 25 at the NY Society for Ethical Culture-2 W 64th St.
New York, NY 10025
Member John D'ulisse & Resolution Proposal
- 9:25 PM **Old Business**
CECG Parents event- June 28, 2017
Community Event "Know Your Rights" with NYPD- Community Affairs -June 7th- Outcome
- 9:45 PM **Business Meeting Adjourned**

Next: Business Meeting
Monday, July 3, 2017 -- 7:00 p.m. -- 10:00 p.m.
Location (TBD)

Office: 4360 Broadway, Room 430; New York, NY 10033
Telephone: [REDACTED]



Concilio de Educación Comunal Distrito 6

Reunión de Calendario

Jueves, 15 de junio, 2017

7:00pm

Lugar: George Washington Educational Campus

Librería

549 Ave Audubon (cerca de Calle 192)

Nueva York, NY 10040

AGENDA

Oficiales del CEC6:

Fe Florimon, Presidente & Representante del MBP, Comité del Capital Plan, Presidenta, Comité de Relaciones, Presidenta

Mayra Compres, Vice-Presidenta, Presidenta de los Comités de ELL & Educación Especial

Lisandra Sanchez, Secretaria & Madre Miembro

Mayra Palacio, Tesorera & Vice Presidenta del Comité de Envolvimiento de Padres

CEC6 Miembros:

Rita Cortez
Vice-Presidenta del Comité de ELL

Laura Canela
Madre Miembro

John D'ulisse
Miembro del Comité de Relaciones Pública & Vice-Presidente del Comité del Plan Capital

Angela Garces, Presidenta-Comité de Envolvimiento de Padres

Nekpen Osuan, Representante del MBP, Presidenta del Comité de Políticas de Educación

Carmen Robles
Madre Miembro

Vacante
Estudiante Miembro

- 7:00 PM **Asistencia de Mienbros/Llamada de Orden**
- 7:05 PM **Votar: Por Agenda de esta Reunion**
- 7:10 PM **Votar por Minutas: 5 de junio, 2017**
- 7:15 PM **Reporte del Superintendente del DSG**
- 7:30 PM **Seccion Abierta al Publico**
(Preguntas y Respuestas 2 Minutos por Persona)
- 7:45 PM **Escuela Zeta Charter —Nueva Propuesta** Presentada Por: Emily A. Kim
- 8:00 PM **Reporte de la Presidenta**
Reporte Final del CEC6 para el 30 de junio
Mensaje de Apreciacion- MBP Gale A. Brewer, FACE, District Escolar 6, y Colegas del CEC6
Nuevo Concilio & Colaboracion Abierta
Posicion de Asistente Administrativa - Actualizacion final
- 8:35 PM **Revision Final de los Comites**
Comité del ELL Mayra Compres
Comité de Envolvimientos de Padres: Angela Garces
Comité de Relaciones Publicas : Fe Florimon
Comité de Politicas de Educación: Nekpen Osuan
- 9:05 PM **Nuevos Asuntos**
Invitacion: del Proyecto WHIN Music -25 de junio en el NY Society for Ethical Culture-2 W 64th St, New York, NY 10025
Propuesta de Resolucion por Johh D'ulisse, Miembro
- 9:25 PM **Asuntos Pendientes**
CEC6 Evento de Padres- 28 de junio 2017
Community Event "Know Your Rights" with NYPD- Community Affairs -June 7th- Outcome
- 9 :45 PM **Cierre de la Reunion de Calendario**

Proxima Reunion:

Lunes, 3 de julio, 2017 -- 7:00 p.m. -- 10:00 p.m.

Lugar: 4360 Broadway, Salon de Conferencia 414; New York, NY 10033

Telephone: [REDACTED]

Bronx Community Board #2

Borough President Ruben Diaz, Jr.

1029 East 163rd St.

Bronx, NY 10459

718-328-9125 • 718-991-4974 Fax

E-mail: brxcb2@optonline.net



Ralph Acevedo
District Manager

Roberto Crespo
Acting Chairperson

Youth Services Planning
Mr. Larry Robinson, Chairperson
Wednesday, June 20, 2017

Membership: Liana Acevedo, Maggie Ortiz, Larry Robinson.

Education Committee
Mr. Cedric McClester, Chairperson
Wednesday, June 20, 2017

Membership: Liana Acevedo, Altagracia Cruz, Jesse Harris, Cedric McClester, Rev. Moses Oladosu, Peter Rosado, Richard Sherman.

Agenda

1. Emily A. Kim representative of Zeta Charter Schools is requesting a Letter Of Support. They are proposing a public charter school in Bronx Community School District 12.
2. Old business
3. New business
4. Announcements



Bronx Community Board 2

Zeta Charter Schools <info@zetaschools.org>

Sat, Jun 24, 2017 at 5:28 PM

To: Bronx Community Board 2 <[REDACTED]>

Dear Community Board 2, Youth and Education Committee,

Thank you for the opportunity to present to you this past week about my proposed charter school in Community School District 12. I appreciate very much the thoughtful questions and feedback I received, and I will incorporate your feedback into my proposal.

Thank you also for the affirmative vote on my letter of support. I understand that this means that the Committee will present the question of whether to provide a letter of support to the full Community Board for vote at its full board meeting on June 28, 5:30 p.m.

I look forward to seeing you again on June 28 and to continuing the conversation.

Best,

Emily Kim

On Mon, Jun 19, 2017 at 2:58 PM, Zeta Charter Schools <info@zetaschools.org> wrote:

[Quoted text hidden]



**THE CITY OF NEW YORK
BRONX COMMUNITY BOARD 6**

1932 Arthur Avenue, Room 403-A, Bronx, NY 10457

Telephone: (718) 579-6990 [REDACTED] Email: bronxcb6@bronxcb6.org

Honorable Ruben Diaz Jr., Bronx Borough President

MS. WENDY RODRIGUEZ
Board Chairperson

MR. JOHN SANCHEZ
District Manager

Parks and Recreation, Youth and Education,

Law Enforcement Committee Meeting

Date: Wednesday, June 21, 2017

Time: 6:30 PM

Parks and Recreation Committee:

Ms. Margarita Espinosa, Committee Chair

Youth and Education Committee:

Ms. Sahre Davis, Committee Chair

Law Enforcement Committee:

Mr. Moussa Siby, Committee Co-Chair

Ms. Claudette Coles, Committee Chair

Agenda

1. Introduction by District Manager John Sanchez

2. Parks and Recreation Committee:

- 1. Discussion on the movie night in August.**
- 2. Discussion on the Tremont Park RFEI**

3. Youth and Education Committee:

- 1. Presentation by Zeta Charter School on their proposed school opening in Fall 2018.**
- 2. Presentation by the Wildlife Conservation Society on the Future Leaders Program and the NYS Department of Health's Comprehensive Adolescent Pregnancy Prevention initiative.**

4. Law Enforcement Committee:

- 1. Discussion on the upcoming National Night Out on Tuesday, August 2, 2017.**

5. Other business (if any).

6. Adjournment

Honorable Ritchie Torres,
City Council Member, 15th Council District

Honorable Rafael Salamanca,
City Council Member, 17th Council District

Response 03j-92



Emily Kim <emily.kim@zetaschools.org>

RE: New school

Yianna Munoz-Justo <[REDACTED]>
To: emily.kim@zetaschools.org

Thu, Jun 22, 2017 at 4:26 PM

Emily,

My name is Yianna Justo, Chief of Staff for Assemblyman Marcos A. Crespo. I am reaching out in regards to your recent meeting request.

At the moment our district office is occupying a temporary space, but will be moving back to our former office next Thursday. Because all of our belongings and furniture items are packed; I will be circling back with you early next month to set up a meeting. We hope to be a bit more settled in soon enough.

Thank you for reaching out and also thank you for your patience.

Best,

Yianna Justo

Chief of Staff / Bronx Office Scheduler

NYS Assembly

Hon. Marcos A. Crespo

1551 Watson Avenue (*Temporary*)

Bronx, NY 10472



From: Marcos A. Crespo [mailto:[REDACTED]]
Sent: Tuesday, June 20, 2017 12:29 PM
To: Yianna Munoz-Justo
Subject: Fwd: New school

Friday, June 23, 3:30-4:30 p.m.: Community meeting to receive public feedback on proposed new public charter elementary school opening in August 2018 in Bronx Community School District 12

Viernes, el 23 de junio, 3:30-4:30 p.m.: Reunión comunitaria para recibir comentarios del público sobre la propuesta nueva escuela charter pública primaria que abrirá agosto del 2018 en el Distrito Escolar Comunitario 12 del Bronx.

Please sign in below - thank you!

Por favor inscriba su nombre e información abajo. ¡Gracias!

Zeta Charter Schools

NAME (PRINT) NOMBRE (IMPRIMIR)	EMAIL ADDRESS CORREO ELECTRÓNICO	PHONE TELÉFONO	ZIP CODE CÓDIGO POSTAL	COMMUNITY SCHOOL DISTRICT DISTRITO ESCOLAR COMUNITARIO
[REDACTED]	[REDACTED]	[REDACTED]	10472	
Jenny	[REDACTED]	[REDACTED]	10472	
Selpha yupa	[REDACTED]	[REDACTED]	10460	
Samafee Mock	[REDACTED]	[REDACTED]		
Marianne	[REDACTED]	[REDACTED]		
Marianne	[REDACTED]	[REDACTED]	10472	
Sarah	[REDACTED]	[REDACTED]	10472	

Visit ZetaSchools.org to learn more and to provide feedback on our charter proposal. By providing your email address, you will receive email updates from Zeta Charter Schools.

Visite ZetaSchools.org para aprender más y proveer sugerencias sobre nuestra propuesta de charter. Al proveer su dirección de correo electrónico, recibirás actualizaciones de Zeta Charter Schools.

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Please sign in below - thank you!

Zeta Charter Schools

Por favor inscriba su nombre e información abajo. ¡Gracias!

NAME (PRINT) NOMBRE (IMPRIMIR)	EMAIL ADDRESS CORREO ELECTRÓNICO	PHONE TELÉFONO	ZIP CODE CÓDIGO POSTAL	COMMUNITY SCHOOL DISTRICT DISTRITO ESCOLAR COMUNITARIO
grace				BRONX-
MALCOM RAMSJOHN				
Kelsy				
Kimberly Cazha				
				BROOKLYN
Janaisia Robertz				
Isaac Fonseca				
Isabella Castro				Felisa Rincon

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Visite ZetaSchools.org para aprender más y proveer sugerencias sobre nuestra propuesta de charter. Al proveer su dirección de correo electrónico, recibirás actualizaciones de Zeta Charter Schools.



Emily Kim <emily.kim@zetaschools.org>

Thank you

Emily Kim <emily.kim@zetaschools.org>

Mon, Jun 26, 2017 at 11:09 AM

To: Angel Vasquez <[REDACTED]>

Angel,

Thank you for meeting with me today to discuss my proposed public charter elementary school in the Senator's district opening August 2018. I much appreciated your time and advice and look forward to receiving any further feedback/advice the Senator and you may have for us over time.

As I mentioned at the meeting, I would also greatly appreciate if Senator Alcantara can send a letter of support for my charter application. A draft of such a letter is attached for your convenience. It would be terrific if you could e-mail me a pdf of the signed letter for inclusion with my application on July 10.

Thank you again for the meeting, and I look forward to hearing from you about the letter of support.

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

Raising lifelong learners and productive world citizens

 **2017.06.26 Senator Alcantara Draft Letter of Support.docx**
15K



Emily Kim <emily.kim@zetaschools.org>

Re: Zeta Charter Schools and Bronx Community Board 6

Emily Kim <emily.kim@zetaschools.org>
To: Bronx Community 6 <bronxcb6@bronxcb6.org>

Tue, Jun 13, 2017 at 10:01 AM

John,

Thanks so much for meeting just now - I appreciated that we were able to talk about my proposed school in CSD 12 and to get your feedback and advice, both on the school and in general.

It was terrific to hear your expression of support for the proposed school and your desire to bring more great schools to Bronx Community District 6.

You mentioned that it was too late to receive a letter of support from Bx CB 6 for my charter application because of the process required by the bylaws (attending Education Committee meeting, getting recommended by the Education Committee to the full board, full board voting on a letter of support), which would only be able to produce a letter of support by September 2017.

However, I would still like to see if we can present at the next Education Committee meeting a week from Wednesday. I won't likely be able to personally make it because of a time conflict, but I will see if someone else on my team can attend to present and receive feedback on our charter proposal. Please let me know how we can make it onto the agenda.

Thanks again for meeting - your district is fortunate to have a leader with your commitment and determination. I look forward to continuing the conversation.

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

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On Mon, Jun 5, 2017 at 6:50 PM, Emily Kim <emily.kim@zetaschools.org> wrote:

Perfect - see you then!

Emily

Emily A. Kim

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Cell: (917) 330-2296
zetaschools.org

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On Mon, Jun 5, 2017 at 5:04 PM, Bronx Community 6 <bronxcb6@bronxcb6.org> wrote:

Hi Emily,
Tuesday, 6/13 at 9 am works great. I'll see you then. I'm at 1932 Arthur Ave Rm. 403-A

On Mon, Jun 5, 2017 at 12:50 PM, Emily Kim <emily.kim@zetaschools.org> wrote:
John,

Would any of the below dates/times work for you for an in-person meeting? I can come to your office.

- Wednesday, June 7th - 9 am
- Tuesday, June 13th - 9 am
- Thursday, June 15th - 9 am

Best,

Emily

Emily A. Kim

Zeta Charter Schools
Cell: (917) 330-2296
zetaschools.org

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

From: **Bronx Community 6** <bronxcb6@bronxcb6.org>
Date: Fri, Jun 2, 2017 at 6:38 PM
Subject: Re: Zeta Charter Schools and Bronx Community Board 6
To: Zeta Charter Schools <info@zetaschools.org>

Sounds good. I'd reach out to his staffer John Fitzsimmons at [REDACTED] I'd also reach out to CM Salamanca's office if you haven't already.

On Jun 2, 2017 6:10 PM, "Zeta Charter Schools" <info@zetaschools.org> wrote:

Hi, John,

Congratulations on the new role!

Thank you for your e-mail. I would love to meet and will send over shortly a few dates/times in the next week or two for an in-person meeting.

Additionally, I have reached out to AM Blake asking for a meeting with him as well. Would you be able to reach out to him to see if he would be willing to meet with me to discuss the proposed new school?

Thank you and will come back with some dates/times shortly.

Best,

Emily

On Fri, Jun 2, 2017 at 3:51 PM, Bronx Community 6 <bronxcb6@bronxcb6.org> wrote:

Good Afternoon Emily,

My name is John Sanchez and I am the new District Manager for Bronx Community Board 6. I received your proposed school's letter in the mail and would love to discuss how we can get your school located in our Community Board. We previously met when I worked for Assemblymember Blake. Bronx Community Board 6 is arguably the most under served district in NYC and we only have one charter school and want more high quality schools. I've attached a district profile to give you more context on our neighborhood. Please let me know a few dates and times that would work this month for us to talk on the phone or meet in person.

--

John Sanchez
District Manager
Bronx Community Board 6
[REDACTED]

www.bronxcb6.org

--

John Sanchez
District Manager
Bronx Community Board 6
646-474-3630
bronxcb6@bronxcb6.org
www.bronxcb6.org

4. School Enrollment

- (a) 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.)

In 2018-19, Zeta Schools NYC plans to open two public charter elementary schools to serve students in kindergarten and 1st Grade. Each school will expand to serve one additional grade each year as students age up, and at scale will serve kindergarten through 5th Grade by 2022-23. This grade configuration aligns with both school districts of location, CSDs 6 and 12.

To be eligible for enrollment in kindergarten, students must attain the age of five years on or before December 31st of the year they start kindergarten. Children may occasionally be promoted early or retained in a grade, as determined by the Managing Director of School or the Academic Director, after considering information provided by teachers, instructional leaders, and special education staff; this may occasionally result in the enrollment in a particular grade of a student older or younger than the ages shown below in Response 4(b). Age requirements at both proposed schools will be standard across both schools. These eligible or minimum age requirements in each grade align with both school districts of location, CSDs 6 and 12.

As described in Response 21(a), our enrollment model assumes that we will enroll 3 sections of 30 students as a target for each grade as we build out our school. In grades 4 and beyond, we will anticipate annual attrition of 4% affecting our enrollment in those grades. In grades K-3, we will backfill our classes from the waitlist to maintain the 90 students per grade level. Zeta Charter Schools NYC anticipates attrition of approximately 7 students per every 90 students in a grade. This will equate to an attrition rate of approximately 4% on the FTE of enrollment. For grades K through 3, we will admit new students over the summers so that enrollment will return to 90 for the start of the next school year where we will, again, expect to lose approximately 7 students. When the students are in 4th grade, we will no longer admit new students from the lottery, however, the attrition rate in the later years will be lower than that of the earlier years.

If the proposed schools are renewed, Zeta Charter Schools NYC anticipates that in a future charter period it would seek to grow its schools to include middle school and high school grades. In addition, the schools intend to seek to apply for a full-day universal pre-K program

and 3K program, should the latter become available to the schools located in the proposed CSDs, which is currently not the case.

- (b) Complete the student enrollment table provided in the budget template and include a copy of it here.

