SUNY Charter Schools Institute
The State University of New York

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School"	Minisink Charter School		
Education Corporation Name (if different than proposed charter school name):	Minisink Charter School		
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	8/25	School District of Location (or NYC CSD):	CSD 5

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-1	72
Year 2	K-2	108
Year 3	K-3	144
Year 4	K-4	180
Year 5	K-5	216

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	None
CMO Contact Info (Name, Phone):	N/A
Partner Organization:	NYC Mission Society
Partner Contact Info (Name, Phone):	[redacted]

NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Elsie McCabe Thompson				
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☐ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School

[redacted]

Secondary Applicant Name (if applicable):					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Elsie McCabe Thompson	Phone #:	212-674-3500 x205	Email:	elsie@missionsociety.org

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Minisink Charter School's mission is to provide students with progressive, standards-based, experiential learning so that they develop academic skills, compassion, and self-esteem. We will inspire students to become lifelong critical thinkers with a commitment to social responsibility and intellectual inquiry.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

Small Class Size of 12: In pursuit of educational equity for CSD-5 and special student populations, class sizes will be as small as 12. Teachers will be able to better individualize instruction and create cohesive classrooms.

Extended Day and Year: Minisink days will be 90 minutes longer, and Minisink years will be 20 days greater (total 200) than district norms.

Two-Year Looping: Students will remain with teachers for two-year cycles. Additional time will allow teachers, students, and parents to collaborate and trust.

Project Based and Experiential STEM Learning: As a learning community, Minisink will champion hands-on, confidence-building learning and STEM in CSD-5. For example, students will learn sustainable food production in the new aquaponics lab built by the Mission Society. We are committed to scientific methodology and experimentation.

Literacy Across the Curriculum: In every class, our teachers will help students read, write, listen, and orate using specially designed and culturally relevant exercises. Communication propels achievement.

Performance-Based Assessment: We are committed to a transparent, performance-based assessment system that documents and evaluates students' mastery of standards. Digital tools such as MasteryConnect will help staff adjust instructional plans and communicate assessment data efficiently to families.

Teacher Professional Development: Teacher professional development will be bolstered by ongoing Responsive Classroom and in-house trainings for progressive education. Master teachers will mentor grade-level teams and new teachers.

Community-Driven School Culture: Students will explore contradictions, work together, think about our global community, and challenge the status-quo. MINISINK values: Mentor, Inspire, Navigate, Imagine, Service, Innovation, Nourish, Kindness.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Minisink Charter School's mission is to provide students with progressive, standards-based, experiential learning so that they develop academic skills, compassion, and self-esteem. We will inspire students to become lifelong critical thinkers with a commitment to social responsibility and intellectual inquiry.

Vision: Minisink will be a community of learning that celebrates Harlem's culture and history as a powerful teaching tool. Minisink is possible thanks to an exciting partnership with New York City Mission Society. In 1921, the Mission Society created our proposed school's namesake, Camp Minisink—the first sleepaway camp for African-American, Latino, and immigrant youth in Minisink, NY. Since 1812, Mission has launched innovative educational initiatives in pursuit of urban socioeconomic equity.

Minisink and Mission believe that education is a human right. Minisink will express this belief through progressive, standards-based, experiential learning. We will implement the objectives of the Charter Schools Act through a student-centered lens. That is, we will (1) provide a culture and curriculum designed for social-emotional outcomes with long-term predictive value for college, (2) provide class sizes as small as 12 and a standards-based, experiential classroom to help students develop additional competencies with long-term predictive value for socioeconomic mobility, (3) create opportunities for staff to serve as community leaders, and (4) promote performance-based rather than rule-based accountability.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including b

Lead Applicant Signature	
Signature:	

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

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

Statistical Overview (Existing education corporations only)

Not Applicable

Community Need and Proposed School Impact

a. Community Description and Need

Target Community: The Minisink Charter School is designed to serve the children of Harlem and its surrounding neighborhoods in Northern Manhattan and the South Bronx. The proposed school will be located in Community School District (CSD) 5 at the Minisink building located at 646 Malcolm X Blvd and 142nd Street. Harlem is a historic neighborhood known for its diversity and contributions to culture and the arts. Census data indicate that the Manhattan Community District 10, from which Minisink expects to draw many of its students, has a growing population, rising from 115,723 residents in 2010 to 130,440 in 2020. This suggests a growing number of families will be seeking additional school seats.

The majority of residents are people of color: a little more than half of this area of Harlem are Black and almost a quarter are Hispanic. In addition, about one-quarter are foreign born and about one-third speak a language other than English at home. With regards to educational attainment, 17% do not have a high school diploma and only 45% have a college degree.

Central Harlem (Manhattan Community District 10) Demographics[1][2]

Black	52%
Hispanic	24%
White	15%
Asian	4%
Other	5%
Poverty Rate	21%
Unemployment	9%
Less Than High School	17%
High School Graduate	38%
College Graduate	45%
Foreign Born	23%
Limited English Proficiency	11%

Harlem is home to a large concentration of public housing and our proposed school is located in close proximity to thousands of families who live in New York City Housing Authority (NYCHA) buildings.

New York City Housing Authority Developments Closest to Proposed School[3]

Development	Units	Residents
Polo Ground Towers	1612	3922

[1] https://cbmanhattan.cityofnewyork.us/cb10/wp-content/uploads/sites/11/2023/03/FY24_Statement_MN10.pdf
[2] https://a816-health.nyc.gov/hdi/profiles/
[3] http://nycha.maps.arcgis.com/apps/webappviewer/index.html?id=41c6ff5e73ec459092e982060b7cf1a1

Drew Hamilton	1208	2703
Rangel	983	2120
Samuel City	662	1379
Harlem River Houses	577	1074
Audubon	167	460
Harlem River II	116	292
Bethune Garden	209	250

According to the New York City Department of Health and Mental Hygiene, in Central Harlem[4]:

- the infant mortality rate is almost twice that of New York City.
- the rate of preterm births, a key driver of infant death, is nearly twice that of Midtown.
- the teen birth rate is higher than the Manhattan and citywide averages.
- more than a quarter of elementary school students miss 20 or more school days.
- has asthma hospitalization rate among children ages 5 to 14 is the tenth-highest, almost twice the citywide rate.
- the incarceration rate in Central Harlem is the third-highest in the city and more than three times the citywide rate.
- the injury assault rate in Central Harlem is more than twice the citywide rate.
- drug- and/or alcohol-related hospitalization rates are higher than the rates in Manhattan and NYC.
- almost one in five adults has no health insurance, and one in nine goes without needed medical care.
- has the second-highest rate of new HIV diagnoses, more than twice the citywide rate.
- has the fourth-highest rate of stroke hospitalizations in the city.
- death rates due to HIV, hypertension and homicide are twice the city rates.
- A higher percentage of homes in Central Harlem than in the city as a whole have maintenance defects.

Collectively these data point to significant needs in the Harlem community, many of which we believe a strong neighborhood school can address either directly or indirectly.

Student Population: CSD 5 covers all of Manhattan between 122nd Street and 135th Street as well as the triangle to the north bordered by St. Nicholas Avenue and the Harlem River. The school district is predominantly Black and Hispanic with few students of other races. The vast majority of students are economically disadvantaged and about one-quarter have a disability. In addition, it has a high teacher turnover rate and the graduation rate for Black and Hispanic

[4] https://www.nyc.gov/assets/doh/downloads/pdf/data/2015chp-mn10.pdf

students is about 30 points lower than for White students. Chronic absenteeism is a major challenge: 33% of students in Central Harlem missed more than 10% of reported school days, compared to 20% of Manhattan overall.[5] According to the 2024 Community District 10 Statement of Community District Needs, "CB10 needs innovative programming to address the trauma experienced by children and youth in our community due to exposure to violence. Research shows that children living in Harlem are 4 times more likely to be involved in or witness a violent incident compared to children in other parts of the city."

Community School District (CSD) 5 Demographics

Black	45%
Hispanic	39%
White	8%
Asian	4%
Multiracial	2%
Economically Disadvantaged	83%
Students with Disabilities	29%
English Language Learners	9%
Homeless	15%
Foster Care	2%
Black Graduation Rate	71%
Hispanic Graduation Rate	73%
White Graduation Rate	89%
Students with Disabilities Graduation Rate	46%
Elementary/Middle Chronic Absenteeism	58%
Inexperienced Teachers	42%

Local School Performance: In CSD 5 on the 2022-23 NYS standardized assessments, overall fewer than three out of ten students is proficient in ELA or Math by the 5th grade (far below the state proficiency rate) and there is a significant gap between the performance of Black and Hispanic students and White students. Moreover, less than one in five students with a disability or English language learner is proficient in ELA or Math. There is clear need for stronger schools that will provide students with an education that lets them reach state standards and sets them on the path to secondary and post-secondary success.

CSD 5 and State Test 5th Grade Performance

	ELA		Math	
	CSD 5	**State**	**CSD 5**	**State**
All Students	30%	45%	30%	50%
Black Students	27%	35%	26%	35%
Hispanic Students	28%	36%	30%	37%
White Students	50%	49%	42%	45%

[5] https://a816-health.nyc.gov/hdi/profiles/

Students with Disabilities	15%	16%	17%	21%
English Language Learner	13%	11%	12%	18%

As the tables below demonstrates, district schools offer limited opportunities for academic success: in every district school fewer than half of students achieved proficiency in ELA and only one school had more than half proficient in Math last year.

5th Grade Percent Proficient for CSD 5 District Schools in 2023

School	ELA	Math
P.S. 030 Hernandez/Hughes	46	48
P.S. 036 Margaret Douglas	22	43
P.S. 046 Arthur Tappan	19	9
P.S. 092 Mary McLeod Bethune	40	50
P.S. 123 Mahalia Jackson	33	33
P.S. 125 Ralph Bunche	46	50
P.S. 129 John H. Finley	37	21
P.S. 133 Fred R Moore	42	36
P.S. 154 Harriet Tubman	46	44
P.S. 161 Pedro Albizu Campos	22	31
P.S. 175 Henry H Garnet	21	31
P.S. 194 Countee Cullen	21	30
P.S. 197 John B. Russwurm	32	25
P.S. 200- The James Mccune Smith School	27	12
Thurgood Marshall Academy Lower School	47	24
Teachers College Community School	33	55

There are a number of existing charter schools in CSD 5, though most of them are part of charter school networks, suggesting a limited number of model options. Most, though not all, charter schools performed better than the district schools in CSD 5:

5th Grade Percent Proficient for CSD 5 Charter Schools in 2023

School	ELA	Math
KIPP SUCCESS THROUGH TEAMWORK ACHIEVE & RESPON COL PREP CHARTER SCH	52	62
KIPP INFINITY CHARTER SCHOOL	50	84
HARLEM CHILDREN'S ZONE PROMISE ACADEMY CHARTER SCHOOL	66	36
HARLEM CHILDREN'S ZONE PROMISE ACADEMY II CHARTER SCHOOL	42	29
SUCCESS ACADEMY CHARTER SCHOOL-HARLEM 3	60	87

SUCCESS ACADEMY CHARTER SCHOOL-HARLEM 5	66	81
DEMOCRACY PREP HARLEM CHARTER SCHOOL	25	31
GLOBAL COMMUNITY CHARTER SCHOOL	48	43
NEIGHBORHOOD CHARTER SCHOOL OF HARLEM	76	79

Rationale for Selecting the Community: The Mission Society has a longstanding relationship with Harlem that reflects its commitment to serving the city's most underserved communities. In keeping with this focus, we intend to enroll students from the Harlem community who are not well served by current public schools, cannot afford private schools, and need a better educational option. We anticipate that the majority of our students will be eligible for the free and reduced price lunch program, that most students will be Black and/or Hispanic, and approximately one-quarter will meet the criteria for special education. In order to improve the odds of enrolling low-income students, we intend to weight our lottery so that students in public housing who are by definition economically disadvantaged have an increased opportunity for admission.

A Needed Alternative: As the previous data show, there is tremendous need in Harlem for educational options that prepare students to meet state standards and succeed in their future endeavors. The proposed Minisink Charter School intends to offer a radically different school model to those in existing district, charter and private schools. The most significant innovation is for every student to learn in a small class targeted at 12 students. This allows every student to receive substantially more individualized attention. The student-teacher relationship is further enhanced by two year looping cycles and an extended day and calendar. The school will also emphasize literacy across the curriculum and adopt progressive pedagogy with hands-on experiential learning, including access to a state-of-the-art aquaponics lab.

Educational Impact of COVID-19 Pandemic: The pandemic interrupted learning across all communities and grades with a disproportionate impact on lower income communities where parents were less likely to be able to work from home and provide children with educational supports during remote learning. Below is a table showing the decline in academic performance based on state test scores in CSD 5 (2021 data are not representative as only 40% of students participated in state testing that year) as well as a dramatic increase in chronic absenteeism:

CSD 5 Data

	ELA	Math	Chronic Absenteeism
2019	31%	26%	35%
2020	NA	NA	
2021	48%	33%	51%

2022	31%	19%	56%
2023	30%	30%	49%

b. Programmatic Impact

Educational Options: CSD 5 is home to 11 district elementary (K-5) schools and five district elementary/middle (K-8) schools. There are also 16 charter schools serving elementary grades in CSD 5. Finally, there are a number of mostly sectarian private schools in and around our proposed location.

School	Type	Grades
P.S. 030 Hernandez/Hughes	District	K-5
P.S. 036 Margaret Douglas	District	K-5
P.S. 046 Arthur Tappan	District	K-8
P.S. 092 Mary McLeod Bethune	District	K-5
P.S. 123 Mahalia Jackson	District	K-8
P.S. 125 Ralph Bunche	District	K-5
P.S. 129 John H. Finley	District	K-8
P.S. 133 Fred R Moore	District	K-5
P.S. 154 Harriet Tubman	District	K-5
P.S. 161 Pedro Albizu Campos	District	K-8
P.S. 175 Henry H Garnet	District	K-5
P.S. 194 Countee Cullen	District	K-5
P.S. 197 John B. Russwurm	District	K-5
P.S. 200- The James McCune Smith School	District	K-5
Thurgood Marshall Academy Lower School	District	K-5
Teachers College Community School	District	K-7
Democracy Preparatory Charter School	Charter	6-12
Democracy Preparatory Endurance Charter School	Charter	6-12
Democracy Preparatory Harlem Charter School	Charter	K-12
Global Community Charter School	Charter	K-8
Harlem Children's Zone Promise Academy Charter School	Charter	K-12
Harlem Children's Zone Promise Academy II Charter School	Charter	K-12
Harlem Village Academy West Charter School	Charter	K-12
KIPP Infinity Charter School	Charter	K-12
KIPP S.T.A.R College Preparatory Charter School	Charter	K-8
Neighborhood Charter School of Harlem	Charter	K-8
St. Hope Leadership Academy Charter School	Charter	6-8
Storefront Academy Charter School	Charter	K-5
Success Academy Charter School - Harlem 2	Charter	5-8
Success Academy Charter School - Harlem 5	Charter	K-8

Success Academy Charter School - Harlem 4	Charter	K-4
Success Academy Charter School - Harlem 6	Charter	3-4
Annunciation School	Private	K-8
East Harlem School at Exodus House	Private	4-8
Harlem Academy	Private	1-8
Mt. Carmel-Holy Rosary	Private	PK-8
Our Lady of Lourdes School	Private	PK-8
St. Charles Borromeo Catholic School	Private	K-8
St. Mark the Evangelist School	Private	PreK-8
St. Paul School	Private	K-8
The King's Academy	Private	PK-9
The Reece School	Private	K-8

As a result of the COVID-19 pandemic many schools and districts have experienced enrollment declines.

CSD 5 K-5 District Enrollment

Year	Enrollment
2018-19	4147
2019-20	3842
2020-21	3480
2021-22	3186
2022-23	2967

However, according to Chalkbeat in 2023, "For the first time since the start of the pandemic in March 2020, New York City's public schools expect student enrollment to hold mostly steady across the five boroughs in the coming year, according to education department figures released Monday. Projected enrollment is expected to drop 0.6% in K-12 across many of the city's public schools, down from a more than 2% decline in the 2022-23 school year and just under 6% drop the year before."[6] Subsequently, data from the New York State Education Department indicate that in New York City "Charter school kindergarten enrollment has seen a particularly notable increase, rising by 5.4% between the 2022-23 and 2023-24 school years, compared to the district's gain of 2.3% during the same period."

To our knowledge there is no school in CSD 5 or beyond that provides the educational option that Minisink Charter School proposes, namely the unique combination of small class size, looping, extended day and year, progressive pedagogy with regular experiential learning

[6] https://ny.chalkbeat.org/2023/5/8/23715931/nyc-enrollment-fair-student-funding-formula-pandemic-budget

opportunities, and access to an aquaponics lab for experimental science, all within a free public school setting.

- **Neighborhood Options:** The northern end of CSD 5 is home to several high density NYCHA housing developments, e.g., the Polo Grounds complex with 4,000 residents and Rangel Houses with 2,240 residents. However, there are few district school options in the CSD 5 catchment area above 142nd Street. Furthermore, there is only one CSD 5 charter elementary schools north of West 142th Street.
- **Class Size:** According to the NYCDOE 2022-23 Class Size Report, in Kindergarten the average class size in Manhattan for general education was 19 students and integrated co-teaching (ICT) was 18 students. In 5th grade the average class size for general education and ICT was 21 and 22 students, respectively.[7] Some charter and private schools do offer smaller class sizes and there are some district and charter schools that offer 12:1:1 special education settings, but Minisink will offer a class size of 12 to all students, regardless of ability.
- **Progressive Education:** A number of the charter schools in CSD 5 employ a "no excuses" model characterized by strict discipline and direct instruction, while a few such as Neighborhood Charter School of Harlem and Global Community Charter School embrace more progressive models. Most district schools are traditional by design, though the Teachers College Community School claims to provide a "child-centered environment." Minisink will embody progressive education principles, which are discussed in more detail in subsequent sections. Based on our community outreach and continuing work in the education sector we know that many parents desire a more progressive education model and there are few such options in CSD 5.
- **Extended Day/Year:** District schools are limited by labor contracts to 6 hour and 20 minute school days and 180 day school years. Many charter schools do offer an extended day and year; the Minisink school day will be 90 minutes longer and the Minisink school year will be 20 days greater (total 200) than district norms.
- **STEM Learning:** While all schools provide some science education in the elementary grades, a few schools in CSD 5 emphasize more robust STEM learning. For example, at Neighborhood Charter School of Harlem students "participate in hands-on science every day, and conduct over one hundred fifty experiments each year."[8] Similarly, Success Academy charter schools provide science instruction every day as well as computer science and engineering units every year. Minisink Charter School will embrace a comprehensive STEM program and, to our knowledge, there is no other school in New York City that has a dedicated aquaponics lab available for hands-on experimental instruction starting in Kindergarten.

Programmatic Impact: If the Minisink Charter School has any impact on other schools in the community, it will be as a model of progressive education from which other educators can learn

[7] https://infohub.nyced.org/reports/government-reports/class-size-reports
[8] https://ncschools.org/about-ncs/curriculum/

and emulate effective practices. At the end of the charter term, our school will enroll no more than 216 students, which is a small fraction of the 2,967 students enrolled in grades K-5 in CSD 5. And some students may come from other CSDs in northern Manhattan and the South Bronx, further limiting our school's impact on this district's schools. In addition, there are a number of over-utilized NYCDOE buildings in CSD 5, so the addition of Minisink Charter School in private space may actually help to reduce over-crowding in district schools.

2021-22 Over-utilized Buildings in CSD 5[9]

School	Utilization Rate
PS 200	113%
PS 125	110%
Teachers College Community School	120%
PS 123	134%
PS 175	126%
IS 201	110%
PS 30	110%
PS 92	111%

We also assume many parents who enroll their children in private schools do so for religious reasons, and will not transfer students to a secular public charter school. Additionally, we expect businesses, students, parents and community-based organizations will benefit from access to our state of the art aquaponics laboratory and related resources. In fact, the Mission Society has already opened the Aquaponics lab and made it available to local district schools.

c. Fiscal Impact

Based on our small enrollment size and the enormous size of the district budget, Minisink will have a negligible impact on district finances. Our school budget will represent 0.018% of the district budget in Year 5.