CSD 6:

PROJECTED CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	90	60	90	90	90	4-5*
1st Grade	Elementary School	90	90	90	90	90	5-6
2nd Grade	Elementary School		90	90	90	90	6-7
3rd Grade	Elementary School			90	90	90	7-8
4th Grade	Elementary School				86	86	8-9
5th Grade	<i>Elementary School</i>					83	9-10
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						
TOTAL		180	240	360	446	529	

*To be eligible for enrollment in Kindergarten, students must attain the age of five years old by December 31 of the year they start Kindergarten. This age requirement will be standard across all schools. Students may occasionally be promoted early or retained in a grade, as determined by school leaders; this may occasionally result in the enrollment in a particular grade of a student who is older or younger than the ages reflected above. The proposed schools may offer pre-Kindergarten and/or 3K, depending on space and other factors.

CSD 12:

PROJECTED CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	90	60	90	90	90	4-5*
1st Grade	Elementary School	90	90	90	90	90	5-6
2nd Grade	Elementary School		90	90	90	90	6-7
3rd Grade	Elementary School			90	90	90	7-8
4th Grade	Elementary School				86	86	8-9
5th Grade	<i>Elementary School</i>					83	9-10
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						
TOTAL		180	240	360	446	529	

*To be eligible for enrollment in Kindergarten, students must attain the age of five years old by December 31 of the year they start Kindergarten. This age requirement will be standard across all schools. Students may occasionally be promoted early or retained in a grade, as determined by school leaders; this may occasionally result in the enrollment in a particular grade of a student who is older or younger than the ages reflected above. The proposed schools may offer pre-Kindergarten and/or 3K, depending on space and other factors.

4. School Enrollment

- (c) Applicants associated with one or more currently operating public or private school(s) should complete the Statistical Overview**

Request is not applicable.

5. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

Zeta Charter School Curriculum Selection and Processes

The educational focus and philosophy of Zeta Schools NYC is centered on the belief that all children have the potential to achieve at the highest levels, and mining that potential is the key to building thriving communities of lifelong learners and productive world citizens. Zeta is committed to building high-performing, replicable public charter schools that challenge, inspire, and prepare children for a future with limitless opportunity.

Zeta's school design will provide a top-notch education to all students, irrespective of socioeconomic, racial, ethnic, and/or other status. Economically and racially integrated school settings provide important benefits to both students and the community at large, and every child should have access to a high-quality public school option.

The proposed curriculum is aligned with the Zeta mission in that academic excellence is front and center. The rigorous academics will provide the diverse population of students in CSDs 6 and 12 with the tools they need to succeed to and through college and beyond. Students who require additional instruction and practice will receive individualized attention before, during, and/or after school. All teachers in the schools will be trained in effectively teaching students to read and do math. In addition, we will employ reading, math, and intervention specialists who will lead the charge in training so that we will be able to meet each student's individual academic needs. Zeta will study the particular needs of at-risk, high-needs, English Language Learner, and advanced populations, with an aim to diversify the approach in order to mine our students' unique and highest potential.

The rigorous core curriculum has high concentrations of daily writing, reading, mathematics, and science instruction, practice, and exploration. The academic program will be designed to ensure students meet or exceed New York State Common Core Learning Standards. The Academic Directors will study the New York State Common Core Learning Standards and map them across the curriculum in consultation with Meghan Mackay, creating a curriculum framework. Once the curriculum is mapped, Ms. Mackay will work with the Academic Directors to create a Scope & Sequence for each grade so that all teachers have a clear picture of what is being taught when. In addition, Academic Directors will be responsible for creating Pacing Guides so that the amount of time spent on each unit is standardized across schools. All teachers will also study the New York State Common Core Learning Standards so that they understand the nuance of each standard, and how the standards are taught through different components of the curriculum. Teachers will also consult with Academic Directors to ensure the pacing is reasonable and rigorous.

As a key part of the school design, children will engage in invigorating daily physical activity that is the foundation of a healthy lifestyle. The health and wellness curriculum will include physical fitness, healthy food choices, and mindfulness. Through mindfulness, Zeta students will learn and practice self-control, sound judgment, kindness, and courage.

Because founding members on the Zeta team received world-class training from Success Academy Charter Schools, we have benefitted from all of the research that went into creating a successful school

design that has served diverse populations of students. The existing schools managed by Success Academy have shown very impressive student achievement results in all areas; all serve a population of which approximately three-quarters (or more) are eligible for the federal Free and Reduced Price Lunch program. For several years, the Success Academy school design has resulted in scores among the highest in the city, despite having many Title I schools. Success Academy schools consistently rank in the top 2% of New York State public schools in student performance—matching or exceeding New York City Gifted and Talented programs.¹ Amongst 3,500 public schools in New York State, Success Academy schools are in the top 2% in reading, top 5% in science, and top 1% in math.² Additionally, students with disabilities and English Language Learners at Success Academy schools not only surpassed their peers statewide, but also outperformed students without disabilities and native English speakers, respectively, across New York. Pass rates in mathematics for students with disabilities in 2016 were 79% vs. 11%; pass rates in ELA were 52% vs. 9%. Pass rates in mathematics for ELL students in 2016 were 90% vs. 13%; pass rates in ELA were 60% vs. 12%.³

We plan to use many of the key curricular components that have been essential in ensuring these impressive student achievement results across demographics, while extending the curriculum to include STEAM Workshop, mindfulness, and health and wellness, using elements of the Compass⁴ model of social-emotional learning. Valor's Compass supports students in developing ten habits across five disciplines: Sharp Mind (curiosity & diversity), Noble Purpose (joy & identity), Big Heart (courage & kindness), Aligned Actions (determination & integrity) and True North (balance & presence), which lies at the center and is core to all of the other disciplines. The "Compass Developmental Pathway" is a competency-based framework that breaks each of the ten habits into seven phases of learning, and provides a collection of activities and projects to help students develop mastery of the habits over time. Implementing this strong academic program and pedagogical approach for students in CSDs 6 and 12 will be instrumental to raising student achievement with Zeta's target population and decreasing the achievement gaps in mathematics and ELA, as the Success Academy curriculum has demonstrably achieved for over 10 years with its own students.

There will be a yearly review of the curriculum, led by the Academic Directors. During the yearly review, we will evaluate the overall effectiveness of the curriculum based on student achievement measured against end-of-year goals. In addition, this yearly review will ensure any necessary revisions are implemented and alignment of the curriculum and assessment system to the NY State Common Core Learning Standards. When students consistently meet or exceed planned goals, the curriculum and its implementation will be judged effective. If performance is anything less than excellent, the Zeta team and leaders will go back to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year, leaders will also solicit input from teachers and consider their input, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

¹ Based on New York City Department of Education ("DOE") Progress Report results, available at <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

² Based on New York State Report Card results, available at <https://reportcards.nysed.gov/>.

³ Based on New York State Report Card results, available at <https://reportcards.nysed.gov/>.

⁴ A more detailed description of Valor's Compass curriculum is available at <http://valorcollegiate.org/compass/>.

At the end of each school year, teachers and leaders will review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation will also take place during the school year. Teachers and school leaders will meet weekly to discuss how students performed on assessments, as well as to evaluate the alignment of curriculum with assessments. Meetings generally will center on the following questions:

- How did the school perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills, and how did they teach these skills?
- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress will be an ongoing activity in all classrooms. A variety of assessment tools will be used to monitor student progress, some formal and others more informal. Data will be used to guide teachers as they make instructional decisions and inform school leaders as they plan for interventions for groups and individual children each day.

School leaders and the Academic Directors will use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders will also influence professional development topics, which will constantly be reviewed and re-prioritized in order to meet teacher and student needs.

The success of the students, school, and therefore curriculum will be continuously under examination. Zeta's student performance data will allow school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular reading and math assessments, as well as other nationally normed assessments will provide value-added data throughout the year to be used longitudinally over multiple years. The Fountas and Pinnell (F&P) assessment or similar assessment will be used regularly for formal assessment of reading progress. Schools will also hold data reviews on a regular basis as well as student assessment meetings to assess student progress and effectiveness of curriculum materials, and to make changes that ensure students reach NY State Common Core Learning Standards and school end-of-year goals. Additionally, the NY State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

As new grades and classes are added to each Zeta school, it will become necessary to create new curricular materials or to modify existing programs. The Academic Directors will research best practices from other successful schools and learn from the mistakes of those that have failed, as well as investigate new research-based curricula. All elements of the curriculum will be comprehensive, rigorous, and aligned to the New York State Common Core Learning Standards. This process and level of intense research and comparison is how all components of the curriculum will be selected to ensure the Zeta curriculum is rigorous, effective, and aligned with all New York State Common Core Learning Standards and New York State Core Curriculum.

The Zeta curriculum will be standardized and used at each school operated by Zeta to ensure quality, consistency, and replicability. The Academic Directors and select external experts will train teachers and school leaders on the curriculum during summer professional development sessions before school starts and during weekly professional development throughout the school year.

THINK Literacy

THINK Literacy is a framework developed by Success Academy that is publicly available through the Success Academy Education Institute that teaches students to become avid readers, elegant writers, and critical thinkers. It was selected for three reasons: it is aligned with the NY State Common Core Standards, contains high-quality, engaging curriculum content, and has yielded incredibly successful results with all populations of students: in 2016, 82% of Success Academy students passed the state ELA test, compared to 38% of students across NY state and NYC. In addition, pass rates in ELA for students with disabilities were 52% vs. 9%. Pass rates in ELA for ELL students were 60% vs. 12%.⁵

Rigorous ELA instruction is crucial to ensuring that Zeta schools reverse the vast divide in the achievement gap. Data from the 2015 NAEP assessment shows that just 18% of African American and 21% of Hispanic 4th grade students in the US were proficient in reading.⁶ In CSD 6 and CSD 12 in New York City, that gap further widens, with just 6.2% of students in CSD 6 passing the 2016 NY State ELA Exam, and 16.3% of students in CSD 12 passing the test, compared to 38% of students citywide.⁷ The Zeta ELA curriculum will ensure that its students receive the world-class education they deserve.

At the heart of THINK Literacy is a deep belief that students become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. The THINK framework provides a balance between modeled teacher reading and writing, teacher reading and writing with students, and independent reading and writing by students. Each and every day our students will see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

THINK Literacy stands firmly on the premise that all students can learn to read and write. The balance between reading and writing allows students to receive the instruction needed in order to reach grade-level standards, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK Literacy program includes, but is not limited to, the following activities and goals:

- **Close Reading** gives students the opportunity to interpret brief texts in a highly engaging way. It helps them develop and hone their critical thinking skills with the support of their teacher. First, students determine the meaning of the text and learn to find evidence to support their ideas.

⁵ Based on New York State Report Card results, available at <https://reportcards.nysed.gov/>.

⁶ Reading Statistics come from the National Assessment of Educational Progress, 2015, available at https://www.nationsreportcard.gov/reading_math_2015/#reading/acl?grade=4

⁷ Based on New York State Report Card results, available at <https://reportcards.nysed.gov/>.

Then, students closely examine the author's use of language, punctuation, and various literary devices to understand how the author conveyed the central idea. Students then write to show their understanding of the text they have been reading. Studying excellent writing is one of the ways students become great writers themselves.

- **Guided Reading** is a powerful tool to help deepen students' understanding of books and then help them rapidly improve the level at which they read and understand books. Small groups of students work with their teacher to read and understand a book that is one level above where they are reading independently. The teacher introduces the book and provides individualized coaching during Guided Reading so that students are able to read increasingly more difficult books.
- **Read Aloud and Book Discussions** are opportunities for students to fall in love with great books and to think critically about them. The teacher reads to the class and will verbalize what he or she is thinking as he or she reads in order to help students see and understand how an excellent reader thinks through the text he or she is reading. During strategic points throughout the book, the teacher will ask students to discuss a part of the book (either through "Think Alouds" or "Turn and Talks") to further their understanding of the meaning of the book. The last element of these discussions leads into a whole class discussion during which students discuss and debate the book.
- **Writing** teaches students to write in a variety of genres such as stories, poems, essays, or articles. They learn to write pieces around main ideas, using structure, details, and mechanics to make their point. During Writing, the teacher introduces and models one aspect of excellent writing. Students then have the opportunity to write independently and practice this skill. The teacher also works with a small group of students during this time to provide individualized attention to lift the level of their writing. During **Shared Writing**, the teacher and students compose a piece of writing together, with the teacher acting as the coach and scribe. Through writing together, students internalize what it feels like to craft great writing. Shared Writing is a way to show students what they are aiming for in their own independent writing. While Shared Writing focuses on ideas, structure and detail, **Interactive Writing** provides students with the chance to practice the physical mechanics of writing. During Interactive Writing, the teacher and students write a piece, or part of a piece together, sharing the pen. Students have individual whiteboards to practice writing specific words and phrases.

Phonics: Success For All (SFA)

Because THINK Literacy does not specifically address phonemic awareness, Zeta will supplement THINK Literacy with Success For All (SFA), a research-based and research-proven program that provides children with experiences that prepare them for success in the primary grades and throughout their academic career.

Throughout the enriched Kindergarten program, there is a focus on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing, which creates a solid foundation for reading and learning. Each component of SFA supports these key developments. For example, SFA's Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text.

Classroom DVDs linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading.

Starting in 1st grade, Zeta will use SFA's Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness through randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process.

In accordance with the THINK Literacy model, students are grouped by reading ability level beginning in the 1st grade. Retesting and regrouping occurs regularly, allowing teachers the opportunity to work intensively with a group of 8-15 students who are all performing at approximately the same level, thus allowing the teacher to achieve dramatic gains with these students. Cooperative learning embedded throughout the program focuses on individual accountability, equal opportunity for success, and team recognition. Providing the opportunity to work with peers to meet specific learning goals enables students to master basic reading, writing, and mathematical skills as they continue to grow as thoughtful learners.

Zeta Math

The math curriculum at Zeta schools will provide students with the opportunity to develop theoretical, conceptual, and practical mathematical understandings. Unequal access to rigorous math content is widening the gap between low-income students and their more affluent peers not only in the United States but in countries worldwide.⁸ Rigorous math instruction is crucial to ensuring that Zeta schools reverse the vast divide in the achievement gap. Data from the 2015 NAEP assessment shows that just 19% of African American and 26% of Hispanic 4th grade students in the US were proficient in math.⁹ In CSD 6 and CSD 12 in New York City, that gap further widens, with 24.3% of students in CSD 6 passing the 2016 NY State Mathematics Exam, and just 14.7% of students in CSD 12 passing the test, compared to 36% of students citywide.¹⁰ The Zeta math curriculum, which will be rigorous and engaging in its hands-on approach, will ensure that its students receive the top-notch education they deserve.

- **TERC Investigations in Number, Data, and Space** is a Kindergarten – 5th grade mathematics curriculum aligned to NY State Common Core Learning Standards that is designed to support children as they make sense of mathematical ideas. The Investigations program will be used at Zeta schools because it is based on extensive classroom-based field-testing on how children most effectively learn mathematics. The hands-on approach guides students to develop their own invented algorithms through working with concrete representations of numbers such as manipulatives and drawings, as well as more traditional number sentences. The 2009 What Works Clearinghouse report, *Assisting students struggling with mathematics: Response to In-*

⁸ The Role of Schooling in Perpetuating Educational Inequality is available here: <http://journals.sagepub.com/stoken/rbtf/PEGAhOM56p9qg/full>.

⁹ Math Statistics come from the National Assessment of Educational Progress, 2015, available at https://www.nationsreportcard.gov/reading_math_2015/#mathematics?grade=4

¹⁰ Based on New York State Report Card results, available at <https://reportcards.nysed.gov/>.

*tervention (Rtl) for elementary and middle schools*¹¹, includes using visual models and manipulatives as one of its research-based recommendations. In addition, Appendix D of the report summarizes research supporting the use of the Concrete–Representational–Abstract (CRA) approach for helping students make connections between concrete manipulatives and abstract mathematical ideas. In this approach, students first use concrete materials to solve problems and look for patterns and generalizations. As students need to record their work, they do so first by sketching pictures (representations) of the manipulative models and then finally move to using abstract (and more formal) mathematical notations for their work.

Investigations math offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding and procedural and computational fluency. The program is centered on activity-based investigations, which encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students are consistently writing, drawing, and talking about math in order to deepen their understandings. Mathematics content includes the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs.

- **Cognitively Guided Instruction (CGI)**¹² will be used to supplement TERC Investigations in Number, Data, and Space. CGI is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. This mathematical approach gives teachers an understanding of the importance of student-led problem solving, as it requires students to solve problems using their own mathematical understandings and strategies; these strategies are then shared with the entire class in order to advance all students' mathematical understandings. At Success Academy, CGI is used to train teachers to understand and develop their students' mathematical thinking and representation. This approach has been high successful: in 2016, 94% of Success Academy students passed the state math test, compared to 39% of students across NY state and 36% in NYC. In addition, pass rates in math for students with disabilities were 79% at Success Academy vs. 11% in NYC. Pass rates in math for ELL students were 90% at Success Academy vs. 13% in NYC.¹³

Zeta Science

Zeta students take **Science** four days a week beginning in Kindergarten. By the end of Kindergarten, Zeta students will have conducted over 100 experiments. Students love to ask questions, and we will

¹¹ The report, *Assisting students struggling with mathematics: Response to Intervention (Rtl) for elementary and middle schools* is available to download here: https://www.researchgate.net/publication/267235044_Assisting_students_struggling_with_mathematics_Response_to_intervention_Rtl_for_elementary_and_middle_schools.

¹² For a detailed description of the program and its benefits, the report COGNITIVELY GUIDED INSTRUCTION: A Research-Based Teacher Professional Development Program for Elementary School Mathematics can be found here: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>.

¹³ Based on New York State Report Card results, available at <https://reportcards.nysed.gov/>.

capitalize on their natural curiosity with a hands-on approach, where students conduct experiments and are encouraged to observe and ask questions about the world around them.

A deep emphasis on science is critical for Zeta's target population, because data reveals that African American and Hispanic 4th grade students in New York City are approximately 2.5 years behind their white peers in science. Similarly, fourth grade students in New York City who qualify for free or reduced lunch are almost three years behind in science proficiency compared to their peers who do not qualify for free or reduced lunch. In addition, the National Assessment of Educational Progress found that only 4% of graduating African American high school seniors were proficient in science.¹⁴ Such students are given high school diplomas without the skills necessary to secure high-paying jobs in science-related fields. Zeta aims to reverse this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. In furtherance of this goal, the Zeta curriculum ensures that all students receive discovery-based experimental science instruction four days a week, beginning in Kindergarten.

Zeta STEAM Workshop

According to the U. S. Department of Commerce, STEM occupations are growing at 17%, while other occupations are growing at 9.8%. "In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels much beyond what was considered acceptable in the past."¹⁵ Zeta is committed to ensuring that its students are ready to lead major innovations in science, technology, engineering, art, and math that will impact the world of their future.

Designed to provide children with an opportunity to develop confidence with tools and solving construction problems, STEAM Workshop is an embodiment of the progressive educational tenet of learning by doing. The hands-on curriculum includes specific projects related to classroom math, art, and science. Through diverse projects that encourage both cooperative work and individual expression, students develop creative problem-solving skills and master an understanding of the design process.

The goal of STEAM Workshop is to unleash the potential of students to be innovative problem solvers in the 21st century, to make connections between art, math, science, and engineering, and utilize technology and mixed media to express their learning through the objects and systems they create. Each week for an extended block of time, STEAM Workshop provides students with hands-on techniques that build their fine motor skills and develop in them the close attention to detail necessary to formulate ideas and express themselves.

For our youngest students (K-2), STEAM Workshop will incorporate block play, as block play in the early school years helps children understand many important concepts in geometry, number, and measurement, establishing a strong STEM foundation.¹⁶ Additionally, research shows that block play pro-

¹⁴ Science statistics come from the National Assessment of Educational Progress, 2009, available at <http://nces.ed.gov/nationsreportcard/pdf/main2009/2011451.pdf>

¹⁵ National Science Foundation

¹⁶ Petersen, L., & S. Levine. 2014. "Early Block Play Predicts Conceptual Understanding of Geometry and Mathematical Equivalence in Elementary School." SILC Showcase (September). <http://bit.ly/1nws4Q>.

vides a wide variety of learning opportunities, including possibilities to help children develop the spatial reasoning skills important for later STEM learning.¹⁷ (Additionally, research has shown that block play helps the language acquisition and social development that is crucial to the success of ELL students.¹⁸)

Engaging their innate creativity and imagination, children explore mathematical ideas through block-building and natural opportunities to sort, count, and use logic. They also discover scientific principles of physics and construction, such as the properties of balance, proportion, and weight. Through a facilitated discourse, students learn from each other through storytelling and explanation of the planning and construction process.

Zeta seeks to empower students with the technical skills and conceptual foundations necessary to become lifelong innovators and contributors to a technological world. In the lower grades, emphasis is placed on these skills by building the foundational computer skills in the areas of basic application and understanding of computers and digital citizenship, Internet use and Internet research skills, and digital storytelling. All students focus on using critical thinking skills, mathematical and scientific concepts, and materials and tools to solve real-world problems while working in teams. In the upper grades, students will explore and apply the relevant skills, concepts, and hands-on construction techniques through more advanced technology skills, such as coding and robotics. A key objective of the STEAM Workshop is to connect various disciplines of study to solve real-world problems.

Health & Well-being

The health and well-being programming at Zeta schools emphasizes healthy choices with regard to eating, physical activity, and mindfulness. Students learn about and practice health and well-being throughout the day, starting with invigorating exercise and healthy food at the beginning of the day. In the lower grades, the focus is on movement education and exploration, as well as mindfulness of self and others. Students are taught about spatial awareness and interacting with peers with an emphasis on games, rhythms, and locomotor/movement concepts. Awareness of one's actions and choices is emphasized. In the upper grades, the curriculum explores personal fitness, sports, and games. In each unit, game rules are introduced with a focus on sportsmanship, teamwork, skill development, and strategy. Non-traditional physical education units such as yoga, juggling, cup-stacking, and circus art keep young minds and bodies active and engaged and demonstrate to students that they can experience movement and stay fit in a variety of ways.

Teachers will use a modified version of the Valor Compass Developmental Pathways curriculum to foster the development of mindfulness in students. Students start the day with a Classroom Circle to build community and individual groundedness; once a week, the circle broadens with a Community Circle gathering. Teachers and leaders guide the sessions in a specific, predictable structure, creating a sense of safety in consistency. The core components (balance & presence, identity & joy, integrity & determination, courage & kindness, and curiosity & diversity of perspective) define specific ways of being, growing, and learning together. Mindfulness work is intended to foster growth in body, heart, mind, and spirit in pursuit of excellence in every dimension. Research has shown that mindfulness can im-

¹⁷ Nath, S., & D. Szücs. 2014. "Construction Play and Cognitive Skills Associated With the Development of Mathematical Abilities in 7-Year-Old Children." *Learning and Instruction* 32: 73–80.

¹⁸ Effect of Block Play on Language Acquisition and Attention in Toddlers, available here: <http://www.imaginationplayground.com/images/content/2/9/2965/Effect-of-Block-Play-On-Language-Acquisition.pdf>.

prove attention¹⁹ and creates changes in the brain that correspond to less reactivity,²⁰ and better ability to engage in tasks even when emotions are activated.²¹

Enrichment at Zeta Schools

In addition to a rich and rigorous academic curriculum, Zeta schools have a carefully designed and robust program that will include a selection of visual and performance art, music, chess, and sports. This is a critical part of Zeta's strategy to decrease any achievement gaps and mine each student's unique potential. Children need to be highly engaged in school in order to become great writers and great students. This is why Zeta students will go on numerous field studies as well as using the THINK Literacy and TERC-Investigations math curriculum. This serves to foster well-rounded, healthy students who are also scientists, writers, readers, and critical thinkers.

Students will have enrichment programming during the school day, and Zeta will also offer enrichment after-school programming.

(b) Assessment System

Zeta Charter Schools NYC Assessment System

The assessments system at Zeta will include both valid national diagnostics and internally created assessments that are both formative and summative, measuring mastery of critical concepts based on the NY State Common Core Learning Standards, as well as rigorous internal standards. Assessments will be standardized so as to be both absolute and comparative measures of progress toward academic goals.

Zeta-developed tests will be vetted by the Academic Directors to ensure that the tests:

1. Align with standards set forth by the NY State Common Core Learning Standards and Zeta's rigorous benchmarks.
2. Help teachers and leaders understand gaps in student understanding so the school can better understand how to support the lowest-performing students.
3. Help teachers and leaders understand how to challenge the highest-performing students.
4. Provide clear instructions and guidelines to facilitate efficient administration.
5. Include technology and/or hands-on elements suited for use in a classroom/school environment.

As highlighted above, all assessments and instructional materials are chosen or designed to match Zeta's own high standards for student achievement. By adopting more rigorous benchmarks than those set forth by New York State, Zeta can ensure that all students are able to achieve proficiency or better on state assessments.

¹⁹ Chiesa, A., & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: a review and meta-analysis. *The Journal of Alternative and Complementary Medicine, 15*(5), 593–600.

²⁰ Goldin, P. R., & Gross, J. J. (2010). Effects of mindfulness-based stress reduction (MBSR) on emotion regulation in social anxiety disorder. *Emotion, 10*(1), 83.

²¹ Ortner, C. N., Kilner, S. J., & Zelazo, P. D. (2007). Mindfulness meditation and reduced emotional interference on a cognitive task. *Motivation and Emotion, 31*(4), 271–283.

Assessments will drive instruction, and as detailed below, these assessments will be given in several formats on weekly, biweekly, monthly, and yearly cycles. Because instructional planning will be based on assessment results to improve instruction and raise student achievement, instructional leaders and teachers will follow a structured data analysis cycle that mirrors the assessment cycle. The operative element is time; student work and assessments drive instruction immediately. All instructional leaders, teachers, parents, and students will know where students stand at all times, and will know what the corresponding academic plan will be to remediate, maintain, or accelerate instruction.

The assessment and data cycle will be as follows:

- Day 1: Assessments given and graded
- Day 1: All data entered into data system, with question-by-question achievement breakdown
- Day 1 or 2 (dependent on length and complexity of assessment): Instructional team (Academic Director, Associate Academic Director (if applicable), Student Achievement Coordinator or Manager, and teachers) meet to analyze data:
 - Macro-trends identified
 - Micro-trends identified, including pinpointing each student's achievement level and the areas in which he/she struggles
 - Students grouped by mastery levels
- Day 1 or 2: Instructional team plans interventions to address student needs
- Day 2 through following biweekly or monthly data cycle: Instructional plan implemented and revised as needed

This expedient assessment and data cycle process will enable Zeta's leadership to use assessment data to monitor and make improvements and changes to the school's curriculum and instruction, including changes to remediation, enrichment, professional development, and personnel. In addition, this expedient data collection and data sharing will also benefit teachers, who will be able to use assessment data to make changes and improvements to curriculum and instruction and plan for differentiation or re-teaching a key skill where data indicates that student learning was inadequate the first time, which will ensure that Zeta Schools is utilizing its assessment results and data to improve student achievement. Furthermore, the standardized process will assist with developing a common understanding between and among teachers and administrators of the meaning and consequences of assessment results, including access to remediation and promotion to the next grade. All of these processes will allow Zeta Schools to determine whether its schools are achieving its Accountability Plan goals and whether it is on a path to make a strong case for renewal of the schools' charters.

See Detailed Zeta Assessment System Information below.

Fountas & Pinnell Benchmark Assessment (F&P)— Reading Grades K-5

Purpose: To assess student's reading ability, specifically looking at accuracy, fluency, and, above all, comprehension.

Rationale for Selection: Nationally recognized and widely used assessment with a strong comprehension component; these are benchmarked against F&P book-leveling system.

Format & Administration: F&P will be administered one-on-one mostly by head teachers with some support from resident teachers and leaders. Teachers will select a book along a 26-level continuum (levels A-Z) and assess how fluently and accurately the students can read. The teacher will then conduct a comprehension conversation to see how well the student understood the story.

Quality Control: Academic Directors, Associate Academic Directors (if applicable), and/or Student Achievement Coordinators or Managers will quality control testers by observing one-on-one tests and analyzing each student's reading folder to ensure the test was administered consistently.

Performance Expectations: By the end of the year, 75% of students will be reading on grade level.

Data Collection & Analysis: The Associate Academic Director (if applicable), Student Achievement Coordinator or Manager, and/or teachers will collect all assessment data. Results will be analyzed to understand the distribution of levels, which students are not meeting or exceeding expectation, and who may need further interventions in the classroom or with tutoring.

Reliability of Results: We will observe students' independent reading levels and how quickly they are able to grow. We will compare our observations with results from the test as well as informal results to get a holistic sense of student performance and growth.

Use of Data: Teachers will use data to differentiate instruction and pair students with proper books for independent reading, as well as understand which students need additional interventions. Leaders will use data for student promotion decisions, teacher evaluations, and to understand which students need tutoring and other interventions. Board members will understand the state of the schools and for leader evaluations.

Data will be included in progress report for parents, and teachers will frequently call or e-mail with parents to inform them of students' progress in reading. Parents will use data to understand students' reading progress, inform discussion with teachers, and know what leveled books to read at home.

Teachers will conference with students so they understand their own growth in reading.

NY State Identification Test for English Language Learners (NYSITELL)— Language Grades K-5

Purpose: To assess students' English language acquisition.

Rationale for Selection: State requirement.

Format & Administration: The NYSITELL has 4 sections: listening, speaking, writing and reading. Each section is administered separately, either whole-group or one-on-one, by designated teachers who have received training in NYSITELL.

Quality Control: Test administered adhering to all state-mandated protocols.

Performance Expectations: By the end of the year, 75% of students will pass the NYSITELL test.

Data Collection & Analysis: Results will be sent to relevant SED/DOE office for processing.

Reliability of Results: This test is "designed to measure the English language proficiency of students who have been identified as limited English proficient (LEP)."

Use of Data: Teachers, Leaders, and Board members will use data to identify ELL learners in their school.

Leaders will send home a letter to parents so that they understand whether their student needs ESL services. Teachers will conference with students to discuss growth areas in English so that students understand their English language ability and the work they will need to do to graduate from ELL status.

Writing Prompt— Writing Grades K-5

Purpose: To assess students' ability to write, looking specifically at their ideas, structure, details and conventions.

Rationale for Selection: Assessment that sets a high bar; student writing is benchmarked against exemplary writing samples gathered from high-performing charters, private and public schools around New York.

Format & Administration: The writing prompt asks students to write a story from their life using everything they know about writing great stories. Administered by head teachers in a whole-class setting in a 45 minute block, students brainstorm, plan and write their response.

Quality Control: Writing prompt responses will be scored by a team of evaluators comprised of teachers across Zeta schools. Scorers will evaluate writing based on the same rubric.

Performance Expectations: By the end of the year, 75% of students will be writing on grade level, as measured on the scoring rubric.

Data Collection & Analysis: Scorers will input scores into a spreadsheet. Scores will then be tabulated to look for trends at schools, within classes, and among students. Teachers will then create small groups based on their students' strengths and growth areas. Teachers will meet with these small groups during writing instruction.

Reliability of Results: Our Academic Directors will create writing prompt rubrics alongside our writing curriculum. As a result, rubrics tied to the writing prompt will relate to what is being taught in class at the time.

Use of Data: Teachers will use data to place students in writing groups based on growth areas and to understand what whole-class teaching should be done to make students great writers. Leaders

will use data for promotion decisions, teacher evaluations, and to understand who needs tutoring and other interventions. Board members will understand the state of the schools and use data for leader evaluations.

Data will be included in progress report for parents, and teachers will frequently call or e-mail with parents to inform them of students' progress in writing. Parents will use data to understand their students' progress and inform discussion with teachers. Teachers will conference with students to show them their writing progress, and students will compare their writing over the course of the year to understand their growth.

Stepping Stones— Reading Grade K

Purpose: To see how well kindergarten students are learning pre-literacy skills such as identifying and sounding out letters, reading consonant-vowel-consonant words, etc.

Rationale for Selection: Part of Success For All (SFA) literacy curriculum for kindergarten, which shows how well students are learning pre-literacy skills such as letters, letter-sounds, sight words and consonant- vowel- consonant words.

Format & Administration: Head teachers and resident teachers will administer Stepping Stones one-on-one to each of his/her students. As the student identifies letters and letter-sounds, writes letters and reads consonant- vowel- consonant words, the teacher enters student responses into a spreadsheet.

Quality Control: To ensure consistency, we will give every tester the same training in Roots. As teachers test students, Student Achievement Coordinators or Managers and leaders will observe them to ensure quality. Student Achievement Coordinators or Managers and leaders will also review results to ensure teachers record results properly.

Performance Expectations: By the end of the year, 75% of students will be on grade level.

Data Collection & Analysis: Testers will enter responses into a spreadsheet. The Academic Director will compile results and reports trends by school, class, and student groups.

Reliability of Results: This test is tied to our Success For All first grade literacy curriculum (called Roots) and covers all decoding and comprehension skills covered in class. We will use results to create reading groups. This test will help us accurately place students in the correct reading level. In the few cases where the data might be off, we will quickly switch a student's group to match their ability.

Use of Data: Teachers and leaders will understand which students need added support to learn pre-literacy skills. Leaders will understand which teachers may need extra support to teach pre-literacy skills.

Data will be included in progress report for parents so that they can help students learn pre-literacy skills at home. Teachers will conference with students to let them know what letters and letter-sounds they missed and will need to learn.

Reading Roots— Reading Grade 1

Purpose: To see how well students are learning literacy skills taught through the Success For All Roots program for first grade. By looking at accuracy, fluency, and comprehension, we measure students' reading ability.

Rationale for Selection: Part of Success For All (SFA) literacy curriculum for Grade 1, known as Roots, which shows how well first graders are advancing through the Roots curriculum.

Format & Administration: Head teachers and resident teachers will administer Roots one-on-one to the student. The student will read a story to the teacher, which is close to the student's reading level. The teacher will note any missed or skipped words, then will ask the student questions about the text.

Quality Control: To ensure consistency, we will give every tester the same training in Roots. As teachers test students, Student Achievement Coordinators or Managers and leaders will observe them to ensure quality. Student Achievement Coordinators or Managers and leaders will also review results to ensure teachers record results properly.

Performance Expectations: By the end of the year, 75% of students will be on grade level.