The Minisink model will offer a private school-like experience for all students; this model will also benefit students with special needs. Therefore, this model is poised to potentially reduce the likelihood of parents requesting Carter case payment from the NYC Department of Education to send their children to private schools. As reported in Reason Magazine, in the school year commencing September 2016, New York City reimbursed families $55,049 for tuition for each of the 4,435 learning disabled children attending private school. This figure does not include monies spent by the City and State on hundreds of lawyers, paralegals and support staff needed before such payments can be made or the additional cost of Connors cases in which the Department of Education makes direct payment to private schools for students with learning differences. The NY Times reports that for the 2016-17 school year the City paid between $45,000 to over $100,000 annually for each of these children to attend in-

[9] Space Overutilization In New York City Public Schools: Report on the 2021- 2022 School Year

state and out-of-state private schools.[10] Additionally, as of January, 7th, 2019, Chalkbeat reports, "The cost of sending students with disabilities to private schools has doubled since de Blasio was sworn in and has reached $325 million per year" and continues to increase.[11]

5-Year Fiscal Impact Report

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 (2020-21)	72	18,340	1,320,480	567,581	1,888,061	30,562,560,000	0.006%
Year 2 (2021-22)	108	18,340	1,980,720	836,652	2,817,372	30,562,560,000	0.009%
Year 3 (2022-23)	144	18,340	2,640,960	1,135,162	3,776,122	30,562,560,000	0.012%
Year 4 (2023-24)	180	18,340	3,301,200	1,404,233	4,705,433	30,562,560,000	0.015%
Year 5 (2024-25)	216	18,340	3,961,440	1,692,353	5,653,793	30,562,560,000	0.018%

[10] https://www.nytimes.com/2018/10/05/nyregion/how-special-education-is-failing-tj-and-many-children-like-him.html

[11] https://chalkbeat.org/posts/ny/2019/01/07/private-school-tuition-reimbursement/

Minisink Charter School Proposal

Addressing Need

a. Mission

Minisink Charter School's mission is to provide students with progressive, standards-based, experiential learning so that they develop academic skills, compassion, and self-esteem. We will inspire students to become lifelong critical thinkers with a commitment to social responsibility and intellectual inquiry.

b. Key Design Elements

Small Class Size of 12: In pursuit of educational equity for all students, class sizes at Minisink Charter School will be as small as 12 students so teachers can create cohesive classrooms and better individualize instruction. There is extensive research on the impact of class size reduction on student achievement, with the most credible studies focused on elementary grades. A meta-study conducted in 1979 that statistically analyzed 300 reports involving almost 900,000 students found that once "class size fell below about 15, learning increased progressively as class size became smaller."[1] The Tennessee STAR study is often cited because it involved a random-assignment experimental model. It found that the "students that had been assigned to smaller classes were more likely to graduate in four years, more likely to go to college, and more likely to get a degree in a STEM field. The positive effect was twice as large for poor and minority students."[2] Evaluations of the Wisconsin SAGE class size reduction program using a quasi-experimental design found that "with class sizes of 15…class size was a very effective school improvement strategy. Gains were greatest for African-American students."[3] Similarly, researchers Grover J. "Russ" Whitehurst and Matthew M. Chingos at the Brookings Institution found that "very large class-size reductions, on the order of magnitude of 7-10 fewer students per class, can have meaningful long-term effects on student achievement and perhaps on non-cognitive outcomes. The academic effects seem to be largest when introduced in the earliest grades, and for students from less advantaged family backgrounds."[4] The esteemed economist Alan Krueger has found that "class size reduction most benefits minority and disadvantaged students, and would be expected to narrow the racial achievement gap by about one-third. He also estimated that the economic gains of smaller classes in the early grades outweighed the costs two to one."[5] Another analysis found that, "the literature on class size reduction is clear and positive. The 'overwhelming majority' of peer-reviewed papers find it an effective strategy… Generally, class sizes of between 15 and 18 are recommended."[6] In addition to the research supporting small class sizes in the earliest grades for the neediest students,

[1] The Effectiveness of Class Size Reduction, 2016, William J. Mathis, National Education Policy Center
[2] IBID
[3] IBID
[4] Class Size: What Research Says and What it Means for State Policy, 2011, Brown Center on Educational Policy at the Brookings Institution.
[5] Krueger, A. (2002). A Response to Eric Hanushek's "Evidence Politics, and the Class Size debate." In L. Mishel & R. Rothstein (Eds.), The Class Size Debate. Washington, DC: Economic Policy Institute.
[6] https://greatlakescenter.org/docs/Policy_Briefs/Research-Based-Options-2015/09-Mathis-Class-Size.pdf

it is apparent in private schools that parents with means also choose small class sizes for their children. According to the National Center for Education Statistics (NCES) the average class size in public schools is 25 students, compared to 19 students per class in private schools. Based on compelling evidence, Minisink Charter School will set itself apart from other public schools with a uniquely small class size targeted at 12 students per class, which we believe is optimum for raising the achievement of disadvantaged students in Harlem. (See Response 05ac – Enrollment)

Two-Year Looping: Students will loop, i.e., remain with the same teacher, for two-year cycles, which extends the student-teacher relationship to build trust and enhance individualized attention. Looping has a storied history in the United States: the famed educator Deborah Meier implemented looping in her New York City elementary school in 1974.[7] In her Minisink support letter, she applauds, among other things, our use of looping. (See R-04e). A summary of research has identified a large number of benefits associated with looping, including increased learning time by limiting the need for diagnostic assessments at the beginning of each school year and curriculum closure at the end of each school year, vertical alignment of curriculum and assessments, extended learning over summer months, and strong identification of students' strengths and weaknesses to inform instruction planning. [8] As a result of looping, research has found that students are less likely to be retained and less likely to be referred for special education services. There is also evidence of increased academic achievement and higher rates of attendance and reduced numbers of behavioral incidences.[9] A 2018 study found "small but significant test score gains for students assigned to the same teacher for a second time in a higher grade…The effects are largest for minorities."[10] (See Response 06c – Instructional Methods)

Literacy across the Curriculum: In every subject, our teachers will help students read, write, listen, and orate. It is clear that reading skills are directly related to school success and research has found the need not only for basic comprehension skills but also subject-specific content knowledge and vocabulary. In *Reading Across the Curriculum as the Key to Success,* Alice Horning concludes that "If students can move beyond simple comprehension to analyze, synthesize and evaluate not only printed texts but also visual displays on paper and in electronic form effectively and efficiently in every discipline, they will be better readers, writers, students, and citizens of the democratic and electronically connected global society they will join when they graduate."[11] At Minisink Charter School literacy development will be integrated across the curriculum, students will engage with interesting, culturally relevant texts in every subject, and teachers will cultivate a love of words by selecting rigorous stories, non-fiction, poetry and plays, among other texts. The school will employ a systematic phonics program as well as explicit instruction in comprehension, vocabulary and grammar using the workshop approach. Reading and Writing Specialists will support teachers and provide targeted support so our students reach grade level quickly and can use their literacy skills to

[7] https://files.eric.ed.gov/fulltext/ED499897.pdf
[8] https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/311/Looping.aspx
[9] IBID
[10] Andrew J.Hill and Daniel B.Jones, A teacher who knows me: The academic benefits of repeat student-teacher matches, Economics of Education Review Volume 64, June 2018, Pages 1-12
[11] http://wac.colostate.edu/atd/articles/horning2007.cfm.%20Accessed%209%20May%202012

learn in all subjects. They will learn to read so they can read to learn. (See Response 06a – Curriculum Selection Process)

Experiential and STEM Learning: As a learning community, Minisink will champion hands-on, confidence-building learning with a focus on science, technology, engineering and math (STEM) subjects beginning in Kindergarten. The American Institutes for Research finds that, "In the U.S., domestic science, technology, engineering, and mathematics (STEM) degree production is not keeping pace with the demand for STEM talent, and women, racial and ethnic minorities, and persons with disabilities represent the largest untapped STEM talent pool."[12] Indeed, the U.S. Department of Education finds that, "not enough of our youth have access to quality STEM learning opportunities and too few students see these disciplines as springboards for their careers." Employment in STEM occupations has grown 79% since 1990, from 9.7 million to 17.3 million, according to a Pew Research Center study of U.S. Census Bureau. Moreover, STEM workers enjoy a pay advantage over non-STEM workers. Among college-educated individuals, the typical full-time, year-round, STEM workers earned 26% more than their non-STEM counterparts with similar education backgrounds.[13] Thus all Minisink students will experience rich, hands-on STEM learning. Students will be immersed in the scientific method and conduct genuine experiments. A dedicated aquaponics lab with fish tanks and gardens will provide a platform for students to actively participate in a sustainable food production system. Our cross-disciplinary curricula will build connections between conceptual mathematics and real world applications, and students will become technologically literate citizens who understand both the power and the responsibility of living in the digital age. (See Response 06a – Curriculum Selection Process)

Performance-Based Assessment: We do not believe the current assessment system serves students, teachers or schools well; standardized testing has narrowed the curriculum, reduced learning time, diverted resources, increased student stress and anxiety, and been detrimental to school cultures. Therefore, we are committed to a transparent, performance-based assessment system that documents and evaluates students' mastery of standards. We find striking a RAND review of assessments in 17 states with the most rigorous standards and tests[14] that found fewer than 2% of mathematics items and only 21% of ELA items assessed higher order thinking skills. As Linda Darling-Hammond and Frank Adamson note, these assessments rarely "ask students to analyze, synthesize, compare, critique, investigate, prove, or explain their ideas—the kinds of higher-order skills that students most need to become college- and career-ready."[15] They go on to write:

> From a cost-benefit perspective, this approach is penny wise and pound foolish. Although they may appear low in costs, today's testing programs are generally not organized to

[12] https://www.air.org/topic/education/stem
[13] http://www.pewresearch.org/fact-tank/2018/01/09/7-facts-about-the-stem-workforce/
[14] Yuan, K. & Le, V. (2012). Estimating the Percentage of Students Who Were Tested on Cognitively Demanding Items Through the State Achievement Tests. Santa Monica, CA: RAND Corporation.
[15] Darling-Hammond, L., Adamson, F. (2013). Developing assessments of deeper learning: The costs and benefits of using tests that help students learn. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education.

> produce the benefits of deeper student learning found in high-performing countries. Instead we have a set of fragmented, disjointed efforts, unable to measure the most important learning goals, and not useful to teachers' efforts to understand how their students think and what could be done to support their success.

The predominant use of assessments that are considered more objectively scored, such as multiple-choice, matching, true/false, and formulaic writing prompts, conflicts with the shift to college and career readiness standards, which requires more complex demonstration of skills, application of knowledge, and evaluation of attributes and habits, such as collaboration and problem solving.[16] Moreover, research has found that the use of performance assessment both strengthens instruction and increases student performance on measures of higher-order skills, "especially when teachers were involved in scoring the assessments and reflecting together about how to improve curriculum and teaching."[17]

Based on the compelling research and practice, Minisink Charter School will innovate a robust performance-based assessment system that more authentically evaluates student mastery of standards. This practice aligns closely with our progressive education philosophy and focus on hands-on STEM learning. Performance-assessments will still provide useful data with which to identify student needs, plan instruction, and evaluate programs and staff. Digital tools such as MasteryConnect will help our staff analyze data and communicate assessment results efficiently to families. These assessments will be transparent to parents and accessible by a smart phone. Our assessment system will also effectively prepare students for required state tests and the school for success under SUNY's accountability system. (See Response 06b – Assessment System)

Extended Day and Year: We believe increased learning time is necessary to raise the achievement levels of disadvantaged children. However, current district practices restrict instructional time, which is critically important, especially for disadvantaged students. In New York City the district contract limits the school day to 6 hours and 20 minutes, and in elementary schools this translates into only about 4-5 hours of instructional time per day with a student's primary teacher (after subtracting teacher prep and lunch periods). However, research indicates that learning time is a key factor in student achievement and studies "generally have shown that children from low socio-economic backgrounds have the most to gain from extended learning time in any of its forms."[18] Moreover, "[t]he most compelling research has emerged from studies of charter schools implementing ELT.[19] For example, an analysis of student outcomes for applicants to all New York City charter schools between 2000 and 2008 found that "the strongest predictor of positive achievement is the longer school year."[20] Massachusetts 2020 cites five primary benefits of adding

[16] Lynne M. Bland and Christopher R. Gareis (2018). Performance Assessments: A Review of Definitions, Quality Characteristics, and Outcomes Associated with Their Use in K-12 Schools

[17] Darling-Hammond, L. & Rustique Forrester, E. (2005). The Consequences of Student Testing for Teaching and Teacher Quality.

[18] Smith, B., Roderick, M., & Degener, S. C. (2005). Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades. Educational Administration Quarterly

[19] Update to ECONorthwest's 2008 white paper A Review of Research on Extended Learning Time in K-12 Schools.

[20] Ibid

time to the traditional school day: 1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning and professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students.[21] Therefore, Minisink Charter School students will learn for 20 more days per year and 90 minutes longer per day than their peers in traditional district schools. This intentional schedule and calendar provides more time for comprehensive literacy instruction, hands-on STEM opportunities, enrichment and remediation programs, performance-based assessment, and community engagement. (See Response 07ac - Calendar and Schedules)

Teaching as a Profession: A current challenge for public education is the lack of rigor and respect in the teaching profession. Other professions, such as law and medicine, have more clearly defined knowledge bases and more meaningful credentialing systems that foster the best and the brightest. In education, however, the barrier to entry is low and training programs for teachers are typically divorced from authentic experiences in schools. Moreover, according to Linda Darling-Hammond and her colleagues, "research has noted that many professional development initiatives appear ineffective in supporting changes in teachers' practices and student learning."[22] Minisink Charter School intends to implement an innovative school model; therefore, teachers will be provided with the training, resources and support they need to learn new approaches as they advance student achievement. In addition, teachers with different levels of expertise will have different responsibilities: master teachers will support effective grade level teams and novice teachers will have opportunities to grow into effective educators. Finally, our extended schedule will provide adults with ample time for collaboration and planning during the summer and school year. (See Response 09ad - Instructional Leadership)

Community-Driven School Culture: We know school culture is fundamental to student achievement and well-being. "Studies of effective schools have established a number of cultural elements that seem to have some impact on student achievement."[23] These include a clear mission and vision, high expectations for teaching and learning, a sense of community, recognition for achievement, shared participation and voice, and strong leadership. Minisink Charter School was deliberately designed to foster a strong school culture. Its small size promotes strong relationships between staff, students and their families. The use of Responsive Classroom will shape classroom communities and individual interactions. Our professional teacher model promotes a respectful and collaborative adult culture. Our MINISINK values (Mentor, Inspire, Navigate, Imagine, Service, Innovation, Nourish, Kindness) will inform academic content, character education, discipline and other aspects of school culture. (See Response R10a – Culture and Discipline)

[21] Faberman, D., & Kaplan, C. (2005). Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement. Boston: Massachusetts 2020

[22] https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief

[23] Rexford Brown (2004). School Culture and Organization: Lessons from Research and Experience

Proposal History

a. Applicant Information

Elsie McCabe Thompson, [redacted]

b. Proposal History

For more than two centuries, the New York City Mission Society has been on the front lines of the war on poverty, providing critically needed support for children, young adults, and families in New York City's most underserved communities. The Mission Society (originally called the New York Religious Tract Society) was established in 1812 to address the needs of newly arrived immigrants flooding the city. The Mission Society soon took form as one of New York City's most respected and unique social service organizations, creating ward libraries that were a forerunner to New York City's public library system, an industrial boys school, an employment agency for women and children, a visiting nurse service in Lower Manhattan, and trips to the country for urban children, which led to the creation of the Fresh Air Fund. In 1921 the Mission Society began operating two camping programs, Camp Minisink and Camp Sharparoon for children and teens, and Camp Green Acres for families and seniors. In 1940 Mission staff

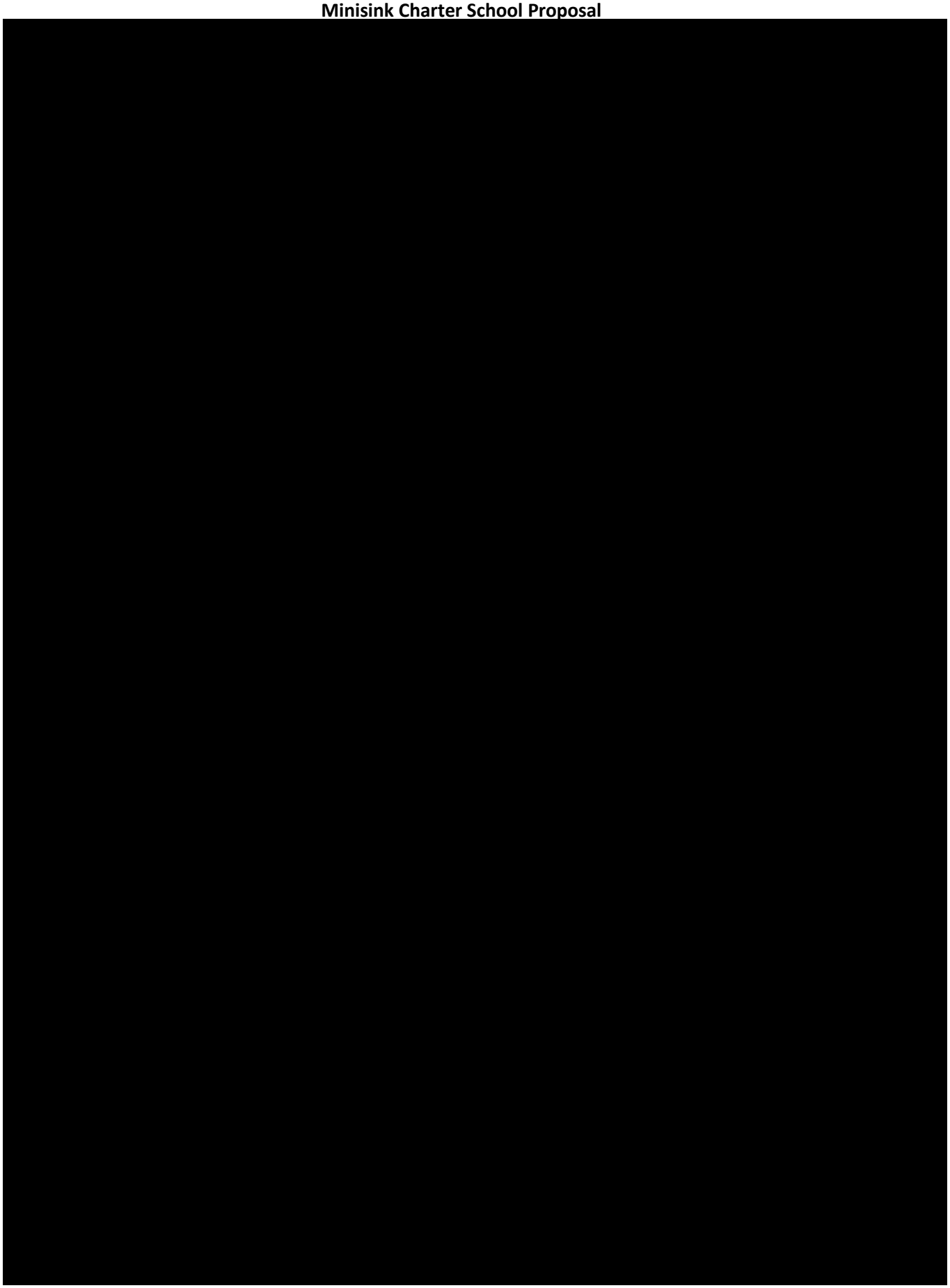
established headquarters in a townhouse at 348 Convent Avenue – and Minisink Townhouse was born, which operated numerous youth development programs during the school year. In 1965 the Mission Society opened its current Minisink Townhouse at 142nd Street and Malcolm X Boulevard in Central Harlem, bringing most of its programs under one roof and creating a vibrant community center in the heart of the neighborhood. In subsequent years the organization began providing services within public schools, offering attendance improvement, after-school, and drop-out prevention programs in Harlem and the Bronx. In 2005 The Mission Society established its first Learning to Work program at Harlem Renaissance High School and its Amachi/NY mentoring program for children with incarcerated parents. It also now operates the Power Academy for the academic support of school-age children, along with before/after school programs, and a Summer Youth Employment Program.

As a result of recent strategic planning, the Mission Society has decided to focus its activities and resources on education as the culmination of two centuries of work innovatively addressing the needs of the community, specifically its efforts to reduce multi-generational poverty. Beginning with Ms. McCabe Thompson's arrival in 2015, the Board of Directors of the Mission Society has explored several school models, including creation of an independent school and a charter school. The Mission Board concluded that a public charter school best aligned with its mission to serve disadvantaged families in Harlem and would be the most sustainable school model.

The Applicant Team consists of members of the board and staff of the Mission Society. The founding group systematically met with educators, schools of education, community organizations, local and city-wide political leaders, Mission program staff, and community parents and other residents. We also compiled information gleaned during the Mission Society's past century in the Harlem community, including information from Mission program alumni. A committee of Mission staff and board members has met regularly to plan the school and develop the application. Applicant team members conducted public outreach, recruited proposed members for the school board, and drafted the application with support from Simeon Stolzberg, an education consultant with expertise in charter school authorizing and new school development, and CSBM, Inc., a charter school back office and financial services provider.

In addition to reliance on internal expertise in education, governance, non-profit management, human resources and finance, the applicant team also received advice from a wide range of stakeholders on a range of topics, including the enrollment plan, education model, organizational structure, and community outreach. Advisors in this process have included:





[redacted]

Members of the Mission Team met with each of these advisors individually or in groups and incorporated their feedback and suggestions into the design of the Minisink Charter School. These advisors have no substantial relationship with each other beyond their shared interest and concern for the Harlem community, their interest in public education and their willingness to dedicate some time to help Mission put together what will become a model public school.

c. List of Founding Team Members

The Founding Team is composed of key Mission staff and board members; those proposed as members of the school board are described in Response 14ad - Governance.

- **Elsie McCabe Thompson**, [redacted]
- **Sharada Singh**, [redacted]
- **V. AnnDenise Brown**, [redacted]
- **Richard Lustig**, [redacted]

- **Lauren Fraulo**, [redacted].

See Response 3f for Mission staff resumes and Response 14h for board member resumes. The Mission Society's Business Plan also addresses the capacity of the founding team.

d. Withdrawn, Rejected and Concurrent Proposals

This proposal has never been withdrawn from or rejected by the SUNY Trustees.

The proposal was presented to the SED/Board of Regents in August 2018 for their consideration. The SED Office of Charter Schools did not move the application forward to the capacity interview phase (see Letter of Justification in Response 3e) and the proposal was withdrawn by the applicant. SED subsequently encouraged us to resubmit the application, but then released a 2019 RFP for New York City that was limited to replication schools only. Our application has not and will not be presented to any other states by the Applicant, the Applicant Team or the Minisink Charter School Board.

This proposal is substantially similar to the one submitted to the Board of Regents, but because the previous application was limited by that authorizer to 75 pages, this proposal is significantly expanded to describe our program in much more detail and provide more supporting evidence and research. We have also dropped waiver requests for state testing and board composition. Finally, in our commitment to bring this school to the Harlem community, we have continued to engage the community, which is reflected in additional evidence of outreach.

The applicant team submitted its application to SUNY pursuant to its 2019 RFP and it was subsequently approved by the SUNY Board of Trustees. However, due to the cap on the number of charters available within New York City, the state was unable to issue a charter. With charters now available, this application is being submitted pursuant to the Supplement to the 2023 RFP and the 2024 RFP.

g. Probationary Status of Affiliated Charter School(s)

There are currently no operating charter schools within the proposed education corporation.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

[redacted]

Via Electronic Transmission

September 21, 2018

Mr. James Peterson, Jr., Proposed Board Chair
[redacted]

Ms. Elsie McCabe Thompson, Public Contact
[redacted]

Dear Mr. Peterson and Ms. McCabe Thompson:

Thank you for your submission of the charter school application to establish the **Minisink Charter School**. After a comprehensive review of the application, the New York State Education Department's Charter School Office (CSO) finds that the proposal does not meet all evaluation criteria set forth in the *2018 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP).*

In accordance with the RFP criteria and review process, your charter school application was evaluated by a peer review panel, which included former and current educators active in public schools (including charter schools) and qualified Department staff members. The review panel identified several areas of your proposal that did not satisfy all evaluation criteria in the RFP, and the responses lack the breadth and depth necessary advance the application. Attached to this letter is a summary of the review panel findings for your consideration.

Staff and I acknowledge the enormous amount of time and effort your applicant group/founding trustees have dedicated to design an engaging and viable education program to meet the needs of students in your community. Please take time to thoroughly review the attached summary of findings with the members of your applicant group. If you have questions or wish to discuss these findings, please feel free to contact me at [redacted] or at [redacted] Thank you for your commitment to excellent schools.