Data Collection & Analysis: Teachers will submit data to their school's Academic Director. The Academic Director will compile results looking for school-wide and class-level trends. Among other things, the Academic Director will look for students who are below, on or above grade-level.

Reliability of Results: This test is tied to our Success For All first grade literacy curriculum (called Roots) and covers all decoding and comprehension skills covered in class. We will use results to create reading groups. This test will help us accurately place students in the correct reading level. In the few cases where the data might be off, we will quickly switch a student's group to match their ability.

Use of Data: Teachers will use data to understand which students are on-track or not on-track to achieve year-end literacy goals and to differentiate instruction for highest and lowest performers. Leaders will use data for promotion decisions, teacher evaluations, and to understand who needs tutoring and other interventions.

Teachers will call parents of students with low scores to encourage them to keep reading at home, and to inform them about leveled books to read at home. Teachers will conference with students to tell them their current Roots level and their goals for the next testing cycle.

State Math Test— Math Grades 3-8

Purpose: To understand how well students are learning and retaining NY State math standards.

Rationale for Selection: State requirement.

Format & Administration: This is a multi-day test administered whole-group by all teachers in grades 3 and up that incorporates multiple-choice as well as open-ended questions assessing grade 3 NY State math standards.

Quality Control: Test administered adhering to all state-mandated protocols.

Performance Expectations: 75% of students achieve a Level 3 or 4.

Data Collection & Analysis: Results will be sent to relevant SED/DOE office for processing.

Reliability of Results: We will align instruction to state math standards.

Use of Data: Teachers will use data to understand class mastery of math standards, which students may need extra support, and which should get enrichment tasks. Leaders will use data to understand school-wide performance and class-level growth areas. Both leaders and Board members will use data to compare school performance with other schools around the city and state.

The SED/DOE sends home a letter to parents so that they understand whether their student mastered math standards and which ones need to be retaught. Teachers will conference with students to let them know their state math scores so that they understand the math standards they mastered and which ones they still need to master.

State Science Test— Science Grades 4 and 8

Purpose: To understand how well students are learning and retaining NY State science standards.

Rationale for Selection: State requirement.

Format & Administration: This is a two-day test administered whole-group by all teachers in grade 4 that incorporates multiple-choice and open-ended questions for day one. In a separate session, students complete a practical portion, during which they independently complete experiments and report their findings.

Quality Control: Test administered adhering to all state-mandated protocols.

Performance Expectations: 75% of students achieve a Level 3 or 4.

Data Collection & Analysis: Results will be sent to relevant SED/DOE office for processing.

Reliability of Results: We will align instruction to state science standards.

Use of Data: Teachers will use data to understand class mastery of science standards, which students may need extra support and which should get enrichment tasks. Leaders will use data to understand school-wide performance and class-level growth areas. Both leaders and Board members will use data to compare school performance with other schools around the city and state.

The SED/DOE sends home a letter to parents so that they understand whether their student mastered science standards and which ones need to be retaught. Teachers will conference with students to let them know their state science scores so that they understand the science standards they mastered and which ones they still need to master.

Interim Assessment - Math (IA)— Math Grades 1-8

Purpose: To understand how students are learning and retaining math instruction as taught through TERC and CGI math programs. To stretch students' thinking and to show teachers where knowledge breakdowns occur in student thinking.

Rationale for Selection: Cumulative tests that show how well students are learning and retaining math skills, these will be created by a team of leaders, teachers, curriculum/assessment specialists, and outside consultants. The questions are designed to stretch student thinking and to show teachers any breakdowns in student understanding so teachers can better differentiate instruction.

Format & Administration: Interim assessments may be two-day whole-group tests administered by all teachers that incorporate multiple-choice and open-ended questions.

Quality Control: Same interim assessments administered across all schools. Teachers follow the same administration protocols and score the test using the same rubrics and scoring guides.

Performance Expectations: By the end of the year, 75% of students will be on grade level.

Data Collection & Analysis: The Student Achievement Coordinator or Manager at each school will collect tests, scan, and send them to the Academic Director and/or Associate Academic Director if applicable. The Academic Director or Associate Academic Director will compile results and create reports that display school and class-level trends. They will also show line-item analysis by students so teachers can better dissect the data.

Reliability of Results: These assessments test students on all skills taught over several math units. The questions are based on unit tests, which relate to skills and competencies students learn in class.

Use of Data: Teachers will use data to understand how well students are learning skills and are able to solve multi-step word problems through our rigorous math curriculum, which also informs

differentiation needs. Leaders will use data for promotion decisions, teacher evaluations, and to understand who needs tutoring and other interventions. Board members will understand the state of the schools and will use for leader evaluations.

Data will be included in progress report for parents, and teachers will frequently call or email with parents to inform them of students' progress in math so that parents understand whether their student mastered math standards and which ones need to be retaught. Teachers will conference with students to let them know their strengths and growth areas according to the IA so that they understand the math standards they mastered and which ones they still need to master.

State ELA Test— ELA Grades 3-8

Purpose: To understand how well students are learning and retaining NY State standards for ELA.

Rationale for Selection: State requirement.

Format & Administration: This is a multi-day test administered whole-group by all teachers in grades 3 and up that incorporates multiple-choice, short-response and essay questions.

Quality Control: Test administered adhering to all state-mandated protocols.

Performance Expectations: 75% of students achieve a Level 3 or 4.

Data Collection & Analysis: Results will be sent to relevant SED/DOE office for processing.

Reliability of Results: We will align instruction to state ELA standards.

Use of Data: Teachers will use data to understand class mastery of science standards, which students may need extra support and which should get enrichment tasks. Leaders will use data to understand school-wide performance and class-level growth areas. Both leaders and Board members will use data to compare school performance with other schools around the city and state.

The SED/DOE sends home a letter to parents so that they understand whether their student mastered ELA standards and which ones need to be retaught. Teachers will conference with students to let them know their state ELA scores so that they understand the science standards they mastered and which ones they still need to master.

Counting Jar/Money Jar— Math Grades K-3

Purpose: To assess how students count objects, add/subtract quantities, estimate amounts, and count money.

Rationale for Selection: Counting Jar and Money Jar will be part of our Cognitively Guided Instruction (CGI) program in math. The goal of CGI is to get students thinking more conceptually about mathematics by doing their own investigations. After reviewing extensive research and aligning with the recommendation of many math education experts, we adopted Counting Jar and Money Jar as part of CGI so that we can better understand how our students are learning math concepts such as counting, skip counting, adding, and subtracting.

Format & Administration: All teachers in grades K-3 will meet individually with the student and give the student some performance tasks to complete such as counting a set of objects. The teacher will observe what strategies the student employs to solve the problem, how fluently s/he is able to access those strategies and whether s/he was accurate.

Quality Control: Teachers will administer the same set of performance tasks across all schools. Teachers will be trained similarly and employ the same rubric for evaluating students. Academic Directors will observe teachers as they administer the test.

Performance Expectations: By the end of the year, 75% of students will be on grade level.

Data Collection & Analysis: The Student Achievement Coordinator or Manager at each school will collect results from teachers. Results will be compiled and analyzed by teachers and leaders in grade-team meetings.

Reliability of Results: Counting Jar and Money Jar mirror what students are working on in math through CGI. These assessments show strategies along a continuum to see where students are developing along that continuum.

Use of Data: Teachers will use the assessment to observe students in their class apply math concepts to performance tasks, and will use the data to understand each student's stage of development along the Counting Jar/Money Jar continuum. Leaders will use the data to understand the various stages of development among students at their schools and to follow up with teachers about strategies to deepen students' mathematical understanding and conceptual thinking.

Teachers will discuss observations from this assessment with parents during conferences or phone calls so that they more fully understand their student's grasp of conceptual math on a more anecdotal level than is provided through math interim assessment results. Since this test provides teachers with an opportunity to simply observe the student, the test results themselves are secondary. The reteaching that occurs afterwards will more greatly influence student achievement.

Informal Fountas & Pinnell Testing— Reading Grades K-5

Purpose: To assess how students are advancing in reading so teachers can better tailor instruction in real-time.

Rationale for Selection: We will administer informal F&P check-ins to see how students' reading skills are developing from month-to-month. Since will teachers administer the actual formal Fountas & Pinnell only four or five times a year, the Informal F&P will provide teachers with more frequent, timely data.

Format & Administration: Much like the Fountas & Pinnell test, informal testing will be administered by all teachers one-on-one, where the student reads a story to the teacher. The teacher then asks the student questions about the story to see how well s/he understood it.

Quality Control: One of the goals of the Informal F&P is to ensure that teachers are leveling students properly and giving them independent reading books that are not too easy or too hard. The Academic Director and Associate Academic Director if applicable go around to classrooms and read with students at random to make sure they are properly matched to a reading level. If the Academic Director or Associate Academic Director observe a discrepancy, the teacher immediately follows up to make sure the student is properly leveled.

Performance Expectations: By the end of the year, 75% of students will be on grade level.

Data Collection & Analysis: The Student Achievement Coordinator or Manager at each school will collect results from teachers. Results will be compiled and analyzed by teachers and leaders in grade-team meetings.

Reliability of Results: Results from the Informal F&P alongside those from the formal F&P will show us how students are progressing throughout the school year.

Use of Data: Teachers and leaders will use data to monitor students' reading growth from month-to-month in order to ensure everyone is moving toward the end-of-year F&P goal. Leaders will also use data to help teachers differentiate instruction for students struggling with reading.

Teachers will discuss results with parents through conferences, phone calls, or parent letters or e-mails so that they can monitor their student's reading growth from month-to-month to ensure s/he is moving toward the end-of-year F&P goal. Teachers will conference with students to tell them their reading growth to help them self-monitor so they can attain end-of-year F&P goal.

Measures of Academic Progress (MAP)— Math & ELA Grades K-2

Purpose: To contextualize our students' performance on a national level by administering a nationally normed test.

Rationale for Selection: Recommended by other high-performance charter networks, it is computer-adaptive to understand every student's academic ceiling.

Format & Administration: All K-2 teachers oversee the administration of this test, where students take the test on a computer. There are math and reading sections. The program adapts the difficulty of questions based on questions the student answers incorrectly.

Quality Control: Teachers and students will receive similar training on how to use the software. Computer labs in all schools will be set up in tandem to ensure similar testing environments. Software creates a similar testing experience for each tester, though the question themselves might be harder/easier to match students' ability.

Performance Expectations: By the end of the year, 75% of students will be on grade level.

Data Collection & Analysis: Results will be captured electronically right after the student completes each section of the test. Results will be analyzed with teachers to understand students' growth areas.

Reliability of Results: MAP is a nationally normed test. Students will be trained to take the test seriously and do their very best. Parents will be notified that their students are taking an important test so they can encourage students to do their best.

Use of Data: Teachers will use data to understand each student's mastery of math, language usage, and reading, which students may need extra support and which should get enrichment tasks. Leaders will use data to understand school-wide performance and class-level growth areas. Both leaders and Board members will use data to compare school performance with other schools across the country.

Leaders will send home a letter or e-mail to parents so that they understand their student's mastery of math, language usage, and reading, and whether they may need extra support or should get enrichment tasks. Teachers conference with students to let them know their strengths and their growth areas, and to set goals for mastering standards in math and ELA.

(c) Instructional Methods

Zeta Charter School Instructional Methods

Zeta Schools NYC will use instructional methods that promote student achievement, best supported by the strong track record of student performance at Success Academy schools, on which the curriculum and instruction is largely based. In New York City, Success Academy schools consistently rank in the top 2% of public schools in student performance— matching or exceeding New York City Gifted and Talented programs.²² In 2016, 100% of Success Academy 4th graders passed the NY State Science exam, with 95% earning the top advanced rating, compared to 45% of students receiving an advanced

²² Based on New York City Department of Education ("DOE") Progress Report results, *available at* <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

rating citywide.²³ Amongst 3,500 public schools in New York State, Success Academy schools are in the top 2% in reading, top 5% in science, and top 1% in math.²⁴ Similarly, Zeta intends to implement these strong pedagogical approaches to raise the achievement of Zeta's target student population, including at-risk students, students with disabilities, and English Language Learners.

Methods employed at Zeta schools will include, but are not limited to, the following:

- **Teaching reading and writing across the curriculum:** THINK Literacy fosters the integration of reading and writing across the curriculum, requiring students to read and write both formally and informally to express their understanding in a variety of disciplines, not just in English Language Arts classrooms.
- **Use of effective assessments:** Regular and frequent use of assessment data from multiple measures will be used in making instructional decisions so that preventative measures can be implemented immediately and assessed systematically. Students will not be assessed solely through high-stakes standardized testing. Assessments of student progress will be holistic and frequent and include multiple measures, ranging from reflection on, and critique of, student work, fluency checks, the quality of discussion, to standardized test performance.
- **Flexible regrouping and acceleration of students for reading class according to instructional levels:** Students will be informally assessed in reading, writing, and mathematics on a daily basis in order to ensure that all students are constantly growing academically and that they are being met with rigorous academic challenges. Students will be formally assessed regularly and promoted to the next instructional reading level if they are ready, thus placing children according to their reading performance, not grade or age.
- **Slavin's cooperative learning model:** Students will be separated into heterogeneous small groups, which promotes interdependence and interaction. Teachers will ensure that there are group goals with individual accountability; then students will work in teams that are rewarded for their members' success. At the same time, each member of the team will be individually accountable for learning the relevant material. No matter what the academic level of the student, each child will be challenged to do his or her best, and the contributions of all team members will be equally valued. Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Since more of the responsibility for learning rests on students and teams, teachers are able to spend more time working with individuals and small groups of learners, doing the kind of teaching that originally drew many teachers into the field of education.
- **Classroom Management Framework:**
 - a. Teachers will build relationships with their students and families

²³ Based on New York State Report Card results, *available at* <https://reportcards.nysed.gov/>.

²⁴ Based on New York State Report Card results.

- b. Teachers will be role models and instill shared values of kindness, integrity, curiosity, and persistence
 - c. Teachers will establish themselves as the authority in the classroom
 - d. Teachers will communicate clear expectations
 - e. Teachers will consistently recognize students who are meeting expectations and correct or redirect in a neutral voice those who are not meeting expectations
 - f. Teachers will create purposeful routines
 - g. Teachers will establish rules, rewards, and consequences and use them consistently
 - h. Teachers will ensure their lessons are engaging and urgent
- **Read Alouds:** Teachers will model fluent reading, develop vocabulary and comprehension skills, and expose students to high-quality literature.
 - **Guided Reading:** In flexible small groups based on assessed reading levels, teachers will coach students in comprehension strategies as they read and discuss a single text.
 - **Independent Reading:** Students will select and read “just right” books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge.
 - **Phonics and Word Study:** Teachers will build vocabulary development with a focus on spelling, phonics, and grammar to teach conventions of written and oral language.
 - **Writing:** Teachers will lead a mini-lesson with a clear teaching point followed by independent student writing. Teachers will instruct students individually or through small group instruction while continuously assessing their growth and development.
 - **Computer-based Instruction:** Based on assessed needs, students will be assigned specific skill-building and comprehension activities.
 - **Dynamic Discourse:** Teachers will use a Zeta-designed discourse method, drawing from the best of various sources to help students search for answers to fundamental questions raised by text, images, and art. This will include, but is not limited to resources from the Touchstones Discussion project, ACPS, and Padaeia Method Socratic Seminars. The shared inquiry approach will promote student dialogue and debate.²⁵
 - **Health & well-being and Mindfulness:** Students will learn about and practice health and well-being throughout the day, starting with invigorating exercise and healthy food at the beginning of the day. Teachers will use the Compass Developmental Pathways²⁶ to foster the development of mindfulness in students.

²⁵ Will include, but not limited to, resources from Touchstones Discussion project (<https://www.touchstones.org/>), ACPS Professional Learning (<http://www.acpsk12.org/pl/acps-classrooms-in-focus/student-discourse/>), and the Padaeia Method Socratic Seminars (<https://www.paideia.org/about-paideia/socratic-seminar/>).

²⁶ <http://valorcollegiate.org/compass/>

- **STEAM Workshop:** Students will explore problem-solving and design in cross-curricular social studies units through mixed media and technology.

(d) Course or Subject Overview

Zeta Charter School Course or Subject Overview

In the first five years of operation, the proposed schools will serve students in Kindergarten through 5th Grade. The chart below outlines the curricular programs for each course and the planned assessments.

Please see Response 05(a) and 5(b) above, and 06(a-c) – Calendar and Schedules for additional detail regarding course descriptions, core skills and knowledge that each course would require students to attain, and course timing.

Course / Grade	K	1	2	3	4	5
Literacy	<ul style="list-style-type: none"> ● Word Study through SFA, Stepping Stones & ROOTS programs ● THINK Literacy ● Assessments: Zeta interim assessments 			<ul style="list-style-type: none"> ● Word Study using F&P, Phonics Lessons, ● Spelling through SpellWell program ● Vocabulary through Wordly Wise ● Assessments: NYS ELA Test 		
Math	<ul style="list-style-type: none"> ● TERC Investigations ● Contexts for Learning ● Math Facts (Zeta program based on CCLS) ● Cognitive Guided Instruction (CGI) ● Assessments: Zeta interim assessments 			<ul style="list-style-type: none"> ● TERC Investigations ● Contexts for Learning ● Math Facts (Zeta program based on CCLS) ● Cognitive Guided Instruction (CGI) ● Assessments: NYS Math Test & Zeta interim assessments 		
Science	<ul style="list-style-type: none"> ● Zeta Science curriculum – developed internally ● Assessments: New York State Science Test in 4th grade & Zeta interim assessments 					
STEAM Workshop	Families Schools	Communities Environment	Cities Transportation	Developing Countries	Colonization Immigration	Democracy Government
	<ul style="list-style-type: none"> ● Assessments: Zeta interim cross-curricular project-based learning 					
Enrichment	<ul style="list-style-type: none"> ● Zeta Art, Music, Physical Education/Movement, Chess curriculum developed internally ● Assessments: Zeta interim assessments 					

Health, Well- Be- ing/Mindfuln ess	<ul style="list-style-type: none"> ● Zeta-modified Compass curriculum ● Assessments: Zeta rubric based on Compass framework
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(e) - Promotion and Graduation Policy

Zeta Charter School Promotion and Graduation Policy

Zeta schools will use Fountas & Pinnell (F&P) and other benchmark assessments, outlined in Response 05(b) – Assessment System, to track and gauge student growth toward end of year goals. Year-end student promotion and retention decisions will be determined based primarily on student attainment of end-of-year goals and growth throughout the year. The prime concern in all promotion or retention decisions is the best interests of the child. This is a decision that is unique to every child, since every child is different and has his or her own unique needs and abilities.

In order to aid in its individualized assessment, the school will build a review of student growth and academic progress into each regular Response to Intervention (Rtl) cycle and assessment review. The Academic Director will make the final decision regarding student promotion or retention after careful consultation with each of the students’ classroom teachers, other leaders, the student achievement coordinator, the provider of any Special Education services, and Special Education coordinators, as applicable.

The primary factors that will inform the Academic Director’s decision are the academic level of the student, the student’s overall progress, timely attendance, and the social-emotional maturity of the student. Because Zeta wants to ensure that there are no gaps in a student’s learning, timely attendance is an important factor in making promotion decisions, particularly when a student’s performance is below expectations. Research “consistently indicates positive and statistically significant relationships between student attendance and academic achievement for both elementary and middle school students.”²⁷ The social-emotional maturity of a student is also a leading indicator of whether a student is ready for the next grade. Students who are socially or emotionally immature often lag behind their peers verbally, may interrupt conversations and react to situations inappropriately, and tend to blow up or lose control of their emotions if things do not go their way. Incremental steps towards independence and emotional maturity may be more appropriate than promotion in some cases if they are also struggling academically. Zeta will use research-based criteria for assessing student social-emotional readiness.²⁸

²⁷ Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools, available here: <http://journals.sagepub.com/doi/pdf/10.3102/0002831209350494>

²⁸ Including, but not limited to Valor Compass (<http://valorcollegiate.org/compass/>), DESSA (<http://www.apertureed.com/dessa-overview/>), SEARS (<http://www4.parinc.com/Products/Product.aspx?ProductID=SEARS>), Social Skills Improvement System Rating Scales (<http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html>)

The school will keep students' parents/guardians informed of student progress toward end of year goals and readiness for promotion to the following grade throughout the year. In addition to periodic progress reports, beginning in or around December, teachers and faculty will reach out to parents of students at risk of retention. In or around early March, the school will send a formal letter to the parents/guardians of students then identified as being at risk of retention. The Academic Director will make the decision regarding a student's retention in or around mid-May, and the school will promptly notify the families of students to be retained; however, because each retention decision is individualized and unique, the timing and manner of communication may be altered, if necessary.

Because the school assesses student progress throughout the year and has interim benchmarks, the school may decide that it is in the best interests of a student to either have the student repeat an earlier grade or be promoted prior to the end of the year.

The decision to have a student repeat an earlier grade or be promoted prior to the end of the year will be based on the same criteria as end-of-year determinations, namely academic level of the student, the student's overall progress, attendance, and the social-emotional maturity of the student. Such determinations will always be made with the goal of helping individual students overcome academic challenges and ensuring the student's ultimate success. Zeta believes that blanket approaches to educating children do not necessarily meet the needs of individual children. To that end, Zeta schools will do their best at every turn to meet the academic and emotional needs of individual children. Because children grow at different rates and at unpredictable times, the Academic Director will make decisions about appropriate grade placements all year long, using input from teachers and parents/guardians as well as assessment data. Similarly, Zeta does not have a blanket approach to having a student repeat an earlier grade. These decisions are made on a case-by-case basis, and after the Academic Director and school staff, in consultation with the family, will spend a significant amount of time determining what is in the best interests of the student. Zeta does not view having a student repeat an earlier grade or promoting a student prior to the end of the year as a punishment or reward. Rather, these decisions are based on the benefits to the student.

For a struggling student at risk of needing to repeat an earlier grade, the teacher, family, and school leadership team will work together to provide a greater level of support for the student. If additional supports do not result in academic or other gains, the Academic Director may decide that it is in the best interest of the student to repeat an earlier grade. The Academic Director will make this decision after discussion with the classroom teachers, the family, and the school leadership team. The Academic Director typically makes this decision at the end of the school year and will promptly notify the student's family; however, as noted above, each decision is based on the individual needs of the student, and the timing of the decision will vary on a case-by-case basis.

5. Curriculum and Instructional Design

(f) Programmatic Audits

Zeta schools shall undertake programmatic and fiscal audits on an annual basis in accordance with Education Law § 2851(2)(f). The purpose and objectives of the audit will be to review academic and fiscal performance to assess whether the proposed schools are accomplishing their articulated mission and goals. Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

Each school will timely submit an Annual Report to the SUNY Charter Schools Institute, prepared by the school's Managing Director, his/her supervisor, and/or delegated personnel. The Annual Report will include the state-mandated School Report Card, which is required of every New York public school. The Annual Report in prior years has shown the comparative academic and fiscal performance of the school and has also listed: expenditures per child, unaudited financial statements, budgets and narratives, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report will also include a discussion of the progress made toward the school's achievement goals as found in the draft accountability plan detailed in Response 02(d) – Accountability Plan. The Annual Report will be submitted as a written report that will be made available to the Zeta Schools NYC Board, to school leadership, and to the charter management organization that Zeta Schools NYC contracts with, if any.

At or around the end of every academic year, Zeta Schools NYC's Managing Directors of School, their supervisor(s), and or delegated personnel will prepare and present school accountability data for each Zeta school to the Board of Trustees. This data will include, but will not be limited to, the Annual Report, each school's academic performance and school culture data, financial reports for each school, and/or any other relevant accountability data enabling the Board of Trustees to assess and monitor the health of each Zeta school every year and to hold school leaders accountable for all-around school excellence, including high student achievement. The Board of Trustees will have the opportunity, if it deems appropriate, to speak with leaders, teachers, other staff, and/or family members to gather any additional information it may require. Following this review, the Board of Trustees may make any recommendations it deems appropriate for how each school and/or its leaders' performance could be improved.

6. Calendar and Schedules

(a) School Calendar

Zeta Schools will have approximately 180 annual instructional days running from August to June, organized on a quarterly system.

School Year Instruction:

- 141 total full school days/year
- 39 total half school days/year
- 982.25 total hours of instruction/year (not including after-school small-group instruction, individual tutoring, or enrichment instruction – see below)

School Day Instruction:

- 27 total hours of instruction/week (not including after-school small-group instruction, individual tutoring, or enrichment instruction – see below)

Mandatory Small-Group Instruction or Individual Tutoring for Students Requiring Additional Support to Master the Material:

60 total minutes of after-school tutoring M-T-Th-F

- 4 total hours of after-school tutoring/week

After-School Enrichment Instruction:

- 60 total minutes of after-school enrichment instruction/day M-T-Th-F
- 150 total minutes of after-school enrichment instruction/day Wednesdays
- 6.5 total hours of after-school enrichment instruction/week

The school year will also contain approximately 11 faculty professional development days in addition to a pre-opening intensive orientation lasting 12 days. In addition, leaders will participate in 4 full days of professional development during the school year and a pre-opening intensive orientation lasting 8 days. With 3 hours/week (a total of 117 hours) of professional development for faculty throughout the year and common planning time every day, all faculty members will further strengthen their teaching practice. In all, teachers will receive more than 375 hours of professional development.

Since the school will not use New York City Department of Education transportation services, the differences between the school's calendar and the NYC Department of Education calendar do not create a burden for families.

Please refer to Response 06ac-01 – Supplemental Docs for a full school calendar, sample student schedule, sample teacher schedule and further information about the first and last days of classes and planned holidays.

(b) Sample Student Schedule

Zeta operates schools with extended days. A typical DOE school day is 6.5 hours (5 hours for academic subjects, in addition to time for lunch, recess, etc.); using the Zeta school model, and considering the school calendar and schedule referenced above, the schools operated by Zeta would have approximately 27 more school days than a typical DOE school, or about 20% more instructional time than in neighboring zoned schools (not including after-school small-group instruction, individual tutoring, or enrichment programming).

The additional time (approximately 180 extra hours per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that will include a selection of the arts and sports, cross-curricular STEAM Workshops, and discovery-oriented science five days a week. This is a critical part of Zeta's strategy to provide a top-notch education and prevent achievement gaps. Children need to be highly engaged in school in order to become great writers, thinkers, and scholars. Because THINK literacy and the TERC-Investigations curriculum is both rigorous and engaging, Zeta schools will prepare children to be strong in writing, reading, and critical thinking, remediating with a more scaffolded approach when necessary.

The school day will begin each morning at 7:45 a.m. and will end at 3:30 p.m. four days a week, and will end at 1:00 p.m. one day a week (for teacher/leader professional development). Each week will have approximately 800 minutes devoted to English language arts, approximately 320 minutes devoted to mathematics, approximately 140 minutes devoted to science, and approximately 80 minutes devoted to a cross-curricular STEAM program that combines all of the disciplines.

For students struggling to master the material, the schools will provide mandatory after-school small-group instruction or individual tutoring 4 days/week for 60 minutes per session (a total of 4 hours/week) to ensure that all children are able to meet grade-level standards.

In addition to the school day, after-school enrichment will be available every day until 4:30 p.m., offering a high degree of engagement for students and much-needed coverage for families. The schools will expect students to take advantage of the 6.5 extra hours available to them, as the after-school enrichment deepens the enrichment they receive during the school day.

Please refer to Response 06ac-01 – Supplemental Docs for sample student schedules.

(c) Sample Teacher Schedule

The teacher schedule mirrors the student schedule. All teachers are school teachers, and all teach reading, writing and math. Science and Enrichment teachers teach small reading and math groups in addition to their specialty. Wednesdays during the school day are dedicated to targeted instruction in small groups and cross-curricular STEAM Workshop projects, and after the school day are dedicated to teacher/leader professional development. All teachers

collaborate to ensure instruction is tailored to meet the needs of all children. Teachers have at least two prep periods a day, in addition to time for lunch. All faculty and staff members have lunch and recess duty, as well as breakfast duty throughout the week, in addition to a rotating responsibility for small-group tutoring after school. We will supplement our after-school Enrichment program with outside providers when necessary.

Please refer to Response 06ac-01 – Supplemental for sample teacher schedules.

Date	Event	# of Days	Audience
July 23-August 1	Leader PD	8	Leaders & Ops Staff
August 2-17	Faculty PD	12	Leaders, Ops Staff & Teachers
August 13	K-1 Orientation	0.5	All
August 20	1st Day of School	1	All
September 3	Labor Day— NO SCHOOL	1	All
September 4	NO SCHOOL Faculty PD	1	All Leaders, Ops Staff & Teachers
October 8	Columbus Day— NO SCHOOL	1	All
October 9	NO SCHOOL Faculty PD	1	All Leaders, Ops Staff & Teachers
November 12	Veteran's Day— NO SCHOOL Leader PD	1	All Leaders
November 19-20	NO SCHOOL Faculty PD	2	All Leaders, Ops Staff & Teachers
November 21-23	Thanksgiving— NO SCHOOL	1	All
December 24- January 2	Winter Break— NO SCHOOL	8	All
January 3	Winter Break— NO SCHOOL Leader PD	1	All Leaders
January 4	Winter Break— NO SCHOOL Faculty PD	1	All Leaders, Ops Staff & Teachers
January 21	MLK— NO SCHOOL	1	All
January 22	NO SCHOOL Faculty PD	1	All Leaders, Ops Staff & Teachers
February 18	President's Day— NO SCHOOL	1	All
February 19	NO SCHOOL Faculty PD	1	All Leaders, Ops Staff & Teachers
April 10-12	NO SCHOOL Leader PD	3	All 4/12- Leaders
April 15-19	Spring Break— NO SCHOOL	5	All
May 27	Memorial Day	1	All
June 11	Last Day of School	1	All
June 12-13	Faculty PD & School Pack-Up	2	Leaders, Ops Staff & Teachers All
June 14	Leader PD	1	Leaders
		180 instructional days	
		12 x leader full-day PD	
		23 x faculty full-day PD	

	Sunday	Monday	Tuesday	Wednesday	Thursday
July	1	2 Holiday	3 Holiday	4 Holiday	5 Holiday
	8	9 Holiday	10 Holiday	11 Holiday	12 Holiday
	15	16 Holiday	17 Holiday	18 Holiday	19 Holiday
	22	23 Leader PD	24 Leader PD	25 Leader PD	26 Leader PD
	29	30 Leader PD	31 Leader PD	1 Leader PD	2 Faculty PD
	5	6 Faculty PD	7 Faculty PD	8 Faculty PD	9 Faculty PD
August 5 half, 6 full days of instruction	12	13 K-1 Orientation Faculty PD *partial day	14 Faculty PD	15 Faculty PD	16 Faculty PD
	19	20 1st Day of School 2018-2019 *partial day	21 *partial day	22 *partial day	23
	26	27	28	29 *partial day	30
	2	3 NO SCHOOL Labor Day	4 NO SCHOOL Faculty PD	5 *partial day	6
	9	10	11	12 *partial day	13

September
5 half; 18
full days of
instruction

October
3 half; 15
full days of
instruction

November
3 half; 11
full days of
instruction

16	17	18	19 *partial day	20
23	24	25	26 *partial day	27
30	1	2	3 *partial day	4
7	8 NO SCHOOL Columbus Day	9 NO SCHOOL Faculty PD	10	11
14	15	16	17 *partial day	18
21	22	23	24 *partial day	25
28	29	30	31 *partial day	1
4	5	6	7 *partial day	8
11	12 NO SCHOOL Vetaran's Day Leader PD	13	14 *partial day	15
18	19 NO SCHOOL Thanksgiving Faculty PD	20 NO SCHOOL Thanksgiving Faculty PD	21 NO SCHOOL Thanksgiving	22 NO SCHOOL Thanksgiving
25	26	27	28 *partial day	29

December
3 half; 12
full days of
instruction

January
4 half; 14
full days of
instruction

February
3 half; 15

2	3	4	5 *partial day	6
9	10	11	12 *partial day	13
16	17	18	19 *partial day	20
23	24 NO SCHOOL Winter Break	25 NO SCHOOL Winter Break	26 NO SCHOOL Winter Break	27 NO SCHOOL Winter Break
30	31 NO SCHOOL Winter Break	1 NO SCHOOL Winter Break	2 NO SCHOOL Winter Break	3 NO SCHOOL Winter Break Leader PD
6	7	8	9 *partial day	10
13	14	15	16 *partial day	17
20	21 NO SCHOOL MLK	22 NO SCHOOL Faculty PD	23 *partial day	24
27	28	29	30 *partial day	31
3	4	5	6 *partial day	7
10	11	12	13 *partial day	14

full days of instruction

March
5 half; 20
full days of instruction

April
2 half; 10
full days of instruction

17	18 NO SCHOOL President's Day	19 NO SCHOOL Faculty PD	20	21
24	25	26	27 *partial day	28
3	4	5	6 *partial day	7
10	11	12	13 *partial day	14
17	18	19	20 *partial day	21
24	25	26	27 *partial day	28
31	1	2	3 *partial day	4
7	8	9	10 NO SCHOOL Faculty PD	11 NO SCHOOL Faculty PD
14	15 NO SCHOOL Spring Break	16 NO SCHOOL Spring Break	17 NO SCHOOL Spring Break	18 NO SCHOOL Spring Break
21	22	23	24 *partial day	25
28	29	30	1 *partial day	2

May
4 half; 15 full days of instruction

June
2 half; 6 full days of instruction

July

5	6	7	8 *partial day	9
12	13	14	15 *partial day	16
19	20	21	22 *partial day	23
26	27 NO SCHOOL Memorial Day	28	29 *partial day	30
2	3	4	5 *partial day	6
9	10	11 Last School Day *partial day	12 Faculty PD & School Pack-Up	13 Faculty PD & School Pack-Up
16	17 Holiday	18 Holiday	19 Holiday	20 Holiday
23	24 Holiday	25 Holiday	26 Holiday	27 Holiday
30	1 Holiday	2 Holiday	3 Holiday	4 Holiday
7	8 Holiday	9 Holiday	10 Holiday	11 Holiday
14	15 Holiday	16 Holiday	17 Holiday	18 2019-2020 Leader PD

July

August

21	22 Leader PD	23 Leader PD	24 Leader PD	25 2019-2020 Leader PD
28	29 Leader PD	30 New Faculty PD	31 New Faculty PD	1 Faculty PD
4	5 Faculty PD	6 Faculty PD	7 Faculty PD	8 Faculty PD
11	12 New Scholar Orientation Faculty PD	13 Faculty PD	14 Faculty PD	15 Faculty PD
18	19 1st Day of School 2019-2020 *partial day	19 *partial day	21 *partial day	22
25	26	27	28 *partial day	29