[redacted]

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents
2018 Round 2 Review Panel Summaries of Significant Findings

Minisink Charter School

The following summary of reviewer findings is intended to provide the applicant group with a better understanding of the rigorous criteria and expectations for approval to establish a high-quality charter school. The findings presented are highlights of specific deficiencies that were noted by the review panel but should not be viewed as a complete compilation of changes that should be made to the proposal. If the applicant group seeks to resubmit an application to establish a Regents-authorized charter school in the future, the group should review these findings and consider appropriate modifications to the school design plan in view of the evaluation criteria published in the New York State Education Department Charter School Application Kit.

Summary of Findings:

Overall, the applicant group did not fully describe a comprehensive plan both in breadth and depth to serve all students including at-risk student populations, specifically students with disabilities, English language learners and students whose families are economically disadvantaged.

While the applicant group did respond to most of the evaluation criteria, many responses were lacking in detail to serve as a blueprint to implementing a high performing charter school in New York State. For example, the applicant group responded to eight of the nine evaluation criteria under the section on *Special Populations and Related Services*; however, the responses were underdeveloped; and the one criterion pertaining to Individual Education Plans (IEPs) was not addressed at all. Having presented a limited plan to support at risk students, the review panel finds that the applicant group is not adequately familiar with State and federal laws governing the education of special education students.

Section I – Mission, Key Design Elements, Enrollment, and Community
The applicant group did not provide enough detail to respond to the criteria requested in this section of the application. For example:

- A **key design element** of the proposed school is STEM, however STEM is not fully developed or aligned through-out the application particularly in the sections describing the academic program and staffing plan. It appears that the school plans to employ either one or two science teachers for up to 336 students and one math specialist for 336 students. The budget assumptions do not specifically include STEM funding for technology, engineering, math or the science lab the proposed school has described.

- **Enrollment, recruitment and retention** is incomplete. The applicant group does not address all criteria, including providing evidence of adequate demand for and interest in the charter school to reach its anticipated enrollment (beyond the survey results). Also, the Admissions Policy and Procedures do not align with lottery requirements if the school intends to use the NYSED Weighted Lottery Generator.

- The applicant group does not fully address the two criteria in the **programmatic and fiscal impact** section (IG). Missing is an assessment of the programmatic and fiscal

impact on other public and non-public schools including several charter schools in the area.

Section II – Educational Plan

Overall, the applicant group does not fully address the evaluation criteria. Responses are vague and lack important details, which is especially evident in Section IID, *Special Populations and Related Services* where eight of the nine evaluation prompts were minimally addressed. A description of how the school will manage Individual Education Plan (IEP) record-keeping, including the processes for providing copies of the IEPs to teachers and service providers was not addressed.

- The applicant group presents key components of the curriculum plan; however, "how" each is to be implemented in a comprehensive way to serve all students including those at risk is not evident. For example, the professional development plan does not describe how the teachers will receive the training and support they need to implement these components. Also, the applicant group does not provide a clear purpose for teaching art and Spanish together. Additionally, the Mission Society's summer and afterschool programs are mentioned frequently, however, it is unclear how these separate programs tie into the academic plan for the proposed charter school. Finally, the STEM program which is a key design element with an emphasis on engineering is not described.

- The applicant group's plan to **serve at risk populations**--English Language Learners, Students with Disabilities, and Economically Disadvantaged students was not fully developed in the narrative or in the attachment describing student and teacher schedules. Reviewers express concern that the program and staffing plan is insufficient to support English Language Learners.

- The applicant group presents responses to the evaluation criteria in this section on **performance, promotion, graduation** demonstrates a limited understanding of educational requirements. The applicant group does not describe a viable plan for meeting the needs of failing students.

  The applicant group presents good course descriptions; however, but the descriptions do not tie to the rest of the application.

Section III – Organizational and Fiscal Plan

The applicant group responses to the much of the criteria in this section is lacking in clarity and detail.

- How the school will build a positive **learning culture and climate** is vague. The **discipline policy** that is part of the application is not aligned with the narrative.

- Additional information is needed to understand the **organizational structure** at the school. It is unclear how the daily operations of a charter school will be implemented.

- The plan for **Management and staffing** includes numerous administrative positions. Additional information is needed to see how this aligns with the overall school design. It is unclear whether or how Mission Society staff will be shared with the school.

- The **budget** has limited funds in years one and two should a need arise to hire additional staff, or an unexpected expense occurs. The budget shows $42,459 at the end of Year 1 is and $81,120 at the end of Year 2.

- The relationship between the Mission Society and the proposed school is unclear, and the applicant group has requested a waiver to allow more than 40% of Board members to be affiliated with the Mission Society.

- Regarding facilities, the Year one budget is not aligned to the Year 5 budget or the narrative. It is unclear if the facilities are an in-kind contribution from the Mission Society or a cost to the proposed school.

- While technology is mentioned in the application, how technology will be implemented as part of a STEM program is not entirely clearly, not is it clear that there is adequate funding in the budget to support the STEM program.

Elsie McCabe Thompson

[redacted]

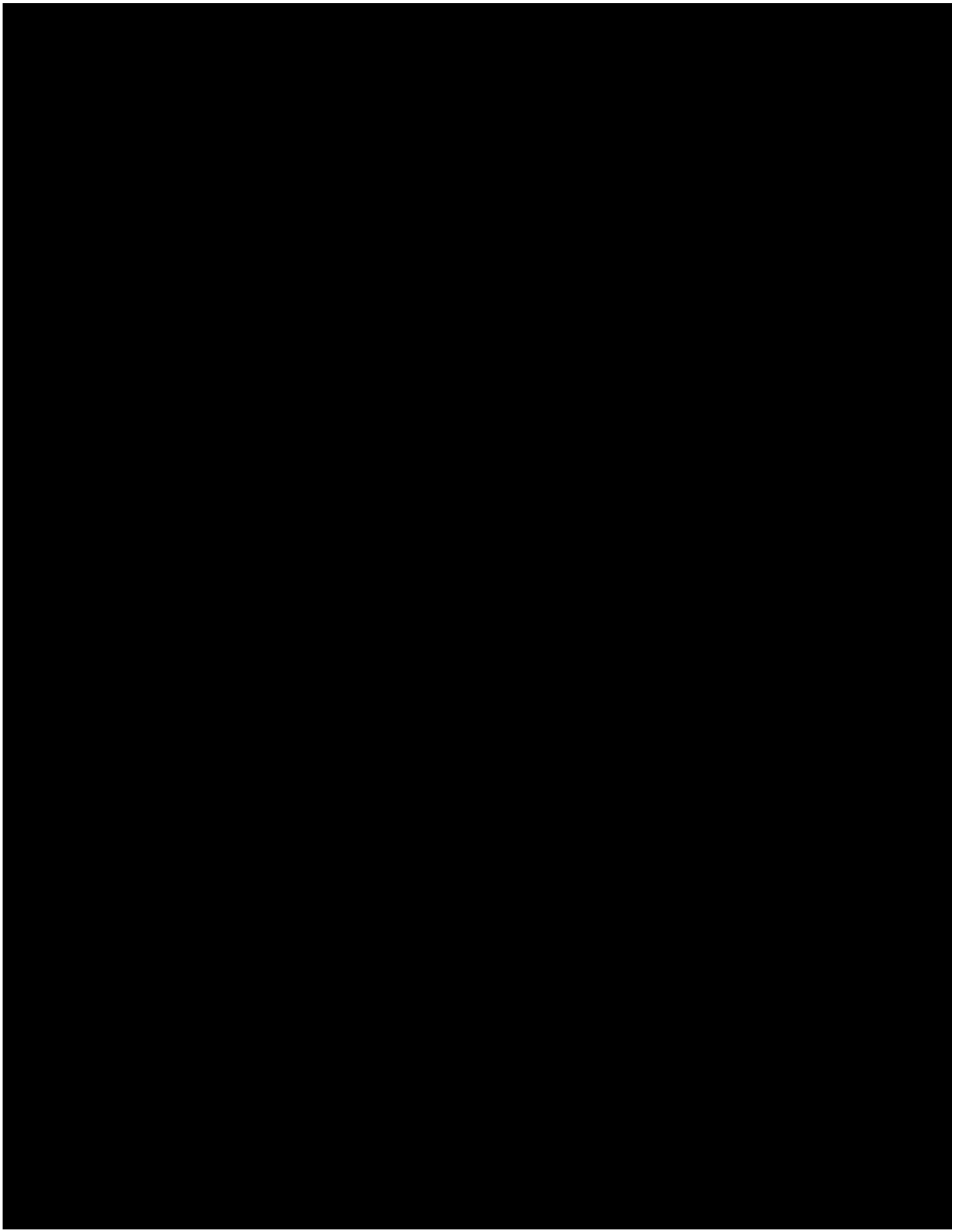
Elsie McCabe Thompson ·

Lauren J. Fraulo

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RICHARD J. LUSTIG

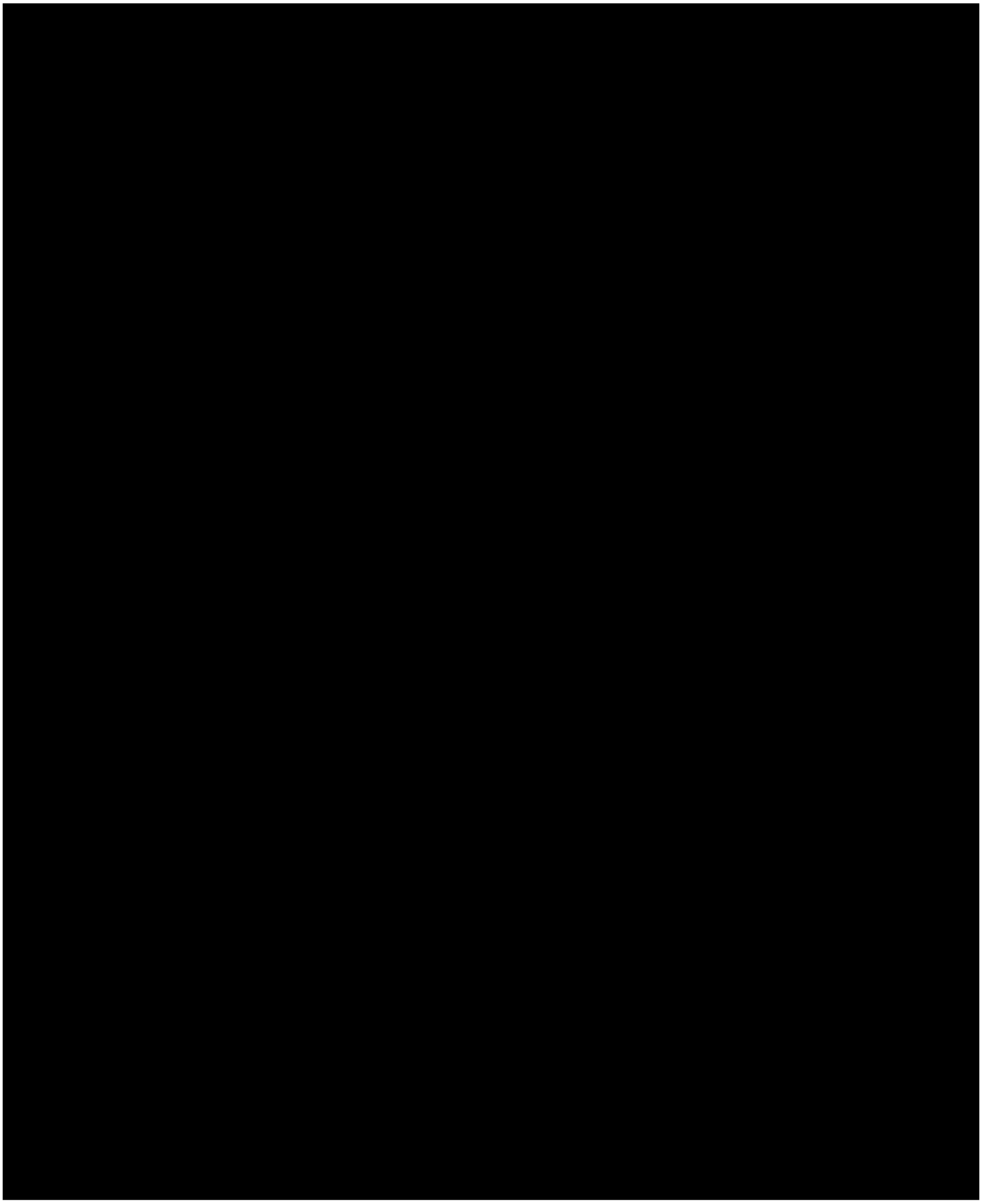
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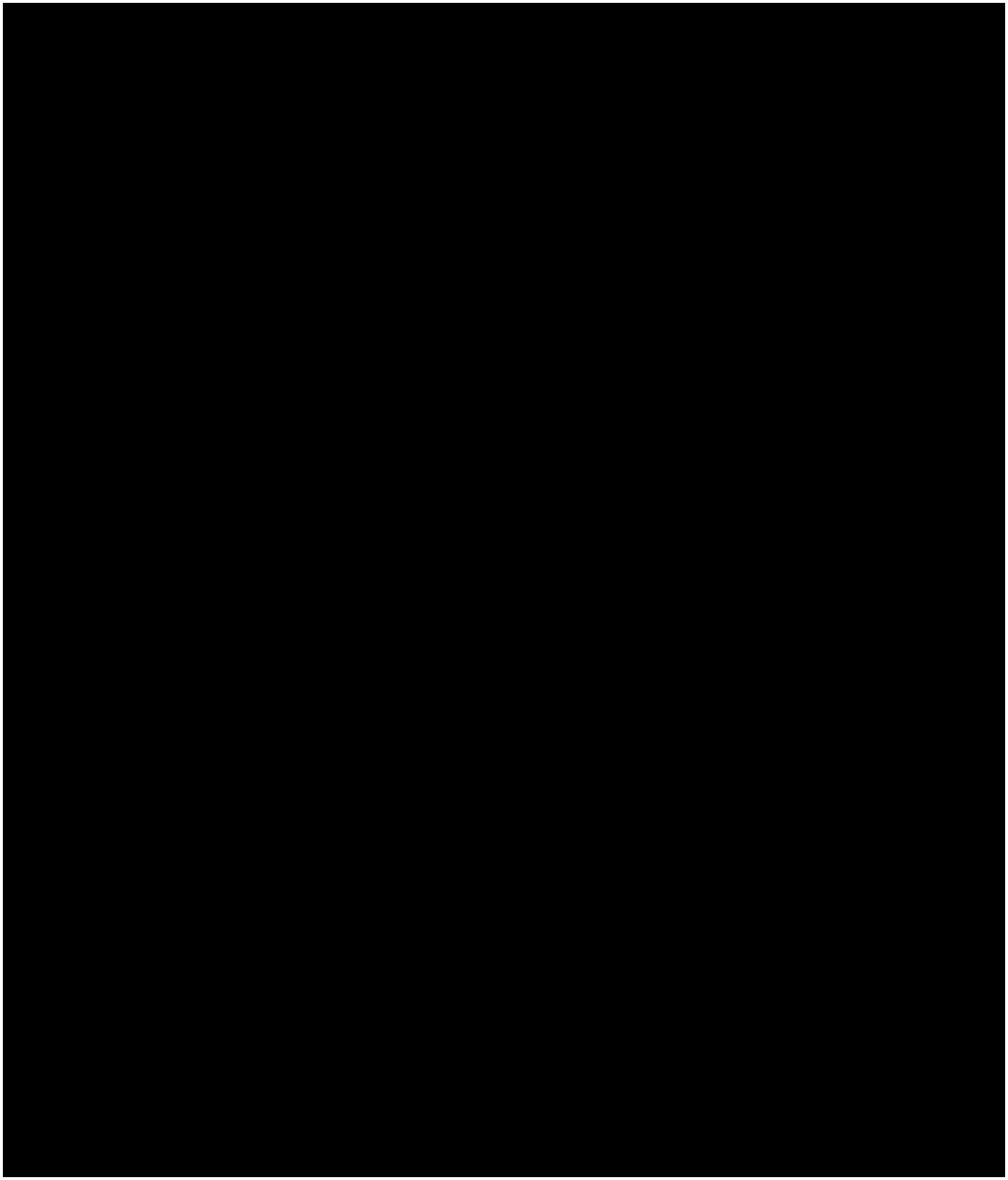




Sharada Singh

[redacted]





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V. ANNDENISE BROWN

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V. ANNDENISE BROWN

[redacted]

[redacted]

- **Elsie McCabe Thompson**, [redacted]
- **Sharada Singh**, [redacted]
- **V. AnnDenise Brown** , [redacted]
- **Richard Lustig**, [redacted]
- **Lauren Fraulo**, [redacted]

Response R-03g – Probationary Status of Affiliated Charter School(s)

The request is not applicable to this application.

Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

As the numerous pages of outreach efforts detailed below, in addition to the materials included in Response 4d – Evidence of Outreach, clearly show our applicant group has conducted extensive community outreach regarding this application. The original outreach campaign was conducted primarily by the Mission Society's staff with support from its board members. Outreach activities included discussions with parents and residents, educators, community organizations and their leaders, local politicians, small business owners, foundations, religious leaders, higher education leaders, and public housing tenant associations. The Mission Society surveyed its own staff regarding the concept of founding a charter school and also surveyed community members to learn about their needs. We received 350 responses to the latter survey. We conducted information sessions and held an open house to inform the community about our proposal and solicit feedback. Many community stakeholders supported the need for small class sizes, a longer school day and year, STEM learning, and authentic assessment. People also raised the issues of healthy food in schools, the need for social emotional learning, and the benefits of mentoring, gardening and language instruction. The most salient input was the desperate need for more high quality schools in the community. Below we summarize key feedback and how it shaped the original application.

- **Foreign Language Instruction:** Several District parents, including [redacted], President of Harlem Congregations for Community Improvement, which represents 80 public housing developments in north/central Harlem, felt that children should be offered some type of foreign language instruction in their elementary school years. He noted many of his area parents felt the same way. He also noted that this feeling was so strongly held that his own son had been enrolled in HCZ based on that expectation. He removed his son upon learning that no foreign language would be offered. We have addressed this type of concern by offering immersive dual language art classes that will be taught in a fun, non-judgmental way in Spanish. This class will serve dual functions: 1) as a way of introducing Minisink children to the Spanish language and culture from Kindergarten on before they begin formal Spanish language instruction beginning in 4th grade; and 2) to enhance our school culture of cooperative learning by creating one class where native Spanish speakers will have the opportunity to help their classmates, unlike many of their other classes where they are the ones who may need language assistance.
- **Learning Differences:** Many community stakeholders supported the need for small class sizes, a longer school day and year, STEM learning, and authentic assessment. Within the Education Committee of Community Board 10, there has been consistent concern articulated about children with IEPs or undiagnosed learning differences. In particular, Education Committee Board members and members of the public at those meetings over the past six months have expressed eager anticipation to learn that at Minisink we would embrace those children in a general education setting staffed by dual-certified teachers in a class of 12 students where math and reading specialists would push into

the class – functionally offering a 12:2:1 ratio. That is why at the December 18th meeting of Community Board 10 Education Committee, there was a 6 to 1 vote (with one abstention) in favor of the Minisink Charter School (see attached minutes of the December 10th CB10, Ed. Committee).

- **Food Insecurities and School Food:** Particularly over Halloween and Thanksgiving, community residents expressed the desire for schools to offer healthy food in schools. From the food pantry across the street on [redacted] Street we also heard laments about food scarcity at months end when local residents' food stamp allowance has run out. These concerns about food have led to a variety of impacts on our school design. First, they led to our search for an organic school food supplier, Butter Beans, and our relationship with Harlem Grown, which will sponsor field-trips to their gardens on 134th Street and their taking organic compost from our Aquaponics science lab. While talking to Tony Hillery, the founder of Harlem Grown, he lamented about children who proudly took home some of the kale that they had planted and harvested only to learn that the children were crestfallen to see their offers thrown out because their mothers did not know how to cook it.

  We then spoke to two long-established and well-respected local restaurateurs, [redacted], the owner of the restaurant [redacted] which has been in Harlem for over 18 years, and [redacted] the owner of Belle Harlem. They have offered to hold cooking demonstrations for our school parents so that they can learn to prepare the vegetables and fish grown by their children in our aquaponics lab. Which in turn led to a change in our school calendar, which now includes two Saturday sessions a year during which we will invite parents into the school so their children can proudly explain that they too are bread winners who have raised food that they can offer their families to supplement their household food supply. Cooking demonstrations will be held on those Saturdays with parents and their children that will include discussions about nutrition. We see those Saturdays as opportunities for our students to present their aquaponics skills and information that they have learned. What started as concerns voiced by several parents have led to:

  1. Our selection of an organic school food vendor;
  2. A local community garden partnership;
  3. A site for school field trips that authentically integrates into our STEM science curricula;
  4. A new vehicle for parent outreach by supplementing family food supplies with healthy and nutritious food that will be regularly offered free to school families;
  5. A way of enhancing student self-esteem by creating presentation opportunities; and
  6. A way to join the entire family into our community of learning.

- **Punitive School Discipline Practices:** Community members complained about punitively strict discipline practices at some schools that many parents suspected are simply a way

of pushing non-conforming children out. Reverend Al Sharpton explained to us that so many schools failed to understand the needs of minority children who did not speak or typically act like the white teachers and administrators in their schools. They also failed to understand the ugly traumatic realities that many children of poverty face each day of their young lives. [redacted], Executive Director of the Northside Center for Child Development, also spoke to the disconnect between school behavior policies that failed to recognize underlying behavior issues that rose out of learning differences and other childhood developmental issues, which often prompted schools to quickly counsel out or punitively punish children. These comments led to our identifying Minisink Board members who authentically represented and understood our Harlem community. Who even spoke many of the languages represented in central Harlem. These comments also led to our use of RTI throughout our classrooms. And our adoption of a non-punitive behavior and discipline policy so that "counseling-out" and suspension can be avoided. It also led us to incorporate social emotional learning, and the benefits of mentoring, gardening and language instruction.