Friday	Saturday
6 Holiday	7
13 Holiday	14
20 Holiday	21
27 Leader PD	28
3 Faculty PD	4
10 Faculty PD	11
17 Faculty PD	18
24	25
31	1
7	8
14	15

21

22

28

29

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12

13

19

20

26

27

2

3

9

10

16

17

23
NO SCHOOL
Thanksgiving

24

30

1

7

8

14

15

21

22

28

29

NO SCHOOL
Winter Break

4

5

NO SCHOOL
Winter Break
Faculty PD

11

12

18

19

25

26

1

2

8

9

15

16

22

23

1

2

8

9

15

16

22

23

29

30

5

6

12
NO SCHOOL
Leader PD

13

19
NO SCHOOL
Spring Break

20

26

27

3

4

10

11

17

18

24

25

31

1

7

8

14

Leader PD

15

21

Holiday

22

28

Holiday

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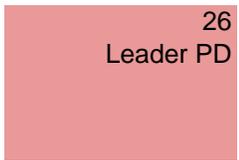
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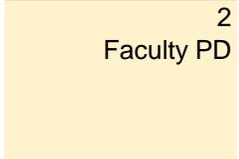
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Leader PD

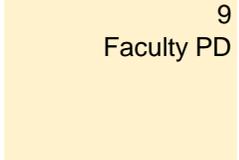
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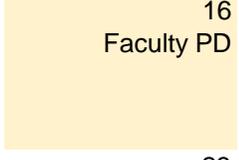
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3



10



17

23

24

30

31

Sample Daily Student Schedule

MONDAY-TUESDAY-THURSDAY-FRIDAY 7:				
	K.1	K.2	K.3	1.1
7:20 AM	Breakfast 20 min			
7:40 AM	Transition 5 min			
7:45 AM	Activity & Physical Activity 20 min			
8:05 AM	Morning Circle 20 min			
8:25 AM	Guided Reading & Phonics Block 70 min			Guided Reading
9:35 AM	Snack 15 min			
9:50 AM	Math Facts & CGI 35 min	Math Facts & CGI 35 min	Blocks/ Read Aloud/ Technology 35 min	Science 35 min
10:25 AM	Math Minilessons & TERC 35 min	Math Minilessons & TERC 35 min	Math Facts & CGI 35 min	Math Facts & CGI 35 min
11:00 AM	Close Reading/ Writing 35 min	Blocks/ Read Aloud/ Technology 35 min	Math Minilessons & TERC 35 min	Math Minilessons & TERC 35 min
11:35 AM	Blocks/ Read Aloud/ Technology 35 min	Close Reading/ Writing 35 min	Close Reading/ Writing 35 min	Enrichment 35 min
12:10 PM	Transition 5 min			
12:15 PM	Lunch 30 min			
12:45 PM	Recess 30 min			
1:15 PM	Transition 5 min			
1:20 PM	Enrichment 35 min	Science 35 min	Enrichment 35 min	Close Reading/ Writing 35 min
1:55 PM	Read Aloud/ Independent Reading 35 min	Enrichment 35 min	Science 35 min	Read Aloud/ Independent Reading 35 min

2:30 PM	Science 35 min	Read Aloud/ Independent Reading 35 min	Read Aloud/ Independent Reading 35 min	Blocks/ Read Aloud/ Technology 35 min
3:05 PM	Closing Circle & Pack Up 25 min			Clos
3:30 PM	Dismissal			
In-School Enrichment				
MONDAY	Gym35 min	Art35 min	Art35 min	Gym35 min
TUESDAY	Art35 min	Gym35 min	Gym35 min	Art35 min
THURSDAY	Gym35 min	Art35 min	Art35 min	Gym35 min
FRIDAY	Art35 min	Gym35 min	Gym35 min	Art35 min
After School Enrichment (mixed grade)				
MONDAY3:30-4:30	Music60 min		Sports60 min	
TUESDAY3:30-4:30	Chess60 min		Art60 min	
THURSDAY3:30-4:30	Chess60 min		Art60 min	
FRIDAY3:30-4:30	Music60 min		Sports60 min	
After School Tutoring & Advanced Independent Study				
MONDAY3:30-4:30	Math Tutoring60 min			EL
TUESDAY3:30-4:30	Math Tutoring60 min			EL
THURSDAY3:30-4:30	Math Tutoring60 min			EL
FRIDAY3:30-4:30	Math Tutoring60 min			EL

45-4:00

1.2		1.3	
Breakfast 20 min			
Transition 5 min			
at a Physical Activity			
morning Circle 20 min			
Reading & Phonics Block 70 min			
Snack 15 min			
Math Facts & CGI 35 min	Math Facts & CGI 35 min		
Math Minilessons & TERC 35 min	Math Minilessons & TERC 35 min		
Science 35 min	Enrichment 35 min		
Enrichment 35 min	Science 35 min		
Transition 5 min			
Recess 30 min			
Lunch 30 min			
Transition 5 min			
Blocks/ Read Aloud/ Technology 35 min	Close Reading/ Writing 35 min		
Close Reading/ Writing 35 min	Blocks/ Read Aloud/ Technology 35 min		

K.1	
7:20 AM	
7:40 AM	
7:45 AM	
8:05 AM	
8:45 AM	Guided Reading
9:45 AM	
10:00 AM	
10:40 AM	
11:20 AM	STEAM
12:40 PM	Closure
1:00 PM	
WEDNESDAY 1:00-2:00	Lunch & Recess
WEDNESDAY 2:00-3:15	Music 7
WEDNESDAY 3:15-4:30	Music 7

Read Aloud/ Independent Reading 35 min	Read Aloud/ Independent Reading 35 min
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ing Circle & Pack Up
25 min

Dismissal

Art35 min	Gym35 min
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Gym35 min	Art35 min
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Art35 min	Gym35 min
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Gym35 min	Art35 min
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des)

Language60 min

Theater60 min

Theater60 min

Language60 min

dy (mixed grades)

A Tutoring60 min

A Tutoring60 min

A Tutoring60 min

A Tutoring60 min



WEDNESDAYS 7:45-1:00

K.2	K.3	1.1	1.2	1.3
Breakfast 20 min		Breakfast 20 min		
Transition 5 min		Transition 5 min		
Arrival & Physical Activity 20 min		Arrival & Physical Activity 20 min		
Community Circle 40 min		Community Circle 40 min		
Reading & Phonics Block 60 min		Guided Reading & Phonics Block 60 min		
Snack 15 min		Snack 15 min		
Targeted Math 40 min		Targeted Math 40 min		
Targeted Reading 40 min		Targeted Reading 40 min		
AM Workshop 80 min		STEAM Workshop 80 min		
Closing Circle & Pack Up 20 min		Closing Circle & Pack Up 20 min		
Dismissal		Dismissal		

After School Enrichment (mixed grades)

Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess
5 min	Chess 75 min	Theater 90 min	Language 75 min	
5 min	Chess 75 min	Theater 90 min	Language 75 min	



Sample Daily Classroom Teacher Schedule

CLASSROOM TEACHER				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Prep Time 7:15-7:45	Breakfast Duty 7:15-7:45	Prep Time 7:15-7:45	Breakfast Duty 7:15-7:45	Prep Time 7:15-7:45
Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05
Morning Circle 8:05-8:25	Morning Circle 8:05-8:25	Community Circle 8:05-8:45	Morning Circle 8:05-8:25	Morning Circle 8:05-8:25
Guided Reading & Phonics Block 8:25-9:35	Guided Reading & Phonics Block 8:25-9:35		Guided Reading & Phonics Block 8:25-9:35	Guided Reading & Phonics Block 8:25-9:35
Snack 9:35-9:50	Snack 9:35-9:50	Guided Reading & Phonics Block 8:45-9:45	Snack 9:35-9:50	Snack 9:35-9:50
Math Block 9:50-11:00	Math Block 9:50-11:00	Snack 9:45-10:00	Math Block 9:50-11:00	Math Block 9:50-11:00
		Targeted Math 10:00-10:40		
Close Reading/ Writing 11:00-11:35	Close Reading/ Writing 11:00-11:35	Targeted Reading 10:40-11:20	Close Reading/ Writing 11:00-11:35	Close Reading/ Writing 11:00-11:35
Blocks/ Read Aloud/ Technology 11:35-12:10	Blocks/ Read Aloud/ Technology 11:35-12:10	STEAM Workshop 11:20-12:40	Blocks/ Read Aloud/ Technology 11:35-12:10	Blocks/ Read Aloud/ Technology 11:35-12:10
Transition 12:10-12:15	Transition 12:10-12:15		Transition 12:10-12:15	Transition 12:10-12:15
Lunch Duty 12:15-12:45	Lunch Time		Lunch Time	Lunch Duty 12:15-12:45

Lunch Time 12:45-1:15	12:15-1:15	Closing Circle & Pack Up 12:40-1:00	12:15-1:15	Lunch Time 12:45-1:15
COMMON PLANNING TIME 1:15-1:55	COMMON PLANNING TIME 1:15-1:55	Dismissal 1:00	COMMON PLANNING TIME 1:15-1:55	COMMON PLANNING TIME 1:15-1:55
Read Aloud/ Independent Reading 1:55-2:30	Read Aloud/ Independent Reading 1:55-2:30	Lunch Time 1:10-2:00	Read Aloud/ Independent Reading 1:55-2:30	Read Aloud/ Independent Reading 1:55-2:30
Prep Time 2:30-3:05	Prep Time 2:30-3:05	Team Time & PD 2:00-5:00	Prep Time 2:30-3:05	Prep Time 2:30-3:05
Closing Circle & Pack Up 3:05-3:30	Closing Circle & Pack Up 3:05-3:30		Closing Circle & Pack Up 3:05-3:30	Closing Circle & Pack Up 3:05-3:30
Dismissal 3:30	Dismissal 3:30		Dismissal 3:30	Dismissal 3:30
Prep Time/ PD 3:30-5:00	Prep Time/ PD 3:30-5:00		Small-group tutoring 3:30-4:30	Prep Time/ PD 3:30-5:00

Sample Daily Enrichment Teacher Schedule

ENRICHMENT TEACHER				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	
Breakfast Duty 7:15-7:45	Prep Time 7:15-7:45	Breakfast Duty 7:15-7:45	Prep Time 7:15-7:45	
Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	
Attendance Support 8:05-8:25	Attendance Support 8:05-8:25	Community Circle 8:05-8:45	Attendance Support 8:05-8:25	
Guided Reading & Phonics Block 8:25-9:35	Guided Reading & Phonics Block 8:25-9:35		Guided Reading & Phonics Block 8:25-9:35	
COMMON PLANNING TIME 9:35-11:00	COMMON PLANNING TIME 9:35-11:00	Guided Reading & Phonics Block 8:45-9:45	COMMON PLANNING TIME 9:35-11:00	
		COMMON PLANNING TIME with SCIENCE 9:45-11:20		
Grade 1 Enrichment 11:00-11:35	Grade 1 Enrichment 11:00-11:35	STEAM Workshop 11:20-12:40	Grade 1 Enrichment 11:00-11:35	
Grade 1 Enrichment 11:35-12:10	Grade 1 Enrichment 11:35-12:10		Grade 1 Enrichment 11:35-12:10	
Transition 12:10-12:15	Transition 12:10-12:15	STEAM Workshop 11:20-12:40	Transition 12:10-12:15	
Recess Duty 12:15-12:45	Lunch Duty 12:15-12:45		Lunch Duty 12:15-12:45	

Lunch Time 12:45-1:15	Lunch Time 12:45-1:15	Lunch Time 12:40-1:00	Lunch Time 12:45-1:15
Kindergaten Enrichment 1:20-1:55	Kindergaten Enrichment 1:20-1:55	Lunch & Recess Duty 1:00	Kindergaten Enrichment 1:20-1:55
Kindergaten Enrichment 1:55-2:30	Kindergaten Enrichment 1:55-2:30		Kindergaten Enrichment 1:55-2:30
Prep Time 2:30-3:30	Prep Time/ External PD 2:30-5:00	Team Time & PD 2:00-5:00	Prep Time/ External PD 2:30-5:00
After School Enrichment 3:30-4:30			

Sample Daily Science Teacher Schedule

FRIDAY
Breakfast Duty 7:15-7:45
Arrival & Physical Activity 7:45-8:05
Attendance Support 8:05-8:25
Guided Reading & Phonics Block 8:25-9:35
COMMON PLANNING TIME 9:35-11:00
Grade 1 Enrichment 11:00-11:35
Grade 1 Enrichment 11:35-12:10
Transition 12:10-12:15
Recess Duty 12:15-12:45

SCIENCE TEACHER		
MONDAY	TUESDAY	WEDNESDAY
Prep Time 7:15-7:45	Prep Time 7:15-7:45	Breakfast Duty 20 min
Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05
Prep Time 8:05-8:25	Prep Time 8:05-8:25	Community Circle 8:05-8:45
Guided Reading & Phonics Block 8:25-9:35	Guided Reading & Phonics Block 8:25-9:35	
Prep Time 9:35-9:50	Prep Time 9:35-9:50	Guided Reading & Phonics Block 8:45-9:45
Grade 1 Science 9:50-10:25	Grade 1 Science 9:50-10:25	COMMON PLANNING TIME with ENRICHMENT 9:45-11:20
Prep Time 10:25-11:00	Prep Time 10:25-11:00	
Grade 1 Science 11:00-11:35	Grade 1 Science 11:00-11:35	COMMON PLANNING TIME with ENRICHMENT 9:45-11:20
Grade 1 Science 11:35-12:10	Grade 1 Science 11:35-12:10	
Transition 12:10-12:15	Transition 12:10-12:15	STEAM Workshop 11:20-12:40
Lunch Time	Lunch Duty 12:15-12:45	

Lunch Time 12:45-1:15
Kindergarten Enrichment 1:20-1:55
Kindergarten Enrichment 1:55-2:30
Prep Time 2:30-3:30
After School Enrichment 3:30-4:30

12:15-1:15	Lunch Time 12:45-1:15	Lunch Time 12:40-1:00
Kindergarten Science 1:20-1:55	Kindergarten Science 1:20-1:55	Lunch & Recess Duty 1:00
Kindergarten Science 1:55-2:30	Kindergarten Science 1:55-2:30	
Kindergarten Science 2:30-3:05	Kindergarten Science 2:30-3:05	Team Time & PD 2:00-5:00
Prep Time/ External PD 3:05-5:00	Prep Time 3:05-5:00	

THURSDAY	FRIDAY
Prep Time 7:15-7:45	Prep Time 7:15-7:45
Arrival & Physical Activity 7:45-8:05	Arrival & Physical Activity 7:45-8:05
Prep Time 8:05-8:25	Prep Time 8:05-8:25
Guided Reading & Phonics Block 8:25-9:35	Guided Reading & Phonics Block 8:25-9:35
Prep Time 9:35-9:50	Prep Time 9:35-9:50
Grade 1 Science 9:50-10:25	Grade 1 Science 9:50-10:25
Prep Time 10:25-11:00	Prep Time 10:25-11:00
Grade 1 Science 11:00-11:35	Grade 1 Science 11:00-11:35
Grade 1 Science 11:35-12:10	Grade 1 Science 11:35-12:10
Transition 12:10-12:15	Transition 12:10-12:15
Lunch Duty 12:15-12:45	Lunch Time

Lunch Time 12:45-1:15	12:15-1:15
Kindergarten Science 1:20-1:55	Kindergarten Science 1:20-1:55
Kindergaten Science 1:55-2:30	Kindergaten Science 1:55-2:30
Kindergaten Science 2:30-3:05	Kindergaten Science 2:30-3:05
Prep Time 3:05-5:00	Prep Time/ External PD 3:05-5:00

7. Specific Populations

(a) Struggling Students

As described in Response 01(a) - Community Need and Proposed School Impact, the proposed schools will be located in CSDs 6 and 12, where there is great need and high demand for more high-quality public school options. The proposed schools anticipate that they will be enrolling children who may struggle academically and would be considered at risk of academic failure.

For at-risk students attending its schools, the Zeta curriculum, coupled with thoughtful programming that incorporates principles of Universal Design for Learning (“UDL”) and allows for targeted instruction, will be designed to serve a wide variety of academic performance levels. For example, Zeta Schools NYC will utilize Success Academy’s THINK Literacy curriculum, which is designed to meet students at their individual reading and writing levels in a rigorous way. Additionally, Zeta Schools NYC will employ Success for All (“SFA”), a research-based program that incorporates cooperative learning, regular performance monitoring, individualized tutoring, and support for families to engage them in the learning process. SFA was originally developed for the prevention of early academic deficits for students in kindergarten through third grade.¹ Extensive research of the SFA curriculum has found it to be beneficial for all learners, including the lowest-performing students.² Zeta schools will also employ research-based Wilson language programs, including Wilson Foundations, for students who need explicit, multisensory instructional support. Further, in accordance with the basic tenets of UDL, instruction will be provided in multiple formats, and students will be allowed to interact and engage with instructional materials in a variety of ways. Zeta Schools NYC’s approach to supporting this population accordingly has significant potential to accelerate the achievement of at-risk students.