Since the initial submission of our application in 2019, the founding team has continued to conduct outreach, solicit feedback from the community and marshal support for this charter school proposal. We have maintained ongoing conversations with local politicians, policymakers, parents, advocates, as well as education, social service and public housing organizations (see updated letters of support). Moreover, the Mission Society responded to the COVID 19 pandemic and enhanced its connections in the community to ensure the most disadvantaged children received the support they needed then and continue to need now. Mission Society programs adjusted their strategies to address growing social emotional needs of students during remote learning and the challenging return to in-person learning. For example, Mission Society's proprietary social-emotional learning curriculum, Mission: Success, was designed to help our youngest students develop important life skills like emotional regulation. In addition, in 2022 the Mission Society secured a $1.1 million award from a federal earmark to support its educational programs across the city. The need for a strong public school option remains as critical today, perhaps more so given the impact of the Covid 19 pandemic on young children's social emotional development and academic preparedness for learning.

b. Description and Analysis of Community Support

After 200 years of operation, the Mission Society is deeply embedded in the Harlem community and larger city. It has strong relationships with numerous organizations, including government agencies, schools and education programs, non-profits, cultural and religious institutions, and public housing. Our outreach has connected with many community stakeholders who have been supportive of this proposal and to date there has been no specific opposition of which we are aware other than opposition from individuals who oppose the charter school movement in general. Key examples of community support include:

- **National Center for Families Learning:** The National Center for Families Learning is a nationwide organization set up to create educational and economic opportunity for the most at-risk children and parents in the country. It supports the application of the

Minisink Charter School and offers us access to its professional development and literacy curricula resources and will assist our efforts to engage parents and families in our students' educational journeys.

- **Harlem Congressman** [redacted]
- **Harlem Congregations for Community Improvement:** [redacted]
- **Catholic Charities:** [redacted].
- **New York Urban League:** [redacted]
- **Cornell University Cooperative Extension:** [redacted]

[redacted].

- **Local Chefs:** [redacted]
- **Harlem Grown:** [redacted]
- **New York Historical Society:** [redacted]
- **Classical Theater of Harlem:** [redacted].

- **New York Public Library:** [redacted].

See Response 4e – Evidence of Support for the many letters that provide evidence of community support, including:

[redacted]

c. Description and Analysis of Student Demand

The Mission Society is deeply involved in the Harlem community, particularly via its education and youth development programs, and has extensive experience identifying educational needs and recruiting families for community-based programs. For example, each year the Mission Society Power Academy serves almost 1,000 public school students attending after-school and out-of-school time programs designed to close the educational achievement gap through STEM and literacy activities for students in grades K–5. The Mission Society also operates the Power Academy Summer Day Camp, a full day program for students designed to halt the summer learning slide.

For the original application, the Mission Society received 350 responses to a Parent Interest Form and Questionnaire conducted as part of our community outreach and 86% of parents who reported that they have children eligible to enroll indicated that they would be interested in having their child attend Minisink. Furthermore, on the Mission survey only 31% of respondents agreed that local schools meet children's or their child's educational needs while 96% of parents of elementary school-aged children preferred small class sizes and more individual attention, which are key to the Minisink design.

In response to concerns about declining enrollment in public education since the Covid 19 pandemic, we would note that charter school enrollment has rebounded more strongly than traditional district schools. Most relevant to the Minisink Charter School, which will open with kindergarten and 1st grade, is the recent strength of kindergarten enrollment. According to data from the New York State Education Department, in New York City "Charter school kindergarten enrollment has seen a particularly notable increase, rising by 5.4% between the 2022-23 and 2023-24 school years, compared to the district's gain of 2.3% during the same period."[1] Moreover, CSD 5 remains a poorly performing district, with only 30% of 5th grade students proficient in ELA and in mathematics in 2023, which leads us to believe parents will continue to want and seek strong public school alternatives to the current options available to them.

The Mission Society will rely on its special relationship with the Harlem community to recruit students. Our unique school design with 12 students per class, project based STEM learning, extended day and year, and performance assessments, will attract parents and guardians seeking an alternative public education for their children. Families in Harlem already know the Mission Society, are familiar with its location and facility, and trust it to do right by children and students in the community. As we note in Response 5 Enrollment, the Mission Society retains ties to a variety of after-school programs, Head Start programs, day care centers, public housing tenant associations, and social service agencies that can disseminate information about the Minisink Charter School and its application process to disadvantaged families. We believe that the Mission Society's unique connection to the community in which it is embedded will provide it with a strong advantage in recruiting students most in need of educational success. A table containing detailed information on charter school outreach can be found in the additional documentation submitted with other responses under Response 4.

[1] https://www.amny.com/education/nyc-charter-schools-enrollment-data-2024/

Minisink Charter School

R-04d – Evidence of Outreach

In the next 60 pages, Mission Society staff have provided the history of outreach activities from September 29th, 2017 to July 12th, 2024. The table below reflects the date(s) of outreach, the target stakeholder group(s), a description of the outreach, the location of the outreach, input obtained, action taken on input, and the number of attendees. This table serves as evidence of Mission Society's interactions with organizations and individuals throughout the Harlem community and throughout the city.

Activities included:

- Networking with individuals working in the education space, including school principals, curriculum designers, staff from teacher education programs, college presidents, experts in the working with students with learning challenges, and superintendents, to provide updates on Mission Society's work in the community and learn from their experiences in the education space
- Communication with elected officials regarding Harlem schools and informing elected officials of Minisink Charter School's proposal
- Attending community meetings and events, such as block association meetings, building meetings for apartments in the Harlem Community, education resource fairs, block parties, farmers markets, and more
- Meeting with local business owners, including restaurant owners and potential food suppliers for the charter school and daycare owners
- Networking with religious and cultural organizations
- Meeting with others working in the nonprofit space to discuss potential partnerships and learn from their experiences in the community
- Meeting with Minisink alumni and staff regarding future of Mission Society and proposal for Minisink Charter School
- Meeting with individuals working in arts organizations to discuss theater, music, visual arts curricula
- Meeting with individuals working at local museums to discuss Minisink Charter School and potential for field trips and partnerships
- Hosted events at Mission Society such as Thanksgiving dinners and open houses to show potential school space

Table 2 Charter School Public Outreach Information

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number Of Attendees
9/29/17	[redacted]	Dinner Meeting	Eastside Restaurant	• Informed about school model • Asked about school budget and what staffing is necessary and appropriate		2
10/30/17	Elected Officials	Initial Outreach to [redacted]	Telephone	• Requested meetings to discuss Charter School	Follow Up Needed	5
10/31/17	[redacted]	Block Association Meeting	[redacted]	• Asked attendees about school design • Recommended that we use small classes and no/limited “counseling out “		30

Table 2 Charter School Public Outreach Information

10/31/17	Halloween	Trick-or- Treat activities and brief talks with parents	[redacted]	• Any school should have organic and healthy school food • Individual attention for students • Indoor and outdoor play spaces	Healthy food menu; recreation options	100
11/1/17	Potential Parents	Local Bus stop		• School should have healthy food/ no junk food	Healthy school menu	7
11/1/17	Potential Parents	Local Subway Station		• School should have healthy food/ no junk food	Healthy school menu	5
11/8/2017	[redacted]	Meeting		• Encouraged outreach to traditional Harlem residents		2

Table 2 Charter School Public Outreach Information

11/17/17	Collective Staff/Constituents of NYCMS	Staff Meeting LDI LTW	[redacted]	• Questions re how charter school would affect current programs • Suggested to speak with [redacted] • Can the facility be sustained with <30 students	Telephoned [redacted]	40
11/20/17	[redacted]	Email x2		• Inquired about meeting to discuss Mission's plans for a charter school and informed about Aquaponics lab creation	Attending Coffee & Chat on 01/12/18 Invited use of Aquaponics lab for professional development by district science teachers and for class trips	
11/28/17	[redacted]	Phone Call Meeting	[redacted]	• Discussed federal subsidy that provides high-speed internet (100x faster) • There is a node in [redacted], where you apply • Service is cheap rate than Spectrum • Required that 90% of students be eligible for free lunch • Discussed Aquaponics Lab, sharing the space and/or supplying children to use the space	Continued	4

Table 2 Charter School Public Outreach Information

12/17 – 05/18	[redacted]	(4) Lunch Meeting	[redacted]	• Discussed a partnership with Minisink Charter School and local restaurants • Baked good supplier for school • Great source for Charter School students to see locally where there food comes from • Conversed about other restaurants and local vendors, locally, in her Park to Park to Park Org, that would be willing to partner with the charter school	Follow up after 1/1/18	2
12/4/17		Phone Calls Email Meeting		• Inquired about if the food composition – i.e. hormone and antibiotic free • Is the feed also 100% organic • Do they process locally?		3
12/4/17		Phone call		• Called regarding Aquaponics lab • Discussed food taste and food source health questions • Have they had any experience with fish disease or any sickness/allergic reactions • Plan to follow up in January	Follow-Up in January 2018	2
12/12/17		Email; Meeting		• Kids need hands on STEM exposure • Discuss current STEM programs • What aspect of STEM is their main focus		3

Table 2 Charter School Public Outreach Information

12/20/17	[redacted]	Breakfast Meeting	[redacted]	[redacted]	[redacted]	3
12/21/17		Lunch Meeting		[redacted]	Follow Up before end of January	2
12/20/17		Lunch Meeting		• Urged that we incorporate mentorship program • Suggested partnering	[redacted]	2
01/2/18		Email; Meeting		• Loves the idea of a New School Community centric school • Intrigued with the idea of curricula including STEM programs • Has a personal gardening program we may incorporate • [redacted] • Include students with disabilities	Follow up with introduction to the Pre-K Program Director	2

Table 2 Charter School Public Outreach Information

11/4/18	[redacted]	NRF Annual Meeting	[redacted]	• Discussed Minisink charter school models • Advised about eventual school interest in NRF grant funding	Follow-Up call on 1/23/18	2
		Meeting Phone Call Email		• She suggested Minisink school values are important • Urged school to find ways to foster integrity and grit	Once school application submitted there will be next steps to partner	5
1/18- 6/18		Phone Call Email Dinner		• Promised to help us reach out to Riverton residents in Harlem • Urged that we incorporate old Minisink camp values	Adopted Minisink name Minisink values	2
1/18- 4/18		Phone Calls x3 Emailed			He can’t meet until end of summer	2

Table 2 Charter School Public Outreach Information

11/12/17	[redacted]	Breakfast Meeting		• Informed about creation of school • Discussed authorizers		2
12/19/17		Phone Calls Emails Dinner	[redacted]	• Discussed Model of Charter School • Invited input		3
12/4/17		Email Meeting		• Discussed the charter school proposal and plans [redacted]	Follow-up meetings/calls	3
11/2017		Email Phone Call 2 Meetings		• Discussed school model • Methods of teacher recruitment including: hiring younger vs tenured teachers • He urged that we need a full-time gym teacher in budget		3

Table 2 Charter School Public Outreach Information

9/19/17	[redacted]	Emails Meeting	[redacted]	• Suggested that we have a clergy panel • Offered insight on renting to schools • Explained school budgeting		4
3/15/18		Email Meeting		• Advice regarding starting and sustaining a school • Discuss synergies between charter school and Bank Street • Shared experience with elementary charter schools		3
8/2017		Phone Call		• Shared their ideas about their charter school model • Discussed the Minisink model		2
1/17 – 3/18		Email x5		• Informed about school model and our approach and goals in starting a charter • Gave advice about the design of the best school – district or charter		3

Table 2 Charter School Public Outreach Information

Various	[redacted]	Emails Phone Calls Meeting	[redacted]	• Aquaponics programs • Elementary science lab		4
11/29/17 and 6/5/17		Phone Calls Emails Tour of Facilities		• Toured the facility and discussed the process • Discuss partnerships with schools • Future opportunities for future students		5
12/17		Phone Call Emails Meeting		• Discuss Clergy Panel • Potential Member and Consultant		2
11/17 12/17		Phone Calls Dinner Meeting		• Discussed district vs charter school and Minisink model		2

Table 2 Charter School Public Outreach Information

12/17	[redacted]	Meeting		• Discussed Minisink Model • He offered to reach out to [redacted] tenant association to support recruitment		3
12/17		Phone Calls Emails Meeting Dinner		• Advised about school model • Discussed district vs charter schools		2
1/10/18		Phone Call Email		• Discussed special education needs in area • Discussed possibility of designating a special education preference such as language delay		3
1/10/18		Phone Call Emails Lunch Meeting	[redacted]	• Suggested we speak with the Food and Finance High School, which grows and consumes their own food *[redacted] • Suggested possible resurrection of their Read & Rise program, in which parents are engaged in increasing involvement in their child's literacy • Looking to Adopt-A-School: Our Charter school is a possibility • [redacted]		2

Table 2 Charter School Public Outreach Information

				• Would like to partner their young professionals with future charter school students as mentors • Suggested to contact the [redacted] for advice with creating an all-inclusive culture history/humanities program		
11/20/17 11/21/17 12/07/17	[redacted]	Phone Call Email Meeting	[redacted]	• Discussed recruitment among Savoy tenants • Discussed savoy parking lot as a location for school expansion to middle school, etc.		10
12/19/17		Phone Call Email Meeting		• Discussed Minisink model and possible future collaboration with [redacted]		2
12/21/17		Email Conference Call		• Discussed process of production • Involvement with schools • Potential partnership • Inquired about what they considered “healthy” school food		3

Table 2 Charter School Public Outreach Information

11/30/17 1/18/18	[redacted]	Email Meeting	[redacted]	• Agreed to join Education Advisory Group • Introduced [redacted] Head of Elementary • Introduced [redacted], who will serve on the Faith Leader Council • Mr. [redacted], Head of Interfaith Center and [redacted] Principal of KIPP Charter (158th)	Meeting with [redacted] 1/30/18	3
1/11/18		Phone Call		• Discussed Minisink model and our interest in creating/supporting a teacher cohort • Program partnership such as the one with East Harlem Tutorial and Hunter College • Partnership: Hunter College, East Harlem Tutorial		2
1/03/18		Email Meeting		• Discussed Minisink model • Discussed STEM curricula • Discussed their willingness to help with outreach		3
1/16/18		Margarette Lee Dinner Party		• Discussed school model with guests and potential funders		30+

Table 2 Charter School Public Outreach Information

1/22/18	[redacted]	Emails Meeting	[redacted]	• Discussed Minisink model • Need to build a sense of community in school • Our desire to create a non-punitive disciplinary model that does not deny education to children with out-of-school suspensions • Agreed to do radio show focused on Minisink Charter Scholl when ready to begin enrollment		
1/24/18		Meeting		• Discussed Minisink school model • Their schools schedule • Their assessment process		
1/18/18		Dinner Meeting		• Discussed Minisink model • District vs charter school pros and cons		
1/25/18		Email		• Minisink model		

Table 2 Charter School Public Outreach Information

2/1/2018	[redacted]	Emails Meeting		• Offered advice about lessons learned		
1/13/18		Meeting	[redacted]	• Discussed Minisink model • School disciplinary policy		
1/28/18		Meeting		• He agreed to help outreach to [redacted] families • He recommended that the school offer Foreign language instruction to students • Need to reduce “counseling out” and out of school suspensions		3
2/2018		Phone Call		• Discussed district vs charter school and Minisink model		

Table 2 Charter School Public Outreach Information

2/1/18	[redacted]	Lunch	[redacted]	• Discussed Minisink School Model • Liked the school name		3
2/1/18		Email Phone Call		• Discussed Minisink School Model		
2/2/18		Meeting		• Loves Math, volunteers at Mission's Power Academy Program • Suggested GO MATH curricula model		3
2/2/18 2/5/18		Email		• KIPP Model • Relay Graduate Education – More diverse and better training for teachers rather than Teach for America Months of training prior to classroom • Urged that we find and hire teachers who can scaffold • Shortcoming, don't foster enough independence and self-advocacy, how are kids dealing with failing and struggling • Ways children can experience failure in a safe environment		

Table 2 Charter School Public Outreach Information

				• Grappling with ways to instill empathy in students School value should be a part of its disciplinary policy		
1/18	[redacted]	Meeting	[redacted]	• Discussed Minisink model • Potential head of school candidates • Agreed to share curricula and professional development		4
2/7/18		Meeting		• Recommended that we might want to give an enrollment preference for students with speech and language delays • Likes the notion of creating a system that can assess student skills growth based on needs and achievements, strengths and weaknesses, that can be combined with an assessment system charting with levels of improvements • Agreed to help with outreach		3
2/8/18		Emailed with [redacted]		• Spoke about the Minisink school model HSA is interested in us hiring their teaching artists		3

Table 2 Charter School Public Outreach Information

2/13/18	[redacted]	Tour Meeting		• Discussed the Minisink model and experiential learning • Agreed that they will help design the Aquaponics design and curricula		4
2/13/2018		Emailed and [redacted] from the Langlang foundation	Email	• Offered advice on which systems/instruments to use • Spoke about potential partnership: Langlang usually supports larger schools, so we may not qualify However, if we are interested we may be able to work out a way that they can partially support us		2
2/15/2018		Dinner	[redacted]	• Discussed innovative ideas for literacy for early childhood education • Will put us in contact with [redacted], new director of the Schomburg Museum and former director [redacted] • Will put us in touch with Scholastic books and [redacted] Library about leveled reading books • Will look into how we can access books online without a library card • Will work with us on literacy curricula		4
2/15/18		Lunch Meeting		• Follow-up to [redacted] emails		1

Table 2 Charter School Public Outreach Information

2/16/18	[redacted]	Dinner		• Will set up Tour of St Joseph's College with their president [redacted] at the teaching college • Connect us with Eastside Community High School, a school who doesn't use testing • Uses of Seminars and projects instead of standardized testing		1
2/21/18		Email Meetings	[redacted]	• Will Share Lower School Science Curriculum • Offered to allow us to sit in on 2 different Math classes • Will introduce to the Principal of Bronx Charter School for Excellence, [redacted] • 12 class size may be too small; suggested 15 students, a teacher and teacher's assistant • Stressed the value of a weekly assembly • School-Wide annual themes • 30/45 min. Morning Meeting with students • Suggested researching – Teaching Tolerance curricula for Social Studies		1
2/22/18		Meeting		• Discussed plan to open Minisink Charter School • Discussed mission, vision, and values • Discussed a partnership with CUNY Teaching Colleges		2

Table 2 Charter School Public Outreach Information

2/26/18	[redacted]	Meeting School Tour	[redacted]	• Will send Social Studies Curricula • Will send Results of Staff Lead Diversity Training • Butter Bean supplies organic school food and is better than Red Rabbit		5
2/27/18		Meeting		• Presented the Minisink Charter School model to Mission Society individual supporters and donors		40
2/27/18		Email Meeting		• Discussed Minisink Charter School and how they might help with literacy curricula		
2/27/18		Meeting		• Discussed Minisink Charter Model and their potential funding interest		4

Table 2 Charter School Public Outreach Information

2/28/18	[redacted]	Meeting	[redacted]	• Discussed Minisink Charter School		10
2/28/18		Phone Call Email and meeting		• She agreed to help with outreach to their nursery school parents • Discussed the Minisink School Model		3
2/28/18		Meeting		• Discussed Minisink Charter School • Agreed to refer interested parents to Fresh Air summer camps and vice versa		3
2/28/18		Phone Call		• Follow Up about Professional Development for teachers		1

Table 2 Charter School Public Outreach Information

2/28/18	[redacted]	Ceremony	[redacted]	• Advised alums about Minisink Charter School • Asked alums about considering mentoring Minisink charter school students • Asked alums to get involved with the creation and design of the school		100
2/28/18		Barnard Columbia Heritage Award Ceremony		• Discussed Minisink Charter Model		2
2/28/18		Tour of Savoy Properties Meeting		• Assisting in outreach to their Savoy tenants • Organizing an outreach meeting • Discussed the middle/high school expansion		7
2/28/18 2/29/18 3/14/18 3/15/18		Email and phone calls with music teacher [redacted] [redacted] for several weeks Visited school to observe		• [redacted] explained how a music program could potentially work in a school Their school offers a robust music program occurring at least 3-4 days per week • [redacted] shared the challenges of having piano as an after school activity • Learned what resources are needed in terms of staff, instruments, space and equipment		2

Table 2 Charter School Public Outreach Information

2/18	[redacted]	Spoke about literacy curricula	Email	• LitWorld spoke about events like World Read Aloud Day and ways to engage parents in literacy programs	Insight was incorporated in planning parent events and special events for students	3
3/18		Spoke about curriculum for Kindergarten and 1st grade, spoke about teacher professional development	Phone call	• Advocates using a balanced literacy approach and the selection of highly engaging texts • Spoke about the importance of creating a strong classroom library that reflects student interest and has a variety of genres • Advocates using a writer's workshop approach • Spoke about the mentoring programs she experienced as both an assistant teacher and head teacher	Insight was incorporated on the curriculum & teacher professional development	1
3/2/18		Minisink Townhouse		• Discussed the Charter school and its planned structure • Distributed questionnaires to staff regarding charter school		77
3/2/18		Phone Call		• Discussed Minisink Charter Model • Discussed bilingual education • Discussed possibility of being a charter school board member and helping with bilingual education	Ongoing	3

Table 2 Charter School Public Outreach Information

3/2/18	[redacted]	Email x4		• Referred to by [redacted] • Outreach about Minisink Charter Model		
3/5/18		Email		• Follow up about teacher professional and training • Introduced to potential head of school candidate, [redacted]		
3/5/18		Email Meeting	Opportunity Charter School	• Outreach to and supporting children with IEP at Opportunity Charter and Minisink Charter • Discussed need to have comprehensive support for IEP students		5
3/9/18		Phone	Phone Call	• Discussed a range of assessment options including the Early Childhood Assessment in Mathematics, Dibbles, and Running Records • Discussed NYC Department of Education (DOE) Showcase School visits	Scheduled visits to participate in DOE Showcase Schools	2

Table 2 Charter School Public Outreach Information

3/12/18	[redacted]	Data Management Software Company	Conference call	• The organization demonstrated their data management software that facilitates data collection, achievement analysis and reporting	Identified other possible data management companies including MasteryConnect	5
3/12/18		Phone	Phone call	• Discussed ways of interweaving a focus on multiculturalism throughout the school community	Scheduled a call with the New York Director	2
3/13/18		Phone Call	Phone	• Discussed how relationships with students are developed and student ownership of work is encouraged through school systems and structures • Also discussed assessment structure and math curriculum including Running Records and Singapore Math	Discussed findings with colleagues and ways of integrating cross-grade and cross-age groupings of students	2
3/14/18		Phone Call	Phone	• Discussed process of applying for a charter and existing school networks		2

Table 2 Charter School Public Outreach Information

3/13/18	[redacted]	Breakfast		• District vs Charter school model • Pros and Cons of Single Sex education in elementary school		4
3/14/18		Email Call Meeting Tour		• Advised about our intent to apply		1
3/15/18		Emails and meeting		• Discussed Minisink charter school model • Agreed to assist in community outreach		3
3/16/18 3/21/18		Emails and Calls		• Scheduling meeting in August	ongoing	

Table 2 Charter School Public Outreach Information

3/20/18	[redacted]	Phone Call	Phone	• Discussed ways of interweaving a focus on multiculturalism throughout the school community	Developed recommendations of how to encourage a focus on multicultural education at the school	2
3/21/18		Emails and Calls		• Suggested incorporating mentorship program into school model • Group mentoring as opposed to individual		2
3/21/18		Meeting Phone Emails		• Discussed helping with music program for Minisink charter school, giving lessons • They offered to hold a Concerts and give demonstrations		2
3/22/18 3/24/18		Calls		• Outreach to potential Minisink school parents		2

Table 2 Charter School Public Outreach Information

03/23/18	[redacted]			• Potentially Showcasing live drama • Potential partnership • Will have a Follow-up meeting		2
03/23/18		Phone Email Dinner		• Discussed charter school model • Discussed outreach in East Harlem		
3/26/18		Meeting		• Discussed charter school model		2
3/26/18		Spoke with education specialist [redacted] regarding piano and lab controller choices and prices	[redacted]	-prices for varying models of pianos and lab controllers -recommendations on which pianos/lab controllers to use		2

Table 2 Charter School Public Outreach Information

03/26/18	[redacted]	Email Phone Call		• Discussed Minisink Charter School Model • Discussed the benefits of small class sizes • Discussed how a 12-1 class size, if adopted in the district and with all charters could eliminate the need for Carter cases that drain district resources more than the Minisink Charter ever could • The Minisink model could allow us and other schools to mainstream kids with IEPs rather than place them in segregated populations		1
3/27/18		Email		• Outreach to potential parents • Follow Up		2
3/27/18		Email Call Dinner		• Will introduce to [redacted], principal of Concourse Village Elementary School • Introduce to [redacted] at Mt Sinai • Introduce to [redacted], councilwoman for Concourse Village district		
3/27/18		Phone Call	Phone	• Discussed parent engagement strategies and ways of adapting the National Center on Families Learning model to the needs of the parents of the Minisink Charter School	Scheduled meeting to further discuss strategies when contact is in New York during the summer	2

Table 2 Charter School Public Outreach Information

03/28/18	[redacted]	Email Meeting		• Several attempt to schedule meeting about aquaponics lab and Minisink charter school model • When met, discussed Minisink model and our willingness to share our Aquaponics resources with District for Professional Development and school tours		1
3/28/18		Meeting	[redacted]	• Discussed a range of strategies to encourage collective buy-in among key stakeholders into the idea of progressive education	Scheduled follow-up meeting with [redacted]	3
3/29/18		Email		• Discussed Minisink school model and Head of school		
3/29/18		Breakfast	[redacted]	• Discussed SUNY vs SED as authorizers • Shared she likes small classes but 12 might be too small	Will reach out to [redacted]	2

Table 2 Charter School Public Outreach Information

3/29/18	[redacted]	Meeting		• Outreach Riverbend and Riverton tenants		2
4/2/18		Email Phone Call	Email Phone	• Spoke about how to access resources from the archives • Discussed ways a school could use images, primary documents, video, and music recordings to enrich curricula • Spoke about bringing small groups of students to visit the archives	Insight was incorporated into curriculum development – particularly Social Studies	1
4/3/18		Site Visit	Minisink Townhouse	• Discussed Minisink school model • Discussed outreach to government officials		2
4/6/18		Site Visit	Minisink Townhouse	• Discussed Minisink model • Shared interest in community outreach • Shared interest in instilling interest in the nuances of language and an appreciation for empathy that is inherent in learning how to understand characters and their motivations and in turn themselves • Agreed to work together on outreach and showing/instructing children about acting and presentation skills		3

Table 2 Charter School Public Outreach Information

4/10/18	Administrators and Teachers	Site Visit Tour	[redacted]	• Met with principal and observed instruction and discussed ideas for how to recruit progressive and/or independent teachers		6
4/10/18	Educators, Trinity School	Observed math lessons Tour Meeting with Principal	[redacted]	• [redacted] received a tour of the school We spoke to two math specialists and four classroom teachers We observed whole group math instruction and small group math instruction We met with the principal of Trinity and were able to ask advice about curriculum development, staffing pattern and teacher professional development	Insight was incorporated into the selection of a math curriculum	6
4/10/18	[redacted]	Visit Tour Meeting	[redacted]	• Discussed Minisink Charter Model • Teacher recruitment, professional; development and head of school search • Discussed the benefits of experiential education • Discussed progressive educational models		4
4/11/18	[redacted]	Emails Phone Calls Information Session		• Outreach to parents and potential students • Explained the Minisink model and school values		40

Table 2 Charter School Public Outreach Information

4/11/18	[redacted]	Meeting	[redacted]	• Discussed Minisink Charter School Model • Shared support of Minisink model • Discussed that Eagle Academy could be a middle school option for Minisink students if we are not granted a subsequent charter to expand to middle school and beyond • He explained that if the Board of Education had not been supportive of the Eagle concept at the time, then they too might have considered a charter-like option to address our community's needs		4
4/11/18		Meeting		• Will put in contact with Committee of Special Education of central Harlem • Discussed Minisink Charter School Model • Offered the use of Aquaponics lab for Professional development for District science teachers • Offered the use of our Aquaponics lab for District school tours • Offered that a District 5 class could help plant initial seedlings and help install first fish in the tanks		4
4/12/18		Tour Meeting		• Discussed Minisink Charter School Model • Discussed Library's approach to early literacy • Discussed Minisink school/library partnership		4
4/13/18		Call		• Follow-up about outreach to the residents of Riverbend and Riverton Houses		1

Table 2 Charter School Public Outreach Information

4/13/18	[redacted]	Dinner		• Follow-up about mentoring Minisink students		2
4/13/18		Dinner	dinner	• Discussed Minisink School model		4
4/15/18		Dinner		• Minisink School model		
4/16/18		Emails Phone Call Meeting Follow-Up Email	S[redacted]	• Discussed Minisink school model • Interest in helping students with language delays learn to tell their own stories • Agreed to help outreach to upper [redacted] families • Agreed to introduce us to their partner toddler programs		4

Table 2 Charter School Public Outreach Information

4/16/18	[redacted]	Meeting	[redacted]	• Agreed to help with East Harlem outreach		2
4/17/18		Email Meeting Follow-Up		• Discussed Charter School model • The need for a multicultural social studies curricula that portrayed historical figures fully • The need to help with primary source documents that can be age appropriate		2
4/17/18		Dinner		• Discussed the Minisink School model • Charter vs District school options • How the Minisink 12:1 class size could eliminate Carter cases • How Tennessee study proved that small elementary school class sizes helped minority student, particularly at-risk students		2
4/18/18		Outreach to Harlem residents and parents		• Discussed Minisink Model with residents at mosque • Agreed with the need to teach tolerance • Explained that teaching tolerance is integrated into Minisink school values • Agreed to help with outreach		4

Table 2 Charter School Public Outreach Information

4/18/18	[redacted]	Meeting	[redacted]	• Asked him about whether he would advocate for smaller class sizes in District schools • Offered a tour of Minisink		22
4/18/18		Info Session		• Reached out to Savoy residents • Discussed Minisink School model • Discussed mission, vision, and values • Conducted surveys		20
4/19/18		Email Meeting Phone Call		• Discussed Minisink School model • Discussed possibility of Mission Young Professionals Board becoming involved in the Minisink Charter School		1
4/20/18		Showcase Tour		• Discussed and demonstrated ways of developing a focus on student empowerment	Identified SEL resources including RULER, a Yale University-developed SEL curriculum	20

Table 2 Charter School Public Outreach Information

4/20/18	[redacted]	Follow-up Phone Call	phone	• Discussed willingness/ability to join the Minisink Charter School Board • He explained he was overcommitted but said he would help with outreach		2
4/22/18		Phone Call	telephone	• Explained Minisink School model • Minisink School values • Requested help with Harlem and South Bronx outreach		2
4/23/18		Emails Call Meeting		• Follow-up • Discussed District vs Charter models • Discussed unionized charter schools • Discussed pension and health benefits for teachers at charters		2
4/23/18		Meeting on Charter Schools	[redacted]	• Mentioned Minisink Charter School model • Belief that all charters take money away from District schools • Belief that online and for-profit and private school vouchers are the inevitable results of allowing charters		18

Table 2 Charter School Public Outreach Information

4/24/18	[redacted]	Emails Breakfast [redacted]	[redacted]	• Discussed Minisink Charter School Model • Agreed to assist with outreach on Urban One radio and broadcast outlets		2
4/24/18	[redacted]	Emails Lunch [redacted]	[redacted]	• Discussed Minisink Charter School model • He agreed to help with outreach and offered his in-kind support for the school		2
4/25/18	[redacted]	Meeting	[redacted]	• Meeting with [redacted] • Expressed regret that Minisink Charter would not be allowed into the Consortium		2
4/25/18	[redacted]	Meeting	[redacted]	• Discussed the founding vision of the schools network of 38 schools • Grew from high schools to include a few middle schools • When asked about the possibility of Minisink joining the Consortium she explained that there were no private, parochial or charter schools in the Consortium • Discussed performance-based assessments		6

Table 2 Charter School Public Outreach Information

4/25/18	[redacted]	Gala event	[redacted]	• Shared the vision and values of the Minisink Charter School model • Asked in-person and broadcast audience to become involved and to support the Minisink Charter School and to tell potential school parents		3,000
4/26/18		Email Meeting	Class Size Matters	• Follow-up about research		2
4/26/18		dinner	Gala	• Discussed the Minisink School Model with some of the clergy and staff in attendance • Support for small class sizes • Support for community outreach		25
4/27/18		meeting	Meeting with community residents at Mosque	• Follow-up meeting		4

Table 2 Charter School Public Outreach Information

4/27/18	[redacted]	Telephone, email and meeting	[redacted]	• Discussed Minisink Charter School model • Securing support for free cultural access for Minisink and Mission Society students this summer and once the charter school opens		3
4/27/18		Email then breakfast meeting		• Discussed Minisink Charter School model • Potential support from Carver for the current Mission programs and the Minisink Charter School		2
4/23/18		Tour Meeting		• Began working as the Associate Director of Education in April 2018 • Looking for community organizations to build relationships with • Would like to increase the number of students visiting the Schomburg and create programming that is responsive to the needs of local schools • His goals are to make more resources available to educators • The Schomburg offers some professional development for teachers	Insight was incorporated into curriculum development and in thinking about field trips	2
5/3/18		Tour Meeting		• Explored opportunities for Mission Society and N-YHS to partner on professional development and curriculum design in history	N-YHS provided letter of support	5

Table 2 Charter School Public Outreach Information

5/9/18	[redacted]	Bank Street School visit	[redacted]	• Discussed assessment, screening tools with educators from California and lower school principal of the Bank Street School	Researched additional assessment options	4
5/10/10		Virtual meeting (Demo of software)		• The organization demonstrated their data management software that facilitates data collection, achievement analysis, and reporting, and parent access to student progress	Scheduled follow-up date to show software to another colleague	4
5/11/18		Phone call		• Discussed use of the New York State Scope and Sequence in developing a social studies curriculum	Identified New York Scope and Sequence for Social Studies	2
5/30/18		Meeting		• Scholastic shared its approach to developing and supporting a culture of literacy and achievement within a school and offered additional recommendations for school design • Discussed partnership opportunities		10

Table 2 Charter School Public Outreach Information

5/31/18	[redacted]	Phone calls	Phone	• Arranged opportunities to share information with parents who attend events at two nearby public library branches [redacted]	Scheduled date to meet parents at upcoming Story Time event	4
5/1/18		Email	Email	• Discussion of the Minisink Charter School model • Discussion of the 40% rule for charter school boards • Discussion of the Minisink performance assessment approach		1
5/1/18		Meeting		• Follow-up discussions about charter school assessment rubrics		2
5/2/18		Meeting		• Follow-up about the possibility of helping the Minisink Charter School		2

Table 2 Charter School Public Outreach Information

5/3/18	[redacted]	Email Meeting	[redacted]	• Discussion about the Minisink Charter School model, mission, vision and values • Discussed the founding of the Amber Charter School • Amber's initial performance based assessments before No Child Left Behind and standardized testing • Discussed Amber's experiences with the UFT • Agreed to put me in touch with the head of Amber		2
5/3/18		Meeting		• Discussed the goals of multi-cultural social studies in elementary education • Discussed helping us create elementary social studies curricula with local NY primary source material that might engage small children and could be followed up with Museum visits • They agreed to partner with us in developing such curricula		5
5/9/18		In class observation		• Observed lessons and interactions with students		
5/15/18		Public Meeting		• Asked to be placed on the June meeting agenda to present the Minisink School Model and request a formal support letter		5

Table 2 Charter School Public Outreach Information

5/19/18	[redacted]	Public Fair	[redacted]	• Participated in CB 10 Education Resource Fair • Explained Minisink School Model to families who attended the fair		10
5/29/18		Email Meeting		• Discussed Minisink Charter School model, school mission, vision and values • Discussed performance based assessment strategy • She agreed to review our assessment strategy, process and rubrics before she leaves for vacation		2
5/31/18		Meeting		• Discussed the Minisink Charter School model, school mission, vision and values • Discussed Harlem outreach to her toddler program parents in the Polo Grounds and by Riverbank State Park • She liked our hands-on approach to learning and our small class sizes • They use a Montessori approach • She agreed to help outreach to parents		2
6/1/18		Meeting		• Discussed the Minisink model, school vision, mission and values		2

Table 2 Charter School Public Outreach Information

6/1/18	[redacted]	Meeting	Harlem	• Will connect us with [redacted] residents • Discussed joining the Charter School Board		2
6/1/18		Meeting	[redacted]	• Discussed the Minisink School model, school Mission and values		2
6/6/18		Meeting		• Discussed NCFL' comprehensive family engagement strategy that incorporates community service, adult literacy and student academic support	NCFL will provide a letter of support	3
6/7/18		Phone call	Phone	• Discussed CCE's performance-based assessment resources and ways to provide support to the Minisink Charter School	CCE will provide a letter of support	2

Table 2 Charter School Public Outreach Information

6/11/18	[redacted]	Meeting	[redacted]	• He suggested that we speak with [redacted], of ImagineMe Charter School, Brooklyn, NY • They use performance-based assessments		2
6/12/18		Phone call		• Discussed opportunities to use SSN resources to support social and emotional learning development at school	SSN will provide a letter of support	2
6/12/18		Meeting		• Discussed the Minisink Charter School model • Discussed Progressive education • She explained that they are able to focus on teaching because they don't take State tests not because they have secured a waiver of state testing but because most opt out • This year 95% of their families opted out of state testing • She attributes their success in large part to opting out		3
6/13/18		Email Meeting		• Discussed Minisink Charter School model and the school's mission, vision and values • Explained our interest in the Pace partnership with the Actor's Studio • Explained that one school focus will be on language including performance tied to a social-emotional curricula that emphasizes empathy • He agreed to help us introduce us to the Actor's Studio so that professional actors could demonstrate acting and oratorical concepts as well as performance		2

Table 2 Charter School Public Outreach Information

6/21/18	[redacted]	Storytime	[redacted]	• Met with parents at library story-time • Explained the Minisink Charter School model and values		25 Parents with children
6/26/18		Minisink Townhouse		• Met with parents inquiring about the Minisink Charter School model • Discussed our mission and vision • Completed family questionnaires		22
6/26/18 7/26/18		Conference Call x2		• Consulted about performance assessments and her school experience • She suggested we consider progressive education, multi-age classes in addition to looping for teachers • Discussed state-wide standardized testing constraints		2
6/30/18		Outdoor Performance		• Talked with parents in [redacted] after and before their public performance about the Minisink Charter School Model		50

Table 2 Charter School Public Outreach Information

7/11/18	[redacted]	Dinner Meeting	[redacted]	• Discussed Minisink Model • Secured commitment to help with outreach to L&M's residents in their Harlem affordable housing buildings		4
7/19/18		Public Meeting		• Discussed Minisink Model • Feedback received; support of class size model		30
7/26/18		Public Meeting		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed safety of potential students and partnership with 32nd Precinct		25
7/29/18		Harlem Week Event		• Table and banners set up to inform parents and community members about our desire to create and apply for the Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Completed information surveys with Community Members		250

Table 2 Charter School Public Outreach Information

7/31/18	[redacted]	Meeting	[redacted]	• Discussed Model • Secured support for free docent led tours of MOMA		2
7/29/18 7/31/18		Emails Phone Call		• Discuss Charter School – CitiGroup Grant Opportunities		3
8/1/218		Visit Outreach		• Secured support of model and agreement with parent outreach and to refer children with IEPs to Minisink Charter		5
8/2/18 8/3/18		Outreach		• Conducted outreach with banners and table on corner of 142nd/Lenox Ave. and offered tours of Minisink building • Conducted surveys of Community residents • Informed parents and neighbors of plans for charter school • Recorded feedback		250

Table 2 Charter School Public Outreach Information

8/3/18	Sidewalk Outreach	Harlem Hospital/ Farmers Market	[redacted]	• Discussed Model with Community Members • Conducted surveys of Community residents • Solicited feedback		35
8/4/18	International Day Block Party	Harlem Block Party		• Discussed Model with Community Members • Conducted surveys of Community residents • Solicited feedback		30
8/4/18	[redacted]	Public Event		• Discussed Model with Community Members • Conducted surveys of Community residents		20
8/7/18	[redacted]	Email		• Informed of the arrival of the Aquaponics fish tank • Invited to see the set-up and to discuss the partnership with District 5 science teachers and students		2

Table 2 Charter School Public Outreach Information

8/8/18	[redacted]	Email Aquaponics Lab Visit	[redacted]	• Discussed Minisink Model with Community Members • Offered access to Aquaponics lab for District 5 professional development for science teachers • Offered access to Aquaponics lab for District 5 students for tours or class projects and experiments		2
8/8/18		Public Outreach		• Table and banners set up to inform parents and community members about our desire to create and apply for the Minisink Charter School • Discussed Model with Community Members • Conducted surveys of Community residents		75
8/18/18		Public Outreach		• Table and banners set up to inform parents and community members about our desire to create and apply for the Minisink Charter School • Discussed Model with Community Members • Conducted surveys of Community residents		100
8/19/18		Public Outreach		• Table and banners set up to inform parents and community members about our desire to create and apply for the Minisink Charter School • Discussed Model with Community Members • Conducted surveys of Community residents		100

Table 2 Charter School Public Outreach Information

8/21/18	[redacted]	Public Outreach		• Table and banners set up to inform parents and community members about our desire to create and apply for the Minisink Charter School • Discussed Model with Community Members • Conducted surveys of Community residents		100
8/28/18		Email		• Requested follow-up for [redacted] help with staff recruitment and professional development opportunities for school.	Awaiting response from [redacted] to reach out to recommended DOE contacts and other [redacted] contacts.	4
9/4/18		Meeting	[redacted]	• Technical assistance opportunities related to school start-up and funding opportunities.		3
9/5/18		Meeting		• Funding opportunities, sharing innovative and best-practices among Tiger's existing partners and fundees		3

Table 2 Charter School Public Outreach Information

9/13/18	[redacted]	Public Outreach	[redacted]	• Table and banners set up to inform parents and community members about our desire to create and apply for the Minisink Charter School • Discussed Model with Community Members • Conducted surveys of Community residents		20
9/17/18		Meeting		• Partnership and funding opportunities regarding financial literacy for students, banking needs for charter school, sponsorships, volunteer match		7
9/17/18		Meeting		• Discussed opportunities to train, recruit and retain teachers.	Scheduled follow-up meeting at Mission Society.	2
9/17/18		Dinner Meeting		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School		4

Table 2 Charter School Public Outreach Information

9/18/18	[redacted]	Meeting	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School		2
9/18/18		Meeting		• Student mentoring with Capital students, best-practices regarding school culture		4
9/18/18		Presentation		• Displayed PowerPoint highlighting school • Discussed Model with Community Members • Conducted surveys of Community residents		50
9/26/18		Meeting		• Discussed opportunities to train, recruit and retain teachers. • Discuss professional development, teacher training and recruitment pathways, findings positive SEL outcomes in schools		4

Table 2 Charter School Public Outreach Information

10/8/18	[redacted]	Email	Email	• Sent an email with new parent interest statistics		2
10/11/18		Meeting	Minisink Townhouse	•		9
10/15/18		Lunch Meeting	[redacted]	•		2
10/15/18		Meeting	Minisink Townhouse	•		2

Table 2 Charter School Public Outreach Information

10/16/18	[redacted]	Meeting	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		20
10/17/18		Dinner		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		
10/22/18		Dinner		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		
10/25/18		Email		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		2

Table 2 Charter School Public Outreach Information

10/25/18	[redacted]	Meeting	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School • Support letter		
10/31/18		Meeting		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School • Discussed technical support of Minisink Charter School		4
11/1/18		Meeting		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School • Discussed technical support of Minisink Charter School		4
11/2/18 – 11/4/18		Conference		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values		50+

Table 2 Charter School Public Outreach Information

11/5/18	[redacted]	Lunch		• Discussed support of Minisink Charter School		2
11/7/18		Meeting	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School		4
11/15/18		Community Event		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community.		75+
11/16/18		Meeting		• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School • Discussed dance art as a part of Minisink Charter School		

Table 2 Charter School Public Outreach Information

11/20/18	Multicultural Day	Event	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		25+
11/21/18	[redacted]	Meeting	Minisink Townhouse	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		3
11/26/18		Meeting/Tour	Minisink Townhouse	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed support of Minisink Charter School • Tour of the Facility		5
11/27/18		Meeting	Minisink Townhouse	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed teaching fellowships		4

Table 2 Charter School Public Outreach Information

12/5/18	[redacted]	Meeting	Minisink Townhouse	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community.		3
12/7/18		Site Visit	Minisink Townhouse	• Site Visit and tour.		5
12/12/18		Meeting	Minisink Townhouse	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community. • Discussed partnership with Minisink Charter School		4
12/13/18		Community Event	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community		

Table 2 Charter School Public Outreach Information

12/14/18	[redacted]	Meeting	Minisink Townhouse	• Discussed Minisink Charter School • Discussed Minisink Charter school mission, vision and values • Discussed educational needs of community • Informed Mission Society staff of intent to apply for charter school application		50
7/10/24		Canvassing	[redacted]	• Discussed Minisink Charter School • Discussed Minisink Charter School mission, vision, and values • Discussed educational needs of community		50

Minisink Charter School Proposal

R-04e – Evidence of Support

Mission Society has served New York City families for over 200 years. As a result of this powerful history, Mission Society is truly embedded in the Harlem community and throughout New York City. This history and positive reputation in the community has resulted in the development of strong relationships between Mission Society and numerous organizations, including government agencies, schools and education programs, non-profits, cultural and religious institutions, and public housing spaces. The letters of support below are a testimony to the variety of community members and organizations who are supportive of Minisink Charter School.