Following the first round of formal academic assessments and throughout the year, students will receive small-group instruction, grouping students by reading ability level. Grouping students by reading ability level enables them to receive more individualized and targeted instruction by their teachers and to be challenged, through cooperative learning and common goals, by their peers who are learning the same skills. Regrouping will occur in accordance with assessment cycles to ensure students are appropriately challenged. Such regrouping acknowledges student growth and allows teachers to tailor instruction to meet specific student needs.

The proposed schools will have regular math and reading/writing assessment cycles approximately every 8 weeks that will enable teachers and leaders to understand where

¹ Snow, Catherine E., M. Susan Burns, and Peg Griffin, eds., “Preventing Reading Difficulties in Young Children” Committee on the Prevention of Reading Difficulties in Young Children” (Washington: National Research Council, 1998), p. 231, *available at* <http://files.eric.ed.gov/fulltext/ED416465.pdf> (last visited June 27, 2017).

² Ibid.

students are in relation to Zeta's ambitious grade-level standards. Students who are below grade-level standards will receive additional targeted instruction to ensure mastery of the material. Additionally, teachers will receive extensive early training on how to quickly identify children who are struggling with the material and are at risk of not meeting grade-level standards.

Students who continue to struggle with the material and meeting Zeta's grade-level standards despite additional instruction will go through the proposed schools' Response to Intervention (Rtl) process. Rtl is a framework to ensure early identification without overidentification of students with special education needs. Academic data will be reviewed per the assessment cycle, along with anecdotal and other relevant information provided by staff, to determine which students may need additional supports. The Rtl process will be tracked closely by a school-based coordinator responsible for special education and student achievement (the Student Achievement Coordinator or Student Achievement Manager) and reviewed regularly with the Academic Director and other members of the school leadership team to ensure the appropriate identification of struggling students, as well as the provision of appropriate supports and consistent monitoring of student progress.

The school will hold regular Rtl meetings aligned with the assessment cycles, during which faculty and leaders meet to analyze school-wide grade, class, and individual student data prepared by the Student Achievement Coordinator or Student Achievement Manager, and create targeted intervention plans designed to most effectively address student needs. Students will be considered "struggling" if they exhibit a pattern of below-grade-level academic performance or demonstrate social-emotional needs beyond what is considered developmentally appropriate. Through the Rtl process, teachers will develop group and individual student intervention plans for struggling students that, along with students' Individualized Education Programs ("IEPs") if appropriate, will ensure that students are on track to achieve at or above grade-level standards. Interventions will be introduced at increasing rates of intensity, and will be assigned based on individual student need. The school's Student Achievement Coordinator or Student Achievement Manager will monitor student performance after interventions have been introduced, and the Academic Director will ensure that intervention plans are consistently implemented and are effective. If a student continues to struggle academically after receiving properly implemented, targeted interventions through the Rtl process, the school will initiate the referral process through the Committee on Special Education ("CSE") to determine if special education services are required to provide the student with appropriate additional supports.

Professional development will be provided to general and special education teachers to ensure proper implementation of interventions and will address in-class differentiation, use of individualized tools such as graphic organizers, guided reading support, and individual student differentiation plans.

Zeta's Rtl framework will also serve to identify students who require remedial instruction. After each internal literacy and math assessment, an individualized plan will be created

through the Rtl process for any students identified as needing remedial instruction (any student whose performance stands apart as significantly low and thus clearly demonstrates a need for a return to more basic skills), including individual and/or small-group tutoring.

Zeta schools will further incorporate an intensive intervention program to serve struggling students in need of social-emotional support. Action plans using positive behavioral supports that are tailored to students' individual needs will be developed through the Rtl process. The consistency of implementation and success of interventions will be tracked throughout the Rtl cycle. The school's Student Achievement Coordinator or Student Achievement Manager will monitor student performance after interventions have been introduced, to ensure that the plans are consistently implemented and are effective, and the Academic Director or Associate Academic Director if applicable will ensure that intervention plans are consistently implemented and are effective. If a student continues to struggle after receiving properly implemented, targeted social-emotional interventions through the Rtl process, the school will initiate the referral process through the CSE to determine if special education services are required to provide the student with appropriate additional supports. Professional development will address best practices for implementing individualized behavior plans and offer related tools for supporting students with social-emotional challenges, including those that manifest behaviorally.

An article published in 2007 by the Council for Exceptional Children supports the introduction of social-emotional support through an Rtl framework.³ The research outcomes indicate that a model with solid general classroom behavior and instructional management that offers more intensive, targeted interventions for students who require additional support (tier 1), and, if necessary, greater support in the form of function-based individualized behavior plans (tier 2), led to reductions in problem behavior and reduced disciplinary referrals.⁴

Through this systematic approach to comprehensively identifying, assessing, and supporting struggling students, Zeta Schools NYC will be able to ensure that no children fall through the cracks, including those most at risk of academic failure. The schools will evaluate the efficacy of their efforts to support their most struggling students every assessment cycle through constant monitoring of student progress and growth. The Student Achievement Coordinator or Student Achievement Manager will gather student data at the conclusion of each formal assessment cycle, and review the results with the Academic Director and other members of the school's leadership team. Data will include measures of performance and growth of all students receiving support as a part of the

³ Fairbanks, Sarah, George Sugai, David Guardino, and Margaret Lathrop. "Response to Intervention: Examining Classroom Behavior Support in Second Grade." *Exceptional Children* 73.3 (2007): 288-310, available at https://dropoutprevention.org/wp-content/uploads/2015/05/Fairbanks_Sugai_Guardino_Lathrop_Article_Spring_2007.pdf (last visited June 27, 2017).

⁴ *Ibid.*

Rtl process, including students who have IEPs. The measure of success of this program will be based on whether at-risk and struggling students are on track to meeting Zeta's grade-level standards.

(b) Students with Disabilities

The proposed schools will educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student's IEP prepared by the CSE and all applicable federal laws, including the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act. The schools governed by Zeta Charter Schools NYC will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

The proposed schools agree to abide by all of the assurances found in Appendix B of the 2017 SUNY Request for Proposals, entitled, "Special Education Assurances."

Zeta Charter Schools NYC is committed to meeting the needs of special education students attending its schools and ensuring that they, like their non-special-needs peers, become lifelong learners and productive world citizens. The proposed schools will have special education teams ready to identify and meet the needs of special education students from the first day of school. The proposed schools will use the Rtl process described above in Response 7(a).

Rtl is a framework to ensure early identification without overidentification of students with special education needs. Academic data will be reviewed per the assessment cycle, along with anecdotal and other relevant information provided by staff, to determine which students may need additional supports. The Rtl process will be tracked closely by the Student Achievement Coordinator or Student Achievement Manager to ensure the appropriate identification of struggling students, as well as the provision of appropriate supports and consistent monitoring of student progress. As described above, in Response 7(a), this individual will gather and analyze student data at the conclusion of each formal assessment cycle, and review the results with the Academic Director or Associate Academic Director if applicable, who will ensure that interventions are consistently implemented and are effective. Data will include measures of performance and growth of all students receiving support as a part of the Rtl process, including students who have IEPs.

Also as described above, in Response 7(a), the school will hold regular Rtl meetings aligned with the assessment cycles, during which faculty and leaders meet to analyze school-wide grade, class, and individual student data prepared by the Student Achievement Coordinator or Student Achievement Manager, and create targeted intervention plans designed to most effectively address student needs. Students will be considered "struggling" if they exhibit a pattern of below-grade-level academic performance or demonstrate social-emotional needs beyond what is considered developmentally appropriate. Through the Rtl process, teachers will develop group and

individual student intervention plans for struggling students that, along with students' Individualized Education Programs ("IEPs") if appropriate, will ensure that students are on track to achieve at or above grade level standards. Interventions will be introduced at increasing rates of intensity, and will be assigned based on individual student need. The school's Student Achievement Coordinator or Student Achievement Manager will monitor student performance after interventions have been introduced, to ensure that intervention plans are consistently implemented and are effective, and the Academic Director or Associate Academic Director if applicable will ensure that intervention plans are consistently implemented and are effective. If a student continues to struggle academically after receiving properly implemented, targeted interventions through the RtI process, the school will initiate the referral process through the CSE to determine if special education services are required to provide the student with appropriate additional supports.

Special education programs and services will be provided in accordance with applicable laws and regulations and in accordance with the student's IEP. The school will retain appropriately qualified special education staff members who may include, but are not limited to, a special education teacher, a speech pathologist, an occupational therapist, and/or a mental health provider. The proposed schools will additionally employ personnel who are experienced in dealing with special education administrative responsibilities. These personnel will be able to guide and assist the school. In addition, these personnel will work closely with the CSE to ensure appropriate and supportive special education services are in place for students with IEPs.

In accordance with students' IEPs, special education staff will ensure that classroom teachers at the school are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. School staff, including special education personnel, will meet regularly to collaborate on special education student progress. Special education personnel will coordinate their services with the relevant general education teachers through meetings, school-wide RtI, and data review professional development sessions, and through informal communication. Leaders will meet with special and general education personnel in advance of the school year to review IEPs and behavioral intervention plans ("BIPs") of returning and newly enrolled students to ensure that all are familiar with incoming and ongoing student needs and that needed services and supports are in place from the start of the school year. In addition, relevant school staff, including general education teachers and special education staff, will receive professional development throughout the school year addressing differentiation, the implementation of RtI interventions, implementation of BIPs, how to collaborate to ensure student success and to review specific special education supports for students with IEPs, and how to evaluate the progress of special education students. Professional development will be designed to support consistent and high-quality provision of special education services and interventions.

Zeta Schools NYC students with IEPs will receive the services provided for in their IEPs,

Response 07ad-5

which may include, but are not limited to:

- Speech language pathology,
- Psychological services,
- Occupational or physical therapy,
- Special Education Teacher Support Services (“SETSS”),
- Early rehabilitation counseling,
- Hearing services,
- Vision services,
- Assistive technology,
- Diagnostic and/or evaluative services,
- Student counseling, and
- Special education classroom services such as Integrated Co-Teaching.

The proposed schools anticipate that it may enroll students requiring the above-listed services and will be prepared to offer such services in close coordination with the CSE. If a student with an IEP is unable to receive the services on his/her IEP to the extent necessary, the school district of the student’s residence or other appropriate school district may be requested to provide services. If necessary and feasible, the school may also contract with appropriately certified or licensed individuals to provide the required services.

Zeta Schools NYC may also utilize specialist consultants and training programs, as needed, for guidance, professional development, and ongoing support in working with students who present with unique academic, social-emotional, and/or behavioral needs.

If special education professionals at the proposed schools determine that a child’s IEP may no longer be appropriate to meet the child’s needs and may not maximize the child’s ability to receive a free and appropriate public education in the least restrictive environment, they may recommend that the CSE conduct a re-evaluation of the IEP.

As described in Response 15(b) - Student Demand, Community Support, Recruitment, and Retention, Zeta Schools NYC encourages students with disabilities to submit applications and will recruit students through a variety of methods, including, but not limited to:

- Mailings to all residents of the school districts of location,
- Flyers and advertisements posted in local newspapers, apartment complexes, public housing complexes, supermarkets, preschools, community centers, and community-based organizations that serve community families, and/or
- Information sessions conducted throughout the neighborhood.

The recruitment efforts described above will target all families in CSDs 6 and 12, including families of children with disabilities to ensure that they are aware of the proposed schools and can easily and quickly apply. The recruitment materials will make clear that the proposed schools welcome and serve children of all abilities, including children with special needs. These recruitment strategies combined with the school's admissions policy and strong special education program will help ensure that each school has a comparable enrollment of students with disabilities relative to other schools located in the same district.

Zeta Schools NYC anticipates highly successful results for students with disabilities by implementing the above-described programming and services. A 2012 white paper from Stand for Children Leadership Center entitled "Educating Students with Disabilities: History, Trends, and Best Practices" describes recommended best practices and policies for special education from the "deep toolbox" of the United States' Department of Education-sponsored research studies and non-profit resources.⁵ The paper includes the following recommended practices and policies that the proposed schools will utilize: early childhood intervention services and high-quality instruction for students in pre-K⁶; a robust RtI framework that includes school-wide assessment, continuous progress monitoring, high-quality instruction, use of research-based interventions in tiers of gradual intensity, professional development that ensures consistent and high-quality provision of interventions, and continuous communication among staff about student progress; universal design for learning (including using multiple means of presentation, multiple options for engagement, and multiple means for action and expression); inclusion of students with disabilities in assessments and accountability systems; preparation for general education teachers teaching students with disabilities; and ensuring students with disabilities have access to appropriate technology to support their academic progress.⁷ By incorporating these best practices, Zeta schools aim to accelerate the achievement of students with disabilities and close the special education achievement gap across all subjects.

As referenced in Response 7(a), the schools will evaluate the efficacy of their efforts to support their most struggling students every assessment cycle through constant monitoring of student progress and growth. Data gathered by the Student Achievement Coordinator or Student Achievement Manager will inform the Academic Director and other members of school leadership of the quality and effectiveness of the RtI process and interventions used, as well as the academic and social-emotional success of students with disabilities by reviewing performance and growth of these subgroups alone and as compared to general education peers. The measure of success of this program

⁵ Rhim, Lauren Morando. *Educating Students with Disabilities: History, Trends, and Best Practices*. Stand for Children Leadership Center, 2012, available at <http://standleadershipcenter.org/sites/standleadershipcenter.org/files/media/WWSF-SPED.pdf> (last accessed June 27, 2017).

⁶ The proposed schools will incorporate early childhood intervention and high-quality instruction in the future if they are approved to provide pre-K services.

⁷ Rhim (2012).

will be based on whether at-risk and struggling students are on track to meeting Zeta's grade-level standards.

As a part of this process to assess the efficacy of its Rtl and special education supports, Zeta Schools NYC will use the assessments outlined in Response 5 to evaluate how its special education students are performing as a subgroup relative to their general education peers, and also consider the rate at which students are being referred for special education evaluations, as well as the rate its special education students are graduating from special education status into the general education mainstream. This data, including rate information, will be reviewed by Student Achievement Coordinators and/or Student Achievement Managers with Academic Directors and other members of school leadership at the conclusion of each formal assessment cycle.

(c) English Language Learners

Educating English Language Learners is an ongoing challenge for schools across New York City, as marked by a recent "sharp drop" in graduation rates for students who remain classified as ELLs.⁸ Further, with 2015-2016 NYSESLAT proficiency rates ranging between only 4-15% across all grades, there is clearly significant room for improvement in the education of ELL students.⁹ The proposed schools are committed to serving ELLs and supporting them to quickly attain English proficiency using a comprehensive immersion ELL program that follows evidence-based practices.

The proposed schools will use the State Education Department's process for identifying students who are English Language Learners as follows:

- Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency.
- If the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview in the student's native language if necessary and whenever possible, and in English.
- If the student speaks a language other than English and the student speaks little or no English, the school will administer the New York State Identification Test for English Language Learners ("NYSITELL"). A score below the designated cut score for the child shall determine eligibility for services. The NYSITELL shall be administered only once to each incoming student.

In addition, Zeta Charter Schools NYC's teachers will be responsible for observing each student throughout the year with an eye toward detecting limited English proficiency. ELL strategies will be additionally incorporated into the Rtl process. Each school will

⁸ Taylor, Kate. "Graduation Rate in New York State Hits a New High: 79.4%." *New York Times*, 10 Feb. 2017, p. A16. Web. 27 June 2017.

⁹ 2015-16 NYSESLAT results available at <https://data.nysed.gov/ell.php?year=2016&state=yes> (last visited June 28, 2017).

have a designated individual responsible for coordinating special education and student achievement (the Student Achievement Coordinator or Student Achievement Manager) who will manage the identification of possible ELLs and work with the Academic Director to ensure the provision of appropriate intervention supports. The Student Achievement Coordinator or Student Achievement Manager will also protect against the over-identification of ELLs as students with disabilities by refraining from referring ELLs to the CSE unless there is reason to believe that a given ELL has a disability, and does not just demonstrate limited English proficiency. These individuals will receive training on how and when ELLs should be referred for special education services to ensure against inappropriate referrals.

The proposed schools' ELL program will follow an English language immersion model to enable ELLs to achieve proficiency in the English language as quickly as possible. The ELL program will incorporate high-quality instruction, differentiation tailored to individual student needs, comprehensive teacher training and support, and meaningful, culturally sensitive partnerships with families. All instruction will be in English. However, the level of English used, both written and oral, will have appropriate scaffolds for each ELL student to ensure that all ELL students have meaningful access to the curriculum. The proposed schools will differentiate instruction in order to accommodate students at all levels and to help each student meet the school's high academic standards. Differentiated instruction will be provided in the forms of both individualized and small-group instruction with teachers who have received training in ELL strategies.

The curriculum and school design of the proposed schools have been developed to support students of varying abilities, including ELL students. For example, THINK Literacy interactive read aloud with whole class conversation supports oral language development, vocabulary, and speaking skills—a curriculum inherently differentiated so as to be able to target and meet the needs of ELL students. Small-group guided reading (grouped by reading level) will also serve as an important literacy component to help ELL students achieve English proficiency. Further, Zeta Schools' utilization of UDL principles will also support the needs of ELLs, as UDL allows for instructional flexibility and seeks to allow more meaningful engagement to meet the needs of a wide variety of learners, including ELLs. If an ELL student fails to show appropriate progress, more intensive interventions and supports may be introduced in accordance with the RtI model, including but not limited to small-group instruction, pull-out instruction, and/or one-to-one support, with the goal of ensuring that the needs of each ELL student is met.