The following attachment includes 11 updated support letters, speaking to community support for Minisink Charter School. These letters have been submitted by:



AFROLATINJAZZ

September 15, 2023

Ladies and Gentlemen,

As Executive Director of the Afro Latin Jazz Alliance, I am excited about the opportunity to partner and support the Minisink Charter School. Mission Society has tirelessly dedicated itself to providing academic programs and resources to underserved communities in New York's most vulnerable areas. Their services have changed the life of many families and has cultivated an environment of success, progress, and financial stability. I believe that their charter school and excellent academic programs profoundly enhance the communities they serve.

The Afro Latin Jazz Alliance works to provide young people multicultural experiences through music education emanating from African and indigenous roots through the entry point of jazz. The Afro Latin Jazz Alliance's partnership with the Mission Society have been ongoing and growing for five years and have greatly benefitted the young people our institutions serve. Our GRIOT program serves more than 40 middle school and high school student living in Harlem and surrounding areas. With an emphasis on academic enrichment, GRIOT uses global rhythms of the African Diaspora to teach students fundamental music concepts, proficient instrumentation, and reinforcement of STEM Skills. Because of our shared vision of academic enrichment and educational success, ALJA and Mission Society have been able to provide exceptional educational opportunities for students and families in the Harlem Area.

ALJA hopes to continue to work with Minisink Charter School, providing essential academic and cultural resources to children in the communities we serve, fostering multi-cultural experiences and foundational lessons they could build upon as they continue their academic career. The impact we have made over the years with our partnership with Mission Society has propelled us toward effective service and meaningful exchanges that will continue to mold our staff and participants for years to come.

We look forward to seeing Minisink Charter School cultivate and enrich the communities it seeks to serve and west and in full support of their growth and progress.

Sincerely,

[redacted]

[redacted]

September 25, 2023

[redacted]

[redacted]ork

Dear [redacted]:

I am writing to express my support for the application of the New York City (NYC) Mission Society to open the Minisink Charter School in Community School District 5 in Upper Manhattan.

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

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

Furthermore, I believe that small class sizes will further enhance the quality of the school and its instruction. With 36 students per grade and four classes of 12 children per grade, each and every student will receive high levels of individualized attention from teachers. This will ensure healthy academic and social development, meaning that the Minisink Charter School will produce both success on report cards as well as success outside of the classroom.

In closing, investing in our children is investing in our future, and I am confident that the Minisink Charter School will create an excellent option for these families to educate their children. For these reasons, I am supportive of their application and urge your full and fair consideration, consistent with applicable rules, laws, and regulations.

[redacted]

[redacted]

THE ASSEMBLY

STATE OF NEW YORK

ALBANY



[redacted]

January 2, 2024

To whom it may concern,

I am writing to express my support to approve the New York City Mission Societies request to establish the Minisink Charter School in Community School District 5 in Upper Manhattan.

As a representative of my community and a passionate advocate for the ongoing development and enhancement of our education system, I am confident that the mission of Minisink Charter will significantly contribute to providing valuable opportunities for the youth in our neighborhood.

An integral facet of the Minisink Charter School model is its aims to target and support students that are often overlooked by the public school systems such as families residing in New York City Housing Authority (NYCHA) facilities. Additionally, the academic structure goes beyond the traditional academic setting and aims to provide students with a interdisciplinary and diverse range of learning environments integrating art, science, mathematics, music, and more to promote students enrichment.

With the growing size of New York City Public School classrooms, the foundation of the education structure establishes grades of 36 students per grade and classroom sizes of 12 students that ensures a 12:1:1 ratio with a primary teacher and class aid. A smaller classroom environment can ensure that students of all abilities will be adequately supported and prepared for their academic success.

Lastly, I am confident that the Minisink Charter School and the New York City Mission Society will yield positive outcomes for the Harlem community. The dedication to providing quality education and support for students who may otherwise be overlooked is a testament to the shared commitment to the well-being and success of all students.

Therefore, I support the mission and establishment of the Minisink Charter School and urge your full consideration of their application.

Sincerely,

[redacted]

BOS
DEVELOPMENT LLC

November 17, 2023

To Whom It May Concern

Dear Sir/Madam,

My name is [redacted] I have been a Harlem resident and community advocate for over two decades. I am also the founder and CEO of a real estate development company, BOS Development, as well as Village Harlem an urban agriculture innovation hub. It is an honor to write this letter of support for Elsie McCabe Thompson of the Mission Society of New York City for the proposed Minisk Charter School.

Very rarely do you see a project and mission that so clearly align. The proposed goal of Minisink Charter School is to provide the highest quality educations for underserved children from the local community, particularly those who have diverse ranges of skills and aptitudes.

I know personally Elsie's story of her triumph over adversity and see her leadership as a roadmap of what is possible for the students at Minisink Charter School. Elsie always advocates being proud of who and what we are. I have come to learn and admire her journey: she was born dyslexic, dysgraphic, and as she shares probably on the autism spectrum. With the support of her amazing Nicaraguan mother and a dedicated African American father, Elsie side stepped becoming categorized as learning disabled and with guidance honed her learning style to meet her innate talent. Steadily she achieved excellence, attending leading universities and performing at the top of her class.

As Elsie often shares, "no child is born naturally with a strong sense of self-esteem." Unfortunately, when adults believe that a child can achieve little, they may unintentionally have a material adverse effect. I am fully confident that under Elsie's leadership Minisk Charter School will be a beacon of inspiration and opportunity.

Minisink will achieve its mission by focusing on small classrooms where students can get high quality dedicated attention. So core is this belief that Mission Society. (Minisink's parent organization) will be subsidizing the small class size to enable a far better learning environment for children. There will be 12 students in a classroom with a teacher and an aide. Minisink is not designed as a special education school. Rather, it is a school that can teach children with IEPs alongside their "general education" peers, as occurs in real adult life. Mission Society will provide opportunities for in school and ongoing learning. The organization has been serving New York City since 1812. It is inspiring to know that Mission Society started the first free lending library 50 years before the New York Public library was even founded. Together with Scholastic they will create an awesome school library.

[redacted]

While I am impressed by the Minisink Charter School's focus on providing intellectual stimulus through various creative means, I am most drawn to the proposed used of indoor agriculture as a celebration of diverse culture as well as a bridge to scientific exploration. The school's goal will be to create a "school to table" food program with produce that is free from human growth hormones, additives or GMO raised produce. Through in school agriculture programs, students will think of themselves as "providers" instead of as financial drains on scarce family resources. They will be bringing home organic fish on ice that will be raised in the school's 900 gallon fish tank. Combined with organically raised vegetable such as dwarf peppers and callaloo (Caribbean spinach), students will have enough to supplement a family's meals for a day or two without having to go to a neighborhood food pantry. Nutrition and master cooking classes will be offered each semester taught by gifted local chefs so Minisink parents so can learn how to prepare fish from the school farm along with other healthy food.

Minisink Charter School will be a great addition to the Harlem community and New York overall. I heartily stand in support and am available for any follow up questions.

Warmly

[redacted]

Cornell University

[redacted]

November 8, 2023

Elsie McCabe Thompson, President

[redacted]

Re: Letter of Support

Dear Mrs. McCabe Thompson

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

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

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

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

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

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

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

[redacted]

Executive Director

EMPOWERING HARLEMITES
REBUILDING COMMUNITIES

established

HARLEM CONGREGATIONS FOR COMMUNITY IMPROVEMENT, INC.

[redacted]

August 4, 2023

To Whom It May Concern:

As the President & Chief Executive Officer of Harlem Congregations for Community Improvement, Inc., we are beyond elated at the immeasurable opportunities that will be offered by the Minisink Charter School. The Minisink Charter School, will be highly embraced, and expand educational services to our neighborhood youth.

As you are aware, HCCI, serves low to moderate income residents in Harlem, who are eager to educate their children in a safe and quality school environment. The Minisink Charer School will not only provide those with children a safe place for them to learn but also an innovative, creative, engaging experience. A new state of the art science Aquaponics lab will expand the children of Harlem academically and provide them with opportunities for growth and development.

We look forward to engaging with your staff, tto assist them in acquiring prospective students and parents from our residential buildings and in the Harlem community general. A school that will challenge students with foreign language emmersion in their everday curriculum will expand their minds and promote global citizenship.

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

[redacted]

President &CEO

[redacted]

CELEBRATING 35 1986 - 2021 years

August 8, 2023

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

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

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

[redacted]

Founder & Chief Executive Officer

[redacted]

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

[redacted]

[redacted]

[redacted]

October 26, 2023

To Whom It May Concern,

I write this correspondence to express my support for the approval of the New York City Mission Society's application to establish the Minisink Charter School in Community School District 5 within the confines of Central Harlem and County of New York.

As a lifelong Harlem resident and as one of its elected civil servants, both as a member of the New York City Council and New York State Assembly's 70th District, I have witnessed NYC Mission Society's successful delivery of programs that have touched and influenced the lives of young people and adults. In turn, I feel assured the Minisink Charter School will be a successful educational endeavor in our community.

Minisink Charter School's proposed approach of limiting class sizes to no more than 12 students has enhanced the interaction between teachers and students. Since its inception, it has been dedicated to providing education to underserved families by integrating children with special needs so they can be mainstreamed, and enrolled students from surrounding New York City Housing developments. Minisink will now include students from our city's shelter system to join in enrollment, now that they will be expanding to 3 classes per grade.

The New York City Mission Society will utilize their vast network of influential contacts within the fine arts, music, science and cultural disciplines to provide their students with a rich and expansive learning environment.

Lastly, the New York City Mission Society has been and remains an integral foundation in the betterment of the Harlem community. It will contribute their years of experience in administration and delivery of services to the Minisink Charter School and will dedicate its valuable resources to guarantee the success of their new learning center.

Therefore, for the aforementioned reasons I fully support the creation of the Minisink Charter School and request approval of their application.

Sincerely,

[redacted]

[redacted]

LEGACY PATHWAYS
Innovative Educational Solutions for Schools and Business

October 23, 2023

Mrs. Elsie McCabe Thompson
President, CEO
[redacted]

Dear CEO Thompson:

I am writing on behalf of Legacy Pathways to express our wholehearted support for Mission Society's endeavor to establish Minisink a new charter school in Harlem, New York. Your 200-year commitment to ending poverty through educational change and shared vision of creating a more equitable and compassionate educational environment for underserved communities resonate deeply with our organization's mission and work.

At Legacy Pathways, our primary goal is to transform schools into places of purpose and compassion, with a particular emphasis on ending the achievement gap for Black, Latinx, and indigenous students. Our innovative model in math education, known as the Legacy Lab Day, is designed to nurture and cultivate a pipeline of future STEM leaders. By focusing on these critical communities, we aim to empower the next generation of students with the skills, confidence, and opportunities they need to succeed in STEM fields.

The alignment between our organizations is striking, as both Legacy Pathways and Mission Society share a deep commitment to addressing educational disparities and empowering young individuals. The creation of a new charter school by Mission Society in Harlem presents a tremendous opportunity to bring essential resources to an underserved community, ultimately making a transformative impact on the generational wealth of families. We believe that your mission and the goals of the Minisink charter school will offer a holistic approach to educational change that is critically needed in our society. Mission Society, with its remarkable 200+ year history of supporting the urban poor of New York, has consistently demonstrated an unwavering dedication to creating a better future for those in need. This enduring commitment speaks to the longevity and resilience of your mission, which is both impressive and inspiring.

Legacy Pathways, having worked for over 15 years helping schools in New York and across the country, has gained significant experience and insight into addressing the unique challenges faced by students in underprivileged communities. Our track record of success underscores our commitment to making a lasting impact in the field of education.

By supporting the establishment of Mission Society's new charter school, we firmly believe that The Mission Society of New York can make a profound difference in the lives of the students in Harlem, especially for those who have been historically underrepresented and underserved. The new school has the potential to be a game changer for the community, providing quality education, fostering a sense of purpose, and nurturing compassion among its students. It aligns perfectly with our joint commitment to ending the achievement gap and creating a brighter future for the next generation of Black, Latinx, and indigenous students.

LEGACY PATHWAYS
Innovative Educational Solutions for Schools and Business

We also want to emphasize the importance of collaboration. Mission Society's historical success in creating change has been rooted in strong collaboration and partnerships with the broader community. The Minisink charter school's goals for working with families and those in a student's Network of Care will continue to engage with like-minded organizations and stakeholders and amplify the impact of your efforts and further your mission to end poverty through educational change.

Thank you for your dedication to improving the lives of those who need it most. We look forward to the incredible impact that Minisink, Mission Society's new charter school, will have on the Harlem community and are excited to support your efforts.

Sincerely

[redacted]

President and Founder

[redacted]

November 14,2023

To Whom It May Concern:

As the President of the New York Urban League, I am absolutely thrilled by the enormous possibilities offered by the Minisink Charter School. With its rich history in Harlem and Community School District 5, the idea that the Mission Society would create the Minisink Charter School to serve our neighborhood children is exciting indeed.

The mission of the New York Urban League (NYUL) is to enable African Americans and other underserved communities to secure a first class education, economic self-reliance and equal respect of their civil rights through programs, services and advocacy. Each year, NYUL serves nearly 8,000 residents through education and employment programs, access to technology classes and financial empowerment workshops, while providing over $250,000 to support HBCUs and college scholarships to NYC students.

Like the Mission Society's work in Harlem, the New York Urban League has been serving this community for over a hundred years and has ably provided our community with civil rights advocacy, educational programming and workforce development. Over that time, we have developed quite a large network of diverse Young Professionals. We recently engaged over 5,000 local youth at our HBCU Fair with the help of our Young Professionals chapter who have been considering adopting a school that we could mentor and support for some time! The New York Urban League, looks forward to partnering with the Minisink Charter School to launch a mentorship and reading program with our Young Professionals and their future students.

I also look forward to working with the Minisink Charter School to resurrect our established child literacy program, *Read & Rise*. Read & Rise was program started to encourage parents to read with and to their child helping increase literacy in children and also foster deeper connections between parent and child. I eagerly anticipate the possibility of the opening of the Minisink Charter school.

Sincerely,

[redacted]

CEO & President

[redacted]

THE CLASSICAL THEATRE OF HARLEM

Board of Directors

[redacted]

Sept 15, 2023

Ladies and Gentlemen:

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

We at the Classical Theatre of Harlem, are excited to work with the Minisink Charter School and their English Language Arts (ELA) curriculum. CTH merges original adaptations, music, and dance to present great classics of world literature as well as contemporary works that will stand the test of time.

We will work closely with the staff to immerse ELA through the power of the dramatic arts. This partnership will not only integrate our educational curriculum but also enhance the students socially and emotionally.

Words are powerful things to treasure and to wield. For children to see those words delivered in a way that only the Classical Theatre of Harlem can, will give them a profound appreciation for the English language. As the school's children perform classical stories they will gain social and emotional appreciation of empathy (the underpinning of all acting and human understanding), elevate their esteem with public speaking and learn invaluable lessons of the subtleties of language. The marriage of the dramatic arts, literacy and language is the pipeline to positive self-expression, the enhancement of cultural literacy, and the development of valuable life skills that extend beyond artistic endeavors.

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

[redacted]

Board Member
Producing Artistic Director
The Classical Theatre of Harlem

ADMINISTRATIVE SERVICES AND SUPPORT AGREEMENT

This **ADMINISTRATIVE SERVICES AND SUPPORT AGREEMENT** (this "***Agreement***"), is entered into as of [_____], 20[__], by and between **THE NEW YORK CITY MISSION SOCIETY**, a New York not-for-profit corporation ("***NYCMS***") and **THE MINISINK CHARTER SCHOOL**, a New York education corporation ("***Minisink***").

Preliminary Statements

WHEREAS, Minisink has submitted an application (the "***Application***") to the State University of New York to establish the Minisink Charter School in accordance with Article 56 of the New York Education Law; and

WHEREAS, NYCMS, as landlord, and Minisink, as tenant, have entered into that certain Lease Agreement, dated as of even date herewith (the "***Lease***"), pursuant to which Minisink will lease premises from NYCMS at the Minisink Townhouse, 646 Malcom X Boulevard, New York, New York 10037 (the "***Property***"), in which premises the Minisink Charter School (the "***School***") will be operated; and

WHEREAS, NYCMS has agreed to provide Minisink certain additional services on the terms and subject to the conditions set forth herein.

NOW THEREFORE, in consideration of the promises and the mutual covenants, conditions and agreements contained herein, and intending to be legally bound hereby, the parties hereby agree as follows:

ARTICLE ONE
SERVICES

1.1 **Pre-Opening Services**. Commencing on the date of this Agreement (the "***Effective Date***"), NYCMS shall provide the following pre-opening services (collectively, the "***Pre-Opening Services***") to Minisink;

(a) NYCMS shall provide space at the Property for meetings of Minisink's Board of Trustees and other organizational activities for the School;

(b) NYCMS shall make its human resources and other staff available as needed to assist recruiting and hiring the Head of School (as defined in the Application) and other potential Minisink employees;

(c) NYCMS shall assist Minisink in developing policies and procedures for its operations;

(d) NYCMS shall provide space at the Property for potential teacher candidates to conduct demonstration lessons;

(e) NYCMS shall provide its staff to plan and administer fundraising activities on behalf of Minisink;

(f) NYCMS shall assist Minisink in community engagement, leveraging is community relationships to assist Minisink in student and staff recruitment (including recruitment of the Head of School), curriculum development, professional development, after school and summer extracurricular activities, referrals for students and families and fundraising; and

(g) NYCMS shall provide such other office and administrative services as shall be reasonably requested in connection with Minisink's pre-opening activities consistent with the Application.

1.2 Facilities Management Services. Commencing on or about the date when Minisink takes possession of the Leased Premises (as defined in the Lease) pursuant to the Lease and ending on the earlier to occur of (i) the fifth anniversary of the Effective Date of this Agreement and (ii) the date on which such services are terminated by Minisink, NYCMS shall provide facilities management services with respect to the entirety of the Property (collectively, the "***Facilities Management Services***"). NYCMS shall operate, manage and maintain the Property, including the Leased Premises to a standard consistent with the terms of the Application and consistent with the standards and practices that NYCMS has employed and continues to employ with respect to those portions of the Property occupied or utilized by NYCMS for its own purposes. The Facilities Management Services shall include provision of a full-time Custodian and Facilities Supervisor, whose duties shall include the entirety of the Property. NYCMS acknowledges and agrees that it is the intent of the parties hereto that NYCMS bear all costs of the operation and maintenance of the Property in which the Leased Premises are located and provide all property services necessary or desirable to operate the Leased Premises as a school with ancillary uses consistent with those described in the Application.

1.3 Office and Administrative Services. NYCMS shall provide to Minisink the following office and administrative services (the "***Office Services***"):

(a) Accounting. Accounting and book keeping services for Minisink and its affiliates, which services shall not include auditing;

(b) Human Resources. Human Resources services of essentially equivalent nature as provided with respect to employees of NYCMS, including coordination of payroll and benefits;

(c) Financial Administrative Services. Financial Administrative services for the School's first three years of operations and training of Minisink staff in all aspects of financial management, including assistance in setting up financial systems for the school;

(d) Furniture. School furniture (including repair and maintenance thereof) in accordance with specifications agreed by NYCMS and Minisink;

(e) Aquaponics Lab. Construction, installation, repair, maintenance and unlimited use of an Aquaponics Lab in the Leased Premises; and

(f) Information Technology. Information and technology services including use of and access to the internet via NYCMS's internet service provider and wifi network, servers, printers, scanners, copiers and office software, which services shall be of essentially the same scope and nature as such services are and have been provided to NYCMS, subject, however, to such procedures and protocols as shall be reasonably deemed necessary by NYCMS to insure data security.

1.4 Term of Services. The Pre-Opening Services, Facilities Management Services, and Office Services are collectively referred to herein as the "***Services***". Except as otherwise provided in this Agreement, the term of the Services shall commence as of January 1, 2025 and shall continue thereafter until June 30, 2030. The foregoing notwithstanding, (a) Minisink shall have the right to terminate any portion of the Services at its option by notice to NYCMS and (b) this Agreement shall terminate automatically with no further action required by the parties upon a termination of the Lease. No termination of all or any portion of the Services shall affect in any way the line of credit provided pursuant to **Article III** hereof.

1.5 Charter Compliance and Reporting. Anything to the contrary provided elsewhere in this agreement notwithstanding, while the Services shall include administrative services such as data collection and analysis and report preparation, Minisink shall be solely responsible for compliance with its charter and any and all reporting with respect thereto. NYCMS shall have no obligations under this Agreement with respect to charter compliance except to the extent the Services expressly provided in this Agreement are utilized in relation to such charter compliance.

ARTICLE TWO
SERVICES FEES; REIMBURSEMENT

2.1 Fees and Payment for the Office Services. (a) In consideration of NYCMS's provision of the Services to Minisink, Minisink shall pay to NYCMS an annual services fee (the "***Services Fee***"), which Services Fee shall be payable in equal monthly installments on the first day of each calendar month (or if such day is not a business day, the next succeeding business day. The foregoing notwithstanding, the Services Fee shall be abated until July 1, 2028. The amount of the Services Fee thereafter shall be as follows:

Period	**Services Fee**
July 1, 2028 – June 30, 2029	$202,917.00
July 1, 2029 – June 30, 2030	$275,183.00

In addition, in the event that NYCMS incurs any actual, out-of-pocket costs in providing the Services (such as costs of outside vendors), NYCMS shall have the right to charge Minisink for such costs, which amount shall be payable within thirty (30) days after demand therefore by NYCMS.

(b) In the event that Minisink shall cancel any of the Services in accordance with **Section 1.4**, the fees payable by Minisink shall be equitably adjusted by the parties to reflect the applicable reduction in services.

ARTICLE THREE
LINE OF CREDIT

3.1 Establishment of Line. In accordance with the terms and conditions of that certain Credit Agreement, dated as of _____, 202_ (the "***Credit Agreement***"), NYCMS has agreed to make loans (each a "***Loan***" and collectively, "***Loans***") to Minisink from time to time in an aggregate principal amount that will not result in an amount outstanding at any time exceeding Five Hundred Thousand and 0/100 Dollars ($500,000) (the "***Commitment***").

ARTICLE FOUR
MISCELLANEOUS

4.1 Not a Partnership. The provisions of this Agreement shall not be construed to create a partnership or joint venture between any of the parties herein.

4.2 Further Actions. Each party hereto agrees to perform any and all further acts and to execute and deliver any and all documents which may be reasonably necessary to carry out the provisions and intent of this Agreement.

4.3 Amendments, Parties in Interest and Governing Law. This Agreement shall not be modified or amended except by a writing signed by each of the parties. This Agreement shall be binding upon and inure to the benefit of the successors, assigns and representatives of the parties and shall be interpreted and governed by the laws of the State of New York.

4.4 Notices. All notices required or permitted to be given under this Agreement must be in writing and may be given by any method of delivery which provides evidence or confirmation of receipt, including but not limited to personal delivery, express courier (such as Federal Express) and prepaid certified or registered mail with return receipt requested. Notices shall be deemed to have been given and received on the date of actual receipt or, if either of the following dates is applicable and is earlier, then on such earlier date: one (1) business day after sending, if sent by express courier; or three (3) business days after deposit in the U.S. mail, if sent by certified or registered mail. Notices shall be given and/or addressed to the respective parties at the following addresses:

If to NYCMS:

New York City Mission Society

[redacted]

With a copy to:

New York City Mission Society



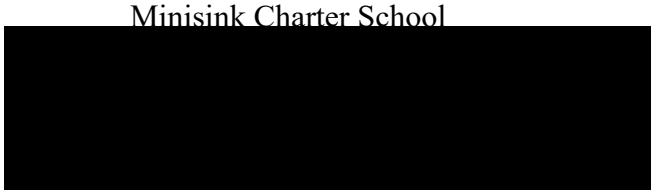
If to Minisink:

Minisink Charter School



With a copy to:

Minisink Charter School



Any party may change its address for the purpose of this paragraph by giving written notice of such change to the other party in the manner herein provided.

4.5 Dispute Resolution. NYCMS acknowledges and agrees that any determinations with respect to the compliance or non-compliance by NYCMS with its obligations under this Agreement shall be made solely by the Non-Mission Trustees or such committee of the Non-Mission Trustees as shall be established from time to time by the Non-Mission Trustees. Any unresolved controversy or claim arising from or relating to this Agreement or breach thereof shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, then in effect. The decision of arbitration unless clearly erroneous, shall be final and conclusive upon the parties, and judgment upon the award rendered by the arbitrator may be entered in any court having competent jurisdiction. The arbitration proceedings shall be held in New York, New York. The arbitration proceedings shall be conducted before one (1) neutral arbitrator who shall be a member of the New York Bar who has been actively engaged in the practice of corporate and business law for at least fifteen (15) years, and shall proceed under any expedited procedures of the Commercial Arbitration Rules. The arbitrator shall have authority to award only (a) money damages, (b) attorneys' fees, costs and expert witness fees to the prevailing party, and (c) sanctions for abuse or frustration of the arbitration process. The arbitrator's compensation, and the administrative costs of the arbitration, shall be borne by the parties in the manner set forth in the arbitration award, as determined by the arbitrator. Notwithstanding the foregoing provisions of this Section, the parties are not required to arbitrate any issue for which injunctive relief is sought by any party hereto and both parties may seek injunctive relief in any federal or state court having jurisdiction.

4.6 No Third-Party Beneficiaries. This Agreement is solely for the benefit of the parties hereto, and no other person shall be entitled or be deemed to be entitled to any benefits or rights hereunder, nor be authorized or entitled to enforce any rights, claims or remedies hereunder or by reason hereof.

4.7 Successors and Assigns. This Agreement may not be assigned by either of the parties without the prior written consent of the other party hereto. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

4.8 Severability. In case any one or more of the provisions contained in this Agreement or any application thereof shall be invalid, illegal or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein and other application thereof shall not in any way be affected or impaired thereof.

4.9 Entire Agreement. This Agreement supersedes all prior agreements and constitutes the entire understanding among the parties hereto with respect to the subject matter hereof.

4.10 Amendments; Waiver. Except as otherwise provided herein, no waiver or modification of the provisions hereof shall be valid unless in writing and signed by each of the parties hereto. No waiver of any provision of this Agreement shall be valid unless in writing and signed by the party against whom enforcement is sought.

4.11 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

4.12 Survival. The terms of this Agreement shall survive the termination hereof.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

NEW YORK CITY MISSION SOCIETY

By: _____
Name:
Title:

MINISINK CHARTER SCHOOL

By: _____
Name:
Title:

Minisink Charter School Proposal

R-04f – Evidence of Demand

This attachment provides evidence of our applicant group's extensive outreach efforts in the community. As part of this outreach campaign Mission Society staff members and board members distributed surveys to the community regarding interest in Minisink Charter School. In the documentation attached, 96 survey responses were collected from local community members. In these surveys, participants were asked to respond to the following questions:

- How old are the children in your care?
- Do you feel like local schools meet your child's educational needs?
- Do you feel the local elementary schools meet a child's individual and academic needs?
- What are you looking for in a public school?
- What would you like to see in a new public school in your community?
- Is it best to send children to a school with small class sizes and more individual attention?
- Would you be interested in having your children attend Minisink Charter School?

Since the initial submission of our application in 2019, the founding team has continued to engage in outreach efforts, solicit input from the community, and gather support for this charter school proposal. During the COVID-19 pandemic, Mission Society reached out the local community via newsletters and other virtual resources, in order to stay tuned in to the school needs of families throughout the city. In July 2024, Mission Society staff members canvassed in the Harlem Polo Grounds and were able to speak to parents about the educational needs of their children and what they would like to see in a school. A flyer had been included on page 98 on this document. Mission Society's strong reputation in the Harlem community, combined with the organization's close ties with numerous government agencies, schools and education programs, non-profits, cultural and religious institutions, and public housing spaces, has created abundant opportunities to speak to local community members about the educational vision they have for the young people living in the community.

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3, 6, 8, 9, 11

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school? Community involvement

~~individualized~~ Small classrooms. Teachers with B.A. or Masters.

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

Small classrooms. Good School Lunch
Strong Teachers. Additional Programs/extracurriculars.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

Do you feel the local schools meet your child's <u>educational needs?</u>

D Strongly Agree 0Agree eutral 0Disagree D Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs?</u>

D Strongly Agree }QAgree 0Neutral 0Disagree Ostrongly Disagree

Comment:

What are yo4 looking for in a public school?

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

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

,fves 0No

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

'es 0No

Comment:

MINIBINK CH.ARTER SCHOOL

Family Questionnaire

[redacted]

Name

Email Address

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

4 rzs

Do you feel the ocal schools meet your child's <u>educational needs?</u>

D Strongly Agree 0Agree 0Neutral Ooisagree jy Disagree

Comment:

Do you feel the ocal elementary schools meet a child's <u>individual *and* academic needs?</u>

D Strongly Agree 0Agree 0Neutral Ooisagree y Disagree

Comment:

What are you looking for in a public school?

s it b e e n d children to a school with small class sizes and more individual attention?

0No

W o u u be interested in having your children attend the Minisink Charter School?

s 0No

Comment:

NYC
1'--1ISSION
SOCIETY:.

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5, 4, 3, 1

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Staff, admin + teachers who go above + beyond to assist the children!

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

Involved student advocates. Personal one-to-one attention

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

☐ Yes ☒ No depends on the child.

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY

✓

15

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY:

Family Questionnaire

[redacted]

1) How old are your children or the children in your care? Ages: 9-3

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: Theyre doing a good Job

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for in a public school?

Comment: Just for my kids to get a proper education

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

Comment:

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

☒ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☒ Yes ☐ No

Comment:

✓

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY:

Family Questionnaire

[redacted]

1) How old are your children or the children in your care? Ages: 3

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

4) What are you looking for in a public school?

Comment: Public School need more teachers in classes to give children the individual attention that they need.

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

Comment: _____

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

☑ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☑ Yes ☐ No

Comment: _____

22
17

MINISINK CHARTER SCHOOL

[redacted]

1) How old are your children or the children in your care? Ages: 4 YRS OLD

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

4) What are you looking for in a public school?

Comment: _____

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

Comment: _____

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

☑ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☐ Yes ☐ No

Comment: NOT SURE NEED MORE INFO

20

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY:

[redacted]

1) How old are your children or the children in your care? Ages: 3

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

4) What are you looking for in a public school?

Comment: Helping with kid with their need

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

Comment: _____

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

☑ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☑ Yes ☐ No

Comment: _____

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY

[redacted]

1) How old are your children or the children in your care? Ages: 4

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

4) What are you looking for in a public school?

Comment: certified teachers more in depth background checks

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

Comment: more teachers welcoming to parents

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

☑ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☐ Yes ☐ No

Comment: _____

~~22~~
22

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY:

[redacted]

1) How old are your children or the children in your care? Ages: 10, 5, 2

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment: _____

4) What are you looking for in a public school?

Comment: better hands on learning with less students per class (individual

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

Comment: less students, better teachers, more learning/extra Curricular activities ex. music, dance, drama

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

☑ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☑ Yes ☐ No

Comment: When are you guys having tours of the school.

28

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY:

[redacted]

1) How old are your children or the children in your care? Ages: 3

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment: _____

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment: _____

4) What are you looking for in a public school?

Comment: Reading and maths skills highly enforce is a must.

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

Comment: _____

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

☑ Yes ☐ No

7) Would you be interested in having your child or children attend the Minisink Charter School?

☑ Yes ☐ No

Comment: _____

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

10 and 3

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

more respect.

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

more security

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

4yrs old

Do you feel the local schools meet your child's <u>educational needs</u>?

☒ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☒ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

4

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☒ Strongly Disagree

Comment:

What are you looking for in a public school?

More Challenges

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

Smaller Classes more one On One time With Kids

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

A

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3y- 6 yrs

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

More individual studies for children

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

all children accessible

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

6

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment:

What are you looking for in a public school?

Good Quality Education.

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

Teachers who care are value a great education.

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

☐ Yes ☑ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

(cell)

[redacted]

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

15 yrs. 6 yrs.
11 "
10 "

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Meet services + programs

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3years 4 in September

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

4/ 7/ 12

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

SMALL CLASS Sizes

More one on one with Smaller Children

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

More Teachers SMALLER CLASS

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5 years old (for another Parent)

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Building a Child academically & Social emotionally

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

Yes

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3 - 5 - years.

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Safety - Academic Achievements
Different programs

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

Safety, classes of dance, music
sports, science.

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

☒ Yes ~~☐ No~~

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

6 - 7

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

DON't KNOW

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Don't know

What are you looking for in a public school?

Good Edcation SKI'lS

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

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

☑ Yes ☐ No

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

☐ Yes ☐ No

Comment:

YES

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

Name Email Address

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

Heice = 5, 6, 7 Three of them.
Nephew's 5, 5, 6, 7.

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

in this day of time more computer. After school need and care.

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

Yes. That will be something great. Good schooling and caring.

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment: of course

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3 yrs.

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Good programs

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

High academic standards

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

8.5yr

5.5yr

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

many schools in Harlem have large class size and there is no chance for individualized attention.

What are you looking for in a public school?

Some emphasis on academics but also emphasis on emotional and social development.

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

The above. Small class size would be great

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

☒ Yes ☐ No

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

☐ Yes ☒ No

Comment: not @ the moment as they were lucky to get into a school we're happy with

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

2+3 year olds

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

ARTS, MUSIC, COMPUTER, Discipline

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

Preparation for advancement in the world

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

7, 5, 4, 2

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

☒ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

I looking for understanding Teacher who have the Pantience To deal with hard-head children.

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

Yes

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5 yrs

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

the communication between teacher and student and that my daughter can develop to the maximum.

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

More activities like Dance, Arts, Music

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

2-5-10-14

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

A GREAT EDUCATION

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

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

☐ Yes ☑ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5 yr

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Excellent Education, Patience

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

Patience, Pollite

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5yrs / 9months

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Smaller classes, more teachers who has a passion for children, extracurricular activities

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

Yes!!

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

This is a great idea! I hope to see you guys soon.

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

How old are your children or the children in your care? 3 and 1

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Good behavians

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

[redacted]

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

16 13 12 5

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3 8 9 10

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Safety

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

yes

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

☑ Yes ☐ No

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

☐ Yes ☐ No Maybe

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

How old are your children or the children in your care? 6

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: N/A

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: N/A

What are you looking for in a public school?

N/A

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

N/A

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

2 + 5

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Small classes

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

More trips

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

16, 6, 3

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

- meeting my childrens educational needs
- provide excellent education and introduce new challenges

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

- good teachers
- good curriculum
- provide educational support for children w/ special needs

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

150

Family Questionnaire

[redacted]

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

10 1/2 yrs
7 yrs
4 yrs

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

more Afterschool programs.

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

more hands on

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

157

Family Questionnaire

[redacted]

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

4 y/o

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Could be better.

What are you looking for in a public school?

Professional teachers who care about the kids, not just getting paid.

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

More hands on activities.

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

When I have kids.

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

159

Family Questionnaire

[redacted]

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

>6 years old

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

They Dont

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☒ Strongly Disagree

Comment:

What are you looking for in a public school?

Support Learning

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

160

Family Questionnaire

[redacted]

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

Adults grad kids - 5, 6

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☐ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

166

Family Questionnaire

[redacted]

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

9 yo 5 yo

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

☒ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☒ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Friendly Social environment

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

Eco Friendly features

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

☒ Yes ☐ No

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

☐ Yes ☐ No

Comment: maybe

NYC MISSION SOCIETY

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MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

10 YRS
8 YRS
6 YRS

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

☒ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☒ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☒ Strongly Disagree

Comment:

What are you looking for in a public school?

GREAT ~~[illegible]~~ COMM* CULTURE
SMALL CLASSES

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

EXTRA SPORTS
PROGRAMS FOR GIRLS

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3 years old

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

A school that pushes children to not only learn, but about the world. That pushes them kids to be great.

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

Yes

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

6 yrs & 7 years.

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Better education, safety & more discipline

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

- Better academic standards
- Prepare kids not only for school but for life

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

171

Family Questionnaire

[redacted]

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

5

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

A good curriculum matched with great teachers.

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

The same thing

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

☑ Yes ☐ No

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

☐ Yes ☑ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

173

Family Questionnaire

[redacted]

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

5 yrs old.

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

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Music, Art, More Science.

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

4 yrs old

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

More Attention for the child.
Hands on Activities

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

Encouragement
Extracirricular Activities

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

10 months - 4 y grandkids

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

~~for~~ best people in classes

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

no fighting in the school

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

182

Family Questionnaire

[redacted]

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

7-5

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☐ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

184

Family Questionnaire

[redacted]

1.5 y/o & 3

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

187

Family Questionnaire

[redacted]

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

3, 8, 12

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

188

Family Questionnaire

[redacted]

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

4yrs

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

189

Family Questionnaire

[redacted]

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

4 (maths)

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

190

Family Questionnaire

[redacted]

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

4, 10

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

small classes and hands on

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

Yes

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

191

Family Questionnaire

[redacted]

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

3 years, 6 years

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

small class size, not test based

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

192

Family Questionnaire

[redacted]

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

1, 3, 5, 7

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

yes

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

☑ Yes ☐ No

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

☐ Yes ☐ No

Comment: maybe, intimidated by process

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

7 year's old
4 year's old

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Smaller Class Setting

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

I would like to see consistency And more one on one time with the children

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

4 years old

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Better curiculum

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

More staff
better curiculum
Activities for all school aged students

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

How old are your children or the children in your care? [redacted] 5

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school? NO FIGHT

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

5

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Academics / afterschool

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

224

Family Questionnaire

[redacted]

How old are your children or the children in your care? 5

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☐ Yes ☒ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

228

Family Questionnaire

[redacted]

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

4 yrs old

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

Better Circolum and better programs

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

233

Family Questionnaire

[redacted]

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

4yrs BOY
1 Girl

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

- More [illegible]
- TECH

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

HOPE FOR MORE INFO...

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

237

Family Questionnaire

[redacted]

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

3 & 13 Months

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

Yes

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3yrs and 1yr and 7yr.

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

I want a school that challenges my child and give them the one on one that they need.

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

more challenging work from pre k classes.

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

252

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

Name Email Address

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

1 and 5

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☒ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☒ Strongly Disagree

Comment:

What are you looking for in a public school?

Good education and musical after school Programs.

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

Same above

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

5 4o

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

not yet enrolled

What are you looking for in a public school?

more help w/ special needs and access to info avail.

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment: If have the needs for my child.

254

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

Name Email Address

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

2, 4

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

256

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

3 yrs old

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☑ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☑ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Safety, education, comfortability

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

teachers and parents uniting as one.

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

☐ Yes ☑ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

257

Family Questionnaire

[redacted]

4 años

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Morningside Daycare

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

258

Family Questionnaire

[redacted]

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

259

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3yrs.

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

260

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

4 yer 11

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

262

Family Questionnaire

[redacted]

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

9 yrs, 5 yrs, 4 yrs.

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Mostly a great team + support for myself and children.

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

263

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

3

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

264

Family Questionnaire

[redacted]

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

4

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

265

Family Questionnaire

[redacted]

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

4 4 5

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

266

Family Questionnaire

[redacted]

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

3 years

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

- great education for the children

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

- great teacher

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment:

Please call me when my child is 4.

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

268

Family Questionnaire

[redacted]

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

4

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

NYC MISSION SOCIETY:

MINISINK CHARTER SCHOOL

269

Family Questionnaire

[redacted]

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

3

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☐ Yes ☑ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

270

Family Questionnaire

[redacted]

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

3

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

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

2 children 12 yrs. 5 yrs.

Do you feel the local schools meet your child's <u>educational needs</u>?

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

Do you feel the local elementary schools meet a child's <u>individual *and* academic needs</u>?

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school?

Yes

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

Diversity

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Comment: Thank you!

NYC MISSION SOCIETY

MINISINK CHARTER SCHOOL

NYC MISSION SOCIETY:

[redacted]

Email Address: _____

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

Ages: 5

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

☐ Not Applicable

Comment: _____

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

☐ Strongly Agree ☑ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

4) What are you looking for In a public school?

Comment: to improve in helping children with IEP.

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

Comment: to have more program for children that are in need of reading & math.

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

☑ Yes ☐ No

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

☑ Yes ☐ No ☐ Not Applicable

Comment: _____

MINISINK CHARTER SCHOOL

[redacted]

Ages: 5-6 Yrs old

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

☑ Not Applicable

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for In a public school?

Comment: Im looking for Extracurricular opportunities, library resources and a safe and fun Environment in and out of School

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

Comment: More Bilingual or [redacted] Diverse teaching/teachers Better Funding on Food

6) Is it best to send children to a school with small class sizes and more individual attention?
☑ Yes ☐ No

7) Would you be interested in having your children attend the Minisink Charter School?
☐ Yes ☐ No ☑ Not Applicable

Comment:

MINISINK CHARTER SCHOOL

[redacted]

Ages: 6-7 years old

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

☐ Not Applicable

Comment: all of my kids are struggling to do their homework

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for in a public school?

Comment: a school that can help all children with their limitations.

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

Comment:

6) Is it best to send children to a school with small class sizes and more individual attention?
☑ Yes ☐ No

7) Would you be interested in having your children attend the Minisink Charter School?
☑ Yes ☐ No ☐ Not Applicable

Comment:

MINISINK CHARTER SCHOOL

NYC

[redacted]

Ages: 6-7- Years old

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

☐ Not Applicable

Comment: Children need more help tutoring.

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

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

Comment: Kids need mdvidual attention more.

4) What are you looking for In a public school?

Comment: More help For Kids

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

Comment: Smaller classeres.

6) Is it best to send children to a school with small class sizes and more individual attention?
☑ Yes ☐ No

7) Would you be interested in having your children attend the Minisink Charter School?
☑ Yes ☐ No ☐ Not Applicable

Comment:

MINISINK CHARTER SCHOOL

[redacted]

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

Ages: 3

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☐ Agree ☐ Neutral ☑ Disagree ☐ Strongly Disagree

☐ Not Applicable

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for In a public school?

Comment: for teachers to be more into childrens needs to care when they struggle and try to help.

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

Comment: more teachers, more help!

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

☑ Yes ☐ No

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

☑ Yes ☐ No ☐ Not Applicable

Comment: Alot of the time's Students need individual help.

MINISINK CHARTER SCHOOL

[redacted]

Ages: 5

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

☐ Not Applicable

Comment:

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for In a public school?

Comment: educational & emotional suppat for children with IEP

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

Comment: more outreach for parents to be involved with children educatan

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable

Comment:

MINISINK CHARTER SCHOOL

NYC

[redacted]

Ages: [redacted], [redacted] 6

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☐ Agree ☐ Neutral ☒ Disagree ☐ Strongly Disagree

☐ Not Applicable

Comment: I feel teachers should be more sensitive and aware with students with emotional behavior

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

☐ Strongly Agree ☐ Agree ☒ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for In a public school?

Comment: my children to be reading at their grade level

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

Comment: Diversity in the staff at School more staff of color

6) Is it best to send children to a school with small class sizes and more individual attention?
☒ Yes ☐ No Definately

7) Would you be interested in having your children attend the Minisink Charter School?
☒ Yes ☐ No ☐ Not Applicable

Comment:

MINISINK CHARTER SCHOOL

NYC

[redacted]

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

Ages: 5 years old

2) Do you feel the local elementary schools meet your child's educational needs

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

☑ Not Applicable

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

4) What are you looking for In a public school?

Comment: Good teachers, helpful educational programs, communication between teachers + parents.

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

Comment: Safer environment both in + out of school.

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

☑ Yes ☐ No

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

☑ Yes ☐ No ☐ Not Applicable

Comment:

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Minisink Harlem Charter School Interest

0

SUMMARY → DESIGN SURVEY → PREVIEW & SCORE → COLLECT RESPONSES → ANALYZE RESULTS → PRESENT RESULTS NEW!

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Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns.

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SAVED VIEWS (1)

EXPORTS

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SHARED DATA

RESPONDENTS: 2 of 2

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

Respondent #2

Edit Del

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, October 03, 2018 10:26:31 AM
Last Modified:	Wednesday, October 03, 2018 10:34:39 AM
Time Spent:	00:08:07
IP Address:	68.129.233.51

Page 1: Minisink Charter School Family Questionnaire

Q1

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

4

Q2

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

Strongly Disagree

Q3

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

Disagree

Q4

What are you looking for in a public school?

Individualized education, more arts programs like chess, karate,dance, music, robotics, arts and crafts. Also family events and PTA wl can be involved in decision making of the school

Q5

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

Bright and vibrant colors is classrooms and has, 2 teachers in classroom, open door policy for parents, lunch being brought in from a p not the typical public school artificial food.

Q6

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

Additional Comments::
This ensures that all children in the class are learning on their own level.

Q7

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

MINISINK CHARTER SCHOOL

Cuestionario Familiar

[redacted]

Cuántos años tienen sus niños o los niños que usted tiene a su cuidado?

12 y 6

¿Siente usted que las escuelas locales satisfacen las necesidades educativas de sus niños?

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Neutral ☐ En Desacuerdo

☒ En Desacuerdo ☐ Totalmente en Desacuerdo

Comentarios: Public school doesn't take the time to emotionally support some of our kids in our community who don't always come from the most stable enviroment

¿Siente usted que las escuelas primarias locales satisfacen las necesidades académicas e individuales de sus niños?