Zeta Schools NYC will provide all necessary staff and specialized curricular materials to support ELL students to achieve the school's ambitious student performance goals. Curricular materials and facilities for the implementation of the instructional program for ELL students shall not be inferior to those materials and facilities available to English proficient students and will be of at least equal quality and quantity as available to the general population.

The proposed schools will ensure collaboration between general education teachers and any staff providing ELL supports or instruction through staff meetings, professional

development, the RtI process, and informal discussion. Teachers of ELLs will minimally be required to hold the same qualifications as general education teachers, and will also be required to attend all trainings on instruction of ELLs. Teachers with experience and positive results from having previously instructed ELLs will be sought to fill instructional roles in the ELL program.

Relevant professional development will include trainings in literacy and math, specifically on methods of instruction that support the identification of possible ELLs and strategies to support them within the curriculum in order to effectively meet the unique needs of ELL students. Such activities will focus on the language, instructional methodologies including ESL (“English as a Second Language”) methods for teaching different subject areas, and support services appropriate for learners of a second language. As described in Response 08(c), teachers providing ELL instruction will be knowledgeable of the difference between Basic Interpersonal Communication Skills (“BICS”) and Cognitive Academic Language Proficiency (“CALP”), as described by Cummins.¹⁰ Training will deepen teachers’ understanding of the difference in these capabilities, and will include how to implement appropriate supports to close skill gaps, such as the use of face-to-face conversations, language scaffolding, interactive discourse, vocabulary acquisition through peer collaboration, and at-home audiobooks.

Further, the proposed schools will highly value parental partnerships and the positive impact such partnerships can have on student achievement. The schools will accordingly conduct outreach to ELL families to ensure their participation and involvement in their students’ education, including introducing home-based learning strategies that may be employed to enable students to further progress toward achieving English proficiency.

Communication for this purpose will be provided to ELL families in their home language and may include printed materials, electronic communication, and/or the use of translation services to facilitate phone or in-person dialogue. Additional information on materials to be made available for parents who do not communicate in English is provided below.

In 2013, Claude Goldenberg of Stanford University conducted a review of research on improving instruction in “high-level academic content” for ELLs in light of the then-new Common Core State Standards.¹¹ Though he generally concluded that additional research was necessary, he described three main principles of effective instruction for this population: that what generally is effective to support all student needs is also effective for ELLs, that ELLs benefit from additional instructional support, and that some incorporation of home language as a supplement to English instruction can promote

¹⁰ Cummins, Jim. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon: Multilingual Matters, 1984. Print.

¹¹ Goldenberg, Claude. “Unlocking the Research on English Learners.” *American Educator*, Summer 2013: 4-11, available at <http://files.eric.ed.gov/fulltext/EJ1014021.pdf> (last visited June 28, 2017).

academic development.¹² Generally effective practices refers to high-quality instruction, and includes such practices as providing clear goals and objectives, introducing material that is appropriately challenging, using well designed instructional routines, encouraging active student engagement and participation, frequently assessing student progress and re-teaching as needed, and establishing solid classroom routines and behavior norms, among other strong teaching methods. Additional instructional supports includes provision of individualized instruction that builds on student experiences, provision of background information about the learning content, and use of graphic organizers, among other recommended supports. Goldenberg also provided that there are some effective ways of using home language to support a program of “all-English instruction.”¹³ Finally, Goldenberg recommended establishing school settings that allow for intensive, productive professional development and collaboration amongst teachers. Zeta Schools NYC’s ELL program will include the above-described highly effective practices of instruction. All ELLs will receive additional individualized instructional supports as needed, and teachers will work with students’ families to advise them on appropriate strategies that they may use to support their students’ progress at home, which may incorporate use of ELLs’ home language.

Researchers from Johns Hopkins University and University of North Carolina-Chapel Hill also conducted a comprehensive review of previous studies to determine which strategies and practices produced the best outcomes for ELL students.¹⁴ They found that the following components of an education program support academic success for ELLs: constant review of data to establish a comprehensive knowledge of student performance; the development of plans to address poor student performance that are monitored over time; intensive and recurring professional development for teachers and administrators; strong standards of school and classroom behavior management; strong school leaders that hold all staff accountable for student progress; emphasis on vocabulary instruction; providing cooperative learning opportunities; providing one-to-one tutoring for struggling students, and the partnering with parents and families to develop positive relationships between ELL families and the schools. The ELL program in place at the proposed schools will contain all of these components, and accordingly exhibits the potential to accelerate the achievement of ELL students.

ELL students’ proficiency in the English language will be measured at least annually to determine whether continued special services are warranted. The school will evaluate each student’s performance in academic content areas to measure the student’s progress in core subjects. The school will also use the NYSESLAT to assess ELL students. The scores on the NYSESLAT indicate the proficiency level (beginning, intermediate, advanced, or proficient) the student has achieved each year and whether

¹² Ibid.

¹³ Ibid.

¹⁴ Calderon, Margarita, Robert Slavin, and Marta Sanchez, “Effective Instruction for English Learners.” *Immigrant Children*, Vol. 21 No. 1: 103-127, available at http://futureofchildren.org/futureofchildren/publications/docs/21_01_05.pdf (last visited July 5, 2017).

the student's level of English is high enough to graduate from the ELL program.

Any student identified and receiving education services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless he/she can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

In order to ensure that the ELL program is successful (students are making progress in the acquisition of the English language and are making progress academically), Zeta Schools NYC will annually evaluate the program. To determine if any programmatic modifications are necessary, the Student Achievement Coordinator or Student Achievement Manager, in conjunction with the Academic Director, will evaluate the progress of their ELL students on standardized assessments and non-standardized assessments against that of non-ELL students. The schools will, as appropriate and possible, also track students longitudinally throughout their enrollment in the schools to determine if there is a significant variation in the academic achievement of students who were once classified as ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The schools will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. The schools will continue to use F&P, NYSESLAT and other benchmark assessments outlined in Response 5(b), Assessment System, to track and gauge ELL student growth and to evaluate the efficacy of the ELL program. Based on an evaluation of the foregoing, Zeta Schools NYC will make adjustments to the ELL program to ensure constant improvement and that its ELL students are educated at the highest levels.

The proposed schools must and will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, the "Every Student Succeeds Act," and federal case law.

The proposed schools will further ensure that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. If an ELL struggles to participate in such activities, Zeta schools will provide support with comprehension to enable that student to meaningfully participate, including but not limited to translated materials and/or communication, or provision of such services in a small group for more individualized assistance. Further, ELL students will not be referred to the CSE or assigned to special education because of their lack of English proficiency.

Parental outreach and recruitment activities will also be conducted in multiple languages so as to effectively reach all members of the school's community. Zeta Schools NYC will additionally provide parents whose English proficiency is limited with information in their native language. Certain information, such as complaint forms, application materials, and releases will be made available electronically and/or in print in multiple languages. Updates on students' academic performance, including student assessment and grade

information, and other relevant materials will also be communicated to parents in their native language using appropriately trained staff and/or translation services.

(d) Gifted and Advanced Students

At Zeta Charter Schools NYC, the core curriculum is designed to address the needs of all students, including academically advanced students. The proposed schools' program for academically advanced students is designed to accelerate the achievement of gifted and advanced students. The schools will hold regular data-driven meetings, aligned with the assessment cycles, in which faculty and leaders meet to analyze school-wide, grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. As part of this planning, the school staff will identify advanced students based on formal and informal testing, and their needs will be met through targeted groups at their level, including leveled guided reading groups, math, and writing practice groups.

Following the first round of formal academic assessments and throughout the year, students will receive small-group instruction, grouping students by reading ability level. Grouping students by reading ability level enables them to receive more individualized and targeted instruction by their teachers and to be challenged, through cooperative learning and common goals, by their peers who are learning the same skills. Regrouping will occur in accordance with assessment cycles to ensure students are appropriately challenged. Such regrouping acknowledges student growth and allows teachers to tailor instruction to meet specific student needs.

The proposed schools will provide advanced students opportunities to participate in a different grade for particular subjects, such as math, reading, or writing, in which they are significantly advanced. Each school will use the Fountas and Pinnell and other benchmark assessments to track and gauge advanced student growth and to evaluate the efficacy of the advanced student program.

Though all students will be challenged with engaging STEAM Workshop projects, advanced students will have the ability to study subject matter more in depth through independent long-term projects focused on research and problem solving. For example, a student interested in geography may "go deep" by researching a country's history, culture, language, political system, and topography in order to uncover its issues, needs, and possible solutions. With so many regional and national opportunities for sharing ideas more broadly, students will be encouraged to publish their ideas and/or present their work in forums outside of school.

In addition to independent long-term projects, Zeta Charter Schools NYC will leverage online programs to expand opportunities for academically gifted students. This will allow gifted students to work at their own pace to take advanced courses in subjects such as math, science, writing, critical reading, languages, and computer science.

Additionally, Zeta Charter Schools NYC will establish innovation laboratories that provide

the environment and resources for students to invent and explore. These laboratories will enable advanced and gifted students to utilize higher-order skills to tackle real-world problems in creative ways, to invent solutions to challenges they identify, and to explore their interests without limits so as to remove the ceiling of what is possible for them and what they may invent and accomplish.

8. Instructional Leadership

(a) Instructional Leadership Roles

Each Zeta school will have an Academic Director, responsible for all instructional matters, including but not limited to excellent student outcomes, teacher training, curriculum development and implementation, academic data, and testing. The Academic Directors will collaborate to ensure instructional excellence across schools, and with guidance from the MDs, are empowered to make important instructional decisions for the schools, including, but not limited to, hiring and firing instructional staff and selecting curricular and professional development materials. The Academic Directors are ultimately held accountable for student achievement and teacher effectiveness. Their team is comprised of all teachers, an Associate Academic Director (starting Year 3), a Student Achievement Coordinator and Manager (the latter starting in Year 3), and a School Counselor.

Starting in the third year of operation, each school will also have an Associate Academic Director. This individual will support the Academic Director and serve as an academic leader and coach for teaching staff. This individual will be responsible for excellent student outcomes, with a particular focus on teacher coaching, curricula, academic data analysis, testing, and managing the tutoring program for students academically behind their peers, as well as the accelerated learning program for advanced students, in addition to any other duties deemed appropriate by the Academic Director.

The Student Achievement Coordinators/Managers at each school play an important role in identifying students who require more academic support, such as students with special needs, English Language Learners, and advanced students. As members of the Instructional team, their role is to manage the Rtl process to ensure students are receiving the supports they need. In addition, Student Achievement Coordinators handle all logistics associated with coordinating those services, as well as maintain the systems for tracking student achievement.

School Counselors, like the Student Achievement Coordinators, are instrumental in identifying students who need more support, and provide the support they need. School Counselors also work with teachers to ensure the necessary in-class supports are implemented well so that all students can be successful. In addition, School Counselors work with students and their families to ensure that the connections between home and school are strong, and that families are providing the support that students need to be successful.

Ultimately, Student Achievement Coordinators and School Counselors are held accountable for the identification of at-risk students and implementation of appropriate services so that they can be successful. All students will be monitored on an ongoing basis by tracking their academic data as well as their social-emotional data.

In the third year of operation, a Dean of School Culture will be added to each school, and the Deans will be part of the Leadership team at each school. They are responsible for maintaining an extraordinary and positive school culture amongst staff, students, and families. Deans will reinforce the school's culture and core values; monitor students' behavior inside and outside of the classroom; support and train faculty in behavior management; manage the school's discipline program; manage parent interactions; ensure family involvement in student learning and school activities.

Competencies of all members of the Zeta leadership team will align with Zeta's mission to build high-performing, replicable public charter schools that mine the potential of children and their educators to raise thriving communities of lifelong learners and productive world citizens. The basis on which Zeta's leadership team will be identified, selected, and evaluated include the following:

- **Lead Learning:**
 - Live the Zeta mission and articulate and implement a vision based on Zeta's mission
 - Model what excellence looks and sounds like
 - Use data to drive learning and development
 - Prioritize, make strategic decisions, and plan to effectively solve problems
 - Share successes and cultivate Zeta-wide leadership
 - Reflect on and own areas of growth
- **Manage Others:**
 - Know team members and what they need to build capacity
 - Leverage team strengths and create development plans for growth areas
 - Anticipate and address performance issues quickly
 - Communicate effectively with transparency and candor
 - Use sound judgment to make personnel decisions
 - Know when to inspire, when to coach, and when to manage
- **Implement Structures and Systems:**
 - Communicate and follow safety and crisis management protocols
 - Follow a continuous cycle of improvement (set goals, check progress, give feedback, follow up, and support)
 - Manage time effectively
 - Monitor systems for school culture, academics, operations, and professional development

The process for identifying instructional leaders will be through the regular evaluation of teachers to evaluate who can rise to instructional leadership positions—who possess the above competencies and the qualifications listed in Response 11(b). We will also seek external candidates through the process described in Response 11(c)

Instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance through regular formal and informal student assessments,

observation of and real-time feedback to teachers, and annual reviews of student performance, curricula, and staff performance. The ultimate measure of the effectiveness of the academic program will be student outcomes.

Please see Response 11(b) for more details regarding qualifications and responsibilities of Instructional Leadership. Please see Response 5(a), (b), and (f) and Response 7(a)-(c) for more information regarding how instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

(b) On-going Teacher Supervision and Support

The most effective lever to exceptional instruction is faculty development. Our approach to development is informed by experience designing and implementing professional development and instructional management at dozens of schools over the last decade, including Success Academy, Foundation Academies (Trenton), Mott Haven Academy, and 20 Chicago Catholic schools, as well as through visits to and conversations with leaders from schools with strong academics and school culture, including Success Academy, Uncommon Schools, KIPP, Ethical Culture Fieldston School, Aspire, and Rocketship.

The proposed schools will encourage real-time, frequent coaching and support. The Academic Directors and Associate Academic Directors will supervise their staff on a daily basis through regular classroom observations and real-time feedback, team meetings, and one-to-one meetings. A member of the instructional leadership team described above will observe teachers and provide real-time instructional feedback at least several times per month. To ensure that students with special needs and English Language Learners receive highly effective interventions, the Academic Director and Associate Academic Director will take particular care to regularly observe instruction of these students and give teachers frequent feedback. In addition to observations and weekly professional development afternoons, leaders will support the teachers in weekly meetings and through frequent email communications, as well as through an open-door policy. All teachers are encouraged to talk to, email, and/or call their supervisors with questions and concerns at any time.

(c) Professional Development

In order to achieve great outcomes for students, Zeta believes that adults must be obsessed with their own continuous improvement. Professional development will be a part of the professional responsibility of all Zeta team members, as professional development hones skills, provides content area knowledge, and improves pedagogical techniques so that the school team is prepared to mine the potential of every student and deliver excellent academic outcomes.

We believe that excellence starts with the adults: leaders first and foremost, next teachers, and finally students. The adults have the responsibility and the authority to achieve excellence. It is

this belief in the power of adults that will drive our continual, quality professional development for all members of the school team. Moreover, to ensure that students meet the school's high expectations, Zeta will make improvements to teaching, coaching, and leading in real time.

Zeta teachers will accordingly receive over 375 hours of professional development each year, consisting of approximately 23 full days of professional development, approximately 38 weekday 3-hour afternoon sessions, weekly planning and data meetings to study together, and consistent real-time coaching throughout the year. The school instructional leaders provide this professional development, drawing from many proven methods, structures, and programs that are aligned with the way in which Zeta evaluates teachers and leaders. This includes both formal presentations and informal observations and feedback sessions; the continuous cycle of observation, feedback, implementation, and reflection ensures that all instructional team members have the tools they need to actualize rigorous, engaging, achievement-driven classrooms.

Professional development will include significant and continuous training on differentiated instruction, which, as described in Response 07- Specific Populations, plays a vital role in the instruction given to English Language learners ("ELL") and students with special needs. The proposed schools will place great emphasis on differentiated instruction in order to accommodate students at all levels and to help each student meet the school's rigorous academic standards. Teachers will receive professional development training in literacy and math that supports the identification of possible learning needs and strategies to support students with additional or special needs within the curriculum.

Throughout the year, teachers are provided with materials and professional development to effectively meet the unique needs of ELL and special needs students. As a result of this training in differentiated instruction, including how such instruction applies to ELL and special needs students, students may receive both individualized and small-group instruction with teachers who have had training in ELL strategies and know the difference between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This framework of bilingual education comes from the early work of Cummins (1984), in which he demonstrated his ideas about the two principal continua of second language development in a simple matrix. Understanding this theory and implementing supports, such as the use of face-to-face conversations, language scaffolding, interactive discourse, vocabulary acquisition through peer collaboration, and at-home audio books, will be crucial in developing teachers who can support the needs of all ELL learners.

Professional development will be grounded in creating educational environments conducive to academic success, reflecting the belief that all students can learn at high levels and that educators are responsible for seeing to it that they do. To the extent that at-risk, ELL, or special needs populations are not appropriately progressing based on regular-cycle assessment data, the Academic Director will in real time study what structural fixes must be made and implement any necessary changes and additional teacher training to fill in any training gaps.