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Neutral ☐ En Desacuerdo

☒ En Desacuerdo ☐ Totalmente en Desacuerdo

Comentarios:

\\

¿Qué está buscando usted en las escuelas públicas?

Academic, emotional and social support for all children. Dont just address kids after the misbehave or act out.

¿Qué le gustaría ver a usted en una nueva escuela pública en su comunidad?

More male role models, more social etiquette support for our children.

¿Es mejor enviar a los niños a una escuela con clases pequeñas y más atención individual?

☒ Sí ☐ No

¿Le interesaría a usted que sus hijos asistieran a la escuela Minisink Charter?

☒ Sí ☐ No

Comentarios:

MINISINK CHARTER SCHOOL

Family Questionnaire

[redacted]

How old are your children or the children in your care? 6

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

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

☐ Strongly Agree ☐ Agree ☑ Neutral ☐ Disagree ☐ Strongly Disagree

Comment:

What are you looking for in a public school? More Cultural Arts

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

Higher learning programs / objectives

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

☑ Yes ☐ No

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

☑ Yes ☐ No

Comment:

MINISINK CHARTER SCHOOL

Scan the QR Code to Register



We are excited to announce that the Mission Society is launching Minisink Charter School located on Lenox at 142nd!

Launching in the fall of 2025, this new school will welcome kindergarten and first graders to engage with our innovative student-centered learning model.

Class sizes of **12 students per class**.
Only **3 classes per grade** - smaller than most private schools.

With a full size basketball court, a library, a dance studio, a theatre and a full science lab, and language and music lessons for all students. We will open with Kindergarten and first grade.

Space is available now for up to 75 students.

REGISTER TODAY

Minisink Charter School will feature hands-on learning experiences with experienced educators who embrace our unique, individualized approach to learning. Teachers will inspire creativity, collaboration, and critical thinking and emphasize community partnerships and family involvement to create a well-rounded educational experience.

If you are interested in enrolling your children The Minisink Charter School, sign up to show your support at minisinkcharterschool.org.

Enrollment

a. Enrollment Plan

Grade Span: We believe that starting as an elementary school is the best way to put our students on the trajectory to future success with a strong foundation in literacy, critical thinking, and habits of learning. We intend to open with a Kindergarten and 1st grade, a standard practice in successful charter schools, and add a grade each year, growing to serve grades K-5 at the end of the charter term. Our proposed grade span aligns with the configurations of local schools, which are either K-5 or K-8 schools. Should our charter be renewed we will apply to ultimately serve grades K-12 in subsequent charter terms.

Class Size: Small class size is a key design element of our school. It is our goal to enroll in each grade three classes of 12 students, or a total of 36 students per grade. This uniquely small class size fosters strong student-teacher relationships and more personalized learning. The enrollment table below reflects 14 students per class so we can over-enroll our classes at the beginning of the year, assuming (based on the experience of other charter schools in the community) that there will be some attrition in the fall and throughout the school year. In Year 1 we anticipate enrolling up to 84 students, growing to up to 252 students in Year 5.

Projected Enrollment Over First Charter Term

Grades	Ages	2020-21	2021-22	2022-23	2023-24	2024-25
K	4-6	42	42	42	42	42
1st	5-7	42	42	42	42	42
2nd	6-8		42	42	42	42
3rd	7-9			42	42	42
4th	8-10				42	42
5th	9-11					42
Totals		84	126	168	210	252

Backfilling: We believe that as a public school specifically designed to meet the needs of disadvantaged students, the Minisink Charter School should strive to serve as many students as possible. Therefore, we will fill all empty seats up to 12 students per class (36 per grade) throughout the school year and in all grades. We believe our small class size and caring school culture can embrace new students and provide the orientation and support they need to effectively join our school community and flourish.

b. Target Population Enrollment

Enrollment and Retention Targets: The table below shows our enrollment and retention targets based on assumed enrollment of 216 students in Year 5.

Enrollment and Retention Targets		
	Enrollment # / %	**Retention # / %**
Economically Disadvantaged	189 / 87.6%	168 / 88.6%
Students with Disabilities	53 / 24.6%	47 / 87.3%
English language learners	27 / 12.3%	24 / 90.4%

Student Recruitment: It is our mission to serve disadvantaged students in our community and our marketing materials will explain, among other things, the benefits of uniquely small class size, comprehensive literacy instruction, hands-on STEM learning, and an extended day and year, which are especially important for raising the achievement of at-risk students.

- **Economically Disadvantaged Students:** Our general recruitment practices will be targeted to disadvantaged families in the Harlem community. In addition, we will weight students who live in public housing more heavily in our lottery to ensure economically disadvantaged families have access to our school. Given the Mission Society's longstanding presence in the community and relationship with numerous organizations and stakeholders, we expect to distribute our marketing materials and application widely. For example, the Mission Society currently has connections to a variety of after-school programs, Head Start programs, day care centers, public housing tenant associations, and social service agencies that can disseminate information about the Minisink Charter School and its application process to disadvantaged families. These include the Harlem Commonwealth Council (HCC), the Harlem Congregations for Community Improvement (HCCI), Frederick Samuels (NYCHA) Tenant Association, the Savoy and Lenox Terrace Apartments, Catholic Charities (Kennedy Center), Sheltering Arms (including their Therapeutic Nursery and Early Learning Center programs), the National Action Network and the Metropolitan AME Church on W. 135th Street.
- **Students with Disabilities:** To recruit students with disabilities, our marketing materials will clearly describe our approach to progressive education and explain its benefits for students with disabilities, especially the enhanced attention provided by a small class size of 12 students. In addition, we will explain our special education program, including Learning Specialists (i.e., certified Special Education teachers) who will provide push-in and pull-out services to support individualized instruction, as well as dedicated staff to provide counseling and family support. The Mission Society currently works with a number of organizations that will help us get the word out to recruit student who may have special needs, such as Northside Center for Child Development (with outreach to Harlem students with developmental delays and IEPs). We will also work with Universal Pre-K programs to share information with potential families about our approach to

special needs. We have also already reached out to the District 5 Committee on Special Education (CSE), and will continue to do so once authorized.

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

Preferences: Should the school receive more applications than available seats, the Minisink Charter School will use a random lottery to select students. We will give preference in our lottery to students residing in CSD 5, siblings, and children of staff and Board members. We will also give one extra weight in our lottery to students from families living in public housing to increase the probability of enrolling economically disadvantaged students. Should this conflict with federal Charter School Program (CSP) grant funding we will modify our admissions approach to meet federal CSP requirements until they no longer apply. See Response 05d - Admissions Policy for more detail.

Retention: We believe the best way to retain students is to build strong, responsive relationships with students and their families and to provide a school that delivers results.

- **Economically Disadvantaged Students:** As a school designed for a predominantly disadvantaged population, our entire program is geared towards serving and ultimately retaining students. To accomplish this we use the following strategies:
    - Uniquely small class size and even smaller group instruction
    - Progressive pedagogy with student-centered learning
    - Performance assessment so students can demonstrate mastery of standards in multiple ways
    - A scholarly school culture built around community values, Responsive Classroom and Accountable Talk
    - Social-emotional learning with programs to develop pro-social skills and resiliency
    - Community building activities, including assemblies and school community meetings as well as parent teacher conferences

  - Effective communication systems, including newsletters, electronic student information systems, and a school website
  - Robust student support systems, including staff who connect with families and help them connect to the resources they need to support their child

- **Students with Disabilities:** Our special education program staff will identify students quickly, work closely with the Committee on Special Education (CSE) to develop or revise individualized education programs (IEPs) to best meet the needs of our students, and effectively implement IEPs. Within classes of 12 (initially up to 14) students, each student will constantly receive individualized attention. In addition, we will hire certified special education teachers, our Learning Specialists, to provide push-in and pull-out services, and our Dean of School Culture and Social Workers will provide counseling. We will also contract for other related service and leverage Mission's relationship with community health organizations to access services outside of the school for students and their families. (See Response 08ad - Specific Populations for a more detailed description of the Minisink special education program.)
- **English Language Learners:** All students will be viewed as emerging readers and writers and receive individualized literacy support across the curriculum. The key to our integrated ENL (English as a New Language) approach is going to be our comprehensive literacy program (including phonics, comprehension, vocabulary and grammar) coupled with small class sizes and dedicated Reading &Writing Specialists who will provide push-in and pull-out services for ELL students. ELL students will be tested annually to determine proficiency levels with services targeted to their specific needs. In addition, continual performance assessments for all students will allow ELL students to demonstrate their learning in subjects other than English language arts, regardless of their English proficiency. Having Dual Language Art classes taught in Spanish will build the confidence of Spanish speaking students as they mentor their English-speaking classmates. For all students who are non-Spanish-speaking, introducing study of the Spanish language and culture in Kindergarten will support their multilinguistic skills set and acumen. Finally, in addition to prioritizing the hiring of bilingual staff for our school, the Mission Society staff and the Minisink Board speak many of the languages spoken by families in our community. (See Response 08ad - Specific Populations for a more detailed description of the Minisink integrated ENL program.)

Enrollment Goals: Effective organizations are guided by clear and measurable goals. We will use the following internal goals to monitor our student recruitment and retention efforts and if necessary make changes with continuous improvement in mind:

- Minisink will maintain enrollment rates within 10% of projected annual enrollment.
- Each year Minisink will achieve an average daily attendance of 95% or higher.
- Each year 90% of all Minisink students completing the year will return the following school year.

Enrollment Monitoring: Our school will adopt a continuous improvement mindset and related practices, which require frequent evaluation of program implementation and assessment of our students' performance outcomes. First, our school leadership will use frequent observation and surveys of our staff to determine if our intended programs and related trainings have been implemented with fidelity, staying attuned to the need for additional professional development, time or other resources to satisfy our program requirements. Second, our school staff will constantly disaggregate data to discern the differences and trends for economically disadvantaged students, students with disabilities and ELL students. These data will include not only our students' academic assessment results, but other key indicators such as attendance, discipline, grade retention, and family engagement. For overall attrition, we will try to conduct exit interviews of any families that choose to remove their child, and look for any patterns in the types of students departing our school community. For our students with disabilities, we will pay close attention to their progress towards and achievement of their IEP goals. For our ELL students, we will track Fountas & Pinnell levels and annual NYSESLAT results to look for student growth in listening, speaking, writing and reading levels. We will use these analyses to evaluate how best to allocate our resources, as well as to inform our professional development, program selection and/or refinement, and our hiring and staff retention decisions.

c. Student Enrollment Table

GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School	36	36	36	36	36	4 - 6
1st Grade	Elementary School	36	36	36	36	36	5 - 7
2nd Grade	Elementary School		36	36	36	36	6 - 8
3rd Grade	Elementary School			36	36	36	7 - 9
4th Grade	Elementary School				36	36	8 - 10
5th Grade	*Elementary School*					36	9 - 11
Ungraded							
TOTAL		72	108	144	180	216	

Admissions Policy

The Minisink Charter School is a non-selective, tuition-free public charter school. Any child who is a resident of New York State and is qualified under New York State law for admission to a public school is qualified for admission. The Minisink Charter School does not discriminate against or limit the admission of any student based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. The Minisink Charter School will not require any action by a student or family (such as a tryout, audition, admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant either to receive or submit an application for admission to the school. The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law, which governs admissions to charter schools.

Recruitment: The Minisink Charter School is designed for the children of Harlem and the surrounding communities to provide students who are traditionally not given equal access to opportunity with an exceptional education. Student recruitment efforts will include:

- marketing materials and applications disseminated throughout Harlem with an emphasis on Community School District (CSD) 5 and nearby public housing developments
- marketing materials and applications translated into at least Spanish
- outreach to local pre-school and day care programs as well as local organizations and agencies (e.g., social services and public housing), and
- informational sessions to explain the school model and programs for at-risk students.

Recruitment activities and materials will clearly communicate that the Minisink Charter School welcomes students with disabilities and English language learners.

Admissions: In its admissions policies and procedures, the Minisink Charter School will not engage in any of the following:

1. Requiring parents to attend meetings or information workshops as a condition of enrollment;
2. Having an unduly narrow enrollment period; or
3. Requiring tryouts, auditions, admissions tests, interviews or essays.

For admission to the Minisink Charter School during the school's initial year, a student must be eligible to enter Kindergarten or the 1st grade. Every year thereafter, the school will add a grade level until it serves students in grades K-5. Admissions each year will be only for the grades offered by the school in the coming year. Each year the school will accept 42 students into each grade with the expectation that attrition will yield grade sizes of 36.

Applications: Applications for admissions will be made available at informational presentations, on our website, and by mail at the request of a student or family. The Minisink Charter School will use the New York State Charter School Uniform Application Form and it will be available in English, Spanish and any other language requested by parents. Applications will only ask for pertinent information. Families may choose on a voluntary basis to indicate that they are residents of public housing in order to be eligible for an additional weight in the lottery. If they choose not to so indicate they will not be eligible for additional weight in the lottery and will be weighted like any other student. Applications can be mailed, emailed, or hand delivered by April 1st. Applications submitted by mail must be postmarked no later than April 1st. If the number of timely submitted applications of eligible students for admissions exceeds the capacity of the grade level, students will be accepted for admissions from among the applicants by a random selection process (lottery).

Admissions Lottery: If the number of applications received exceeds the number of available seats available, the Minisink Charter School will conduct a lottery. The lottery will be independently observed by a disinterested party (8 NYCRR 119.5), a person who is not a board member or an employee of the school or Mission Society and who is not the parent, person in parental relationship, sibling, aunt, uncle or first cousin of any applicant to the school or of any student enrolled in the school. The lottery will be conducted in a publicly transparent, equitable and random manner.

The lottery will be held in the Minisink auditorium, which will be open and accessible to the public as required by NYS Education Law 2854 (2)(b) and is capable of accommodating up to 499 seated people. If it is anticipated that attendance will exceed this capacity, separated grade level lotteries will be held in separate locations and each lottery will be publicized in a manner consistent with Public Officers Law Section 104(1). At least one week prior to each lottery a public notice will publicize the lottery and the number of spaces available each year by grade level. Parents, guardians, persons in parental relationships and/or students will not be excluded from or required to participate in the lottery process.

Enrollment preferences will be provided in this order:

1. Returning students
2. Siblings of students currently enrolled
3. Students who reside in CSD 5
4. Children of staff or board members (capped at 15% of enrollment)

In addition, economically disadvantaged students will be weighted more heavily in the lottery for admissions to the school to ensure the school serves those with the greatest need. The school will run its lottery with one additional weight given to students from families living in public housing. Because we are enrolling students in Kindergarten, many families will not yet have demonstrated their eligibility for free and reduced price meals at the time of the lottery; therefore, we will use residence in public housing as the proxy for economic disadvantage. The school will only run the lottery once each academic year, and will not rollover the lottery waitlist from year to year.

After enough students have been selected via lottery to fill all available spaces, a waitlist for each grade level will be formed from the remaining names. This waitlist will be based upon the random selection from the lottery and will be the only official, legal document identifying the names, home addresses, telephone numbers and grade levels of grade-eligible students with applications to the school pending acceptance. When vacancies arise, based upon the order of random selection from the lottery, the school will then select families from the waitlist who will be contacted by phone, mail, or email. The waiting list will expire annually at the lottery drawing for the next school year. Students applying for admission after the lottery is conducted will be admitted throughout the year on a space-available basis or placed on the waiting list in the order in which they submit their application.

The school will admit students to fill vacant seats during the school year ("backfill") until enrollment reaches 36 students per grade. Whenever a vacancy occurs, in any grade, either prior to the start of a particular school year or at any time during the course of that school year, the Minisink Charter School will contact the parent of the student next on the appropriate waiting list. Reasonable and multiple attempts (at least 3) will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at the Minisink Charter School before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then the Minisink Charter School may remove the student from the waitlist. The school will document all attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Student Registration and Enrollment: Once the lottery has been conducted, the Minisink Charter School will, within three weeks of the lottery, notify parents and guardians of applicants by mail whether their child has been granted a seat at the school or if they are on the waiting list. The school will require each parent of a child who has been selected for admission to confirm within three weeks of this notification his or her intent to enroll or not to enroll the child in the Minisink Charter School by signing and returning a letter of acceptance. If the parent does not confirm within three weeks of notification, the child's name will be removed from the enrollment list. The notification letter will notify families of this policy. The school will require currently enrolled students to confirm in writing their intent for the student to remain in the school the next year.

Prior to the commencement of each academic year, families of children who enroll at the school must complete the enrollment process. As part of this process, parents must provide verification of residency. Proof of residency must be established by presenting at least two of the following documents:

- A residential utility bill (gas or electric) in the resident's name issued by National Grid, Con Edison, the Long Island Power Authority, or other utility service dated within the last 60 days;
- An original lease agreement, deed or mortgage statement for the residence;

- A current property tax bill for the residence;
- A water bill for the residence dated within the past 60 days;
- Official payroll documentation from an employer such as a form submitted for tax withholding purposes or payroll receipt; a letter on the employer's letterhead will not be accepted; must be dated within the past 60 days; and/or
- Documentation or letter on letterhead from a federal, state or local government agency, including the Internal Revenue Service (IRS), New York City Housing Authority, New York City Human Resources Administration (HRA), the New York City Administration for Children Services (ACS), or an ACS subcontractor indicating the resident's name and address; all must be dated within the past 60 days.

In addition to proof of residency, families must provide a copy of the student's prior year academic record, birth certificate, immunization record and completed vision exam. The Minisink Charter School staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms.

In compliance with the McKinney-Vento Act, the Minisink Charter School will immediately enroll students experiencing homelessness, even if the student is unable to provide documents typically required for enrollment (M-V Section 722(g)(3)(c)(i)). Students will have the right to attend classes while the Minisink Charter School requests and awaits student records from the former school (M-V Section 722(g)(3)(C); N.Y. Educ. Law § 3209(2)(e); 8 N.Y.C.R.R. § 100.2(x)(4)(ii)).

Voluntary Withdrawal: The Minisink Charter School is a public school of choice, both for application and for withdrawal. A parent may transfer their child to a different school at any time. A parent wishing to withdraw their child from the school will be asked to complete a request for student withdrawal form. The Minisink Charter School personnel will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, the Minisink Charter School will ensure timely transfer of any necessary school records to the student's new school.

Curriculum and Instruction

Progressive Education: The Minisink approach to teaching and learning is based on evidence-based research, the professional expertise of the founding team members and their experiences operating Mission Society's education programs, and visits to numerous innovative and effective schools throughout New York City. Research suggests greater achievement during early elementary development is largely associated with instructional strategies that promote higher-level thinking, creativity, and abstract understanding.[1] This view is consistent with our commitment to designing learning experiences that embody the seven tenets of progressive education quoted below that were originally developed for the formation of the Association for the Advancement of Progressive Education (later renamed the Progressive Education Association):[2]

- **Freedom to Develop Naturally:** Students should be provided with opportunities for initiative and self-expression in an environment rich with interesting and freely available materials.
- **Interest, the Motive of all Work:** Student interest should be satisfied and developed through 1) direct and indirect experiences with the world and its activities, 2) application of knowledge and integration of subjects, and 3) consciousness of achievement.
- **Teacher as Guide Not Taskmaster:** Teachers should be facilitators of small classes by encouraging student use of their senses; training students to observe and make judgments; mostly guiding students to use various sources of information, including lived experiences and books; providing support for student reasoning about acquired information; and expressing forceful conclusions reached logically.
- **Scientific Study of Student Development:** Student assessment should not be limited to grades but should include both objective and subjective reports on the physical, mental, moral, and social attention on the all-important work of student development rather than simply teaching subject matter.
- **Greater Attention to All That Affects the Student's Physical Development:** Health of the student should be the first priority of schools by providing adequate space for movement, good light and air, clean and well-ventilated buildings, and easy access to and frequent use of adequate playgrounds and the outdoors.
- **Cooperation Between School and Home to Meet the Needs of School Life:** Parents should know what the school is doing and why and ways to effectively cooperate; teachers should help parents develop a broad outlook on education and provide help by making school resources available.

[1] National Academies of Science, Engineering, and Medicine, 2015

[2] Pecore, J. L. (2015). Introduction: Aims of progressive education. International Handbook of Progressive Education, 53-59.

- **The Progressive School as a Leader in Educational Movements:** The school should be a laboratory of new ideas and lead movements in education, which add to the sum of educational knowledge, rather than schools being ruled by tradition alone.

The education model described below reflects these tenets in a variety of ways:

- Curriculum is culturally relevant and influenced by student interest
- Teachers encourage students to use a wide variety of activities to learn
- Teachers encourage students to learn by discovery
- Teachers use a wide variety of materials allowing for individual and group research
- Students demonstrate mastery in a variety of ways
- Teachers engage community resources and encourage service-learning projects

The Planning Committee for the Minisink Charter School deliberately selected curricula that reflect our commitment to progressive education and hands-on, inquiry-based learning. We will place a specific emphasis on literacy and STEM instruction because our students will come from predominantly low-income communities and will most likely enter school with limited exposure to books and may lack strong foundational skills in literacy, math and problem-solving.

Research by Stanford psychologists reveals that two-year-old children of lower-income families may already be six months behind in language development.[3] Studies have also found that students from low-income communities are exposed to approximately 30 million fewer words than children from wealthier families.[4] As a result, children in low-income communities have half the vocabulary knowledge of their peers in kindergarten. These factors can inhibit literacy development, and research shows that gaining reading proficiency by third grade is a strong predictor of high school graduation.[5]

Similarly, low-income students face significant barriers to developing STEM skills. High-poverty elementary schools are less likely to have the resources they need to teach math, less likely to provide hands-on science, and less likely to have access to science labs and materials. As a result, Stanford economist Raj Chetty has found that becoming an innovator in the United States has little to do with innate ability and is instead highly correlated with family income.

a. Curriculum Selection Process

Curriculum Development: Minisink will use Backward Design and Universal Design for Learning (UDL) principles to inform its curriculum development process:

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[3] Fernald, A., Marchman, V. A. and Weisleder, A. (2013), SES differences in language processing skill and vocabulary are evident at 18 months. Dev Sci, 16: 234-248. doi:10.1111/desc.12019

[4] Ibid.

[5] Feister, Leila. (2010), Early warning! Why reading by the end of third grade matters. Annie E. Casey Foundation https://www.ccf.ny.gov/files/9013/8262/2751/AECFReporReadingGrade3.pdf

Backwards Design: The Backwards Design process involves three steps:[6]

1. **Identify Desired Results:** Defining what students should be able to do, know, and understand provides the framework for student investigation and inquiry. Essential questions include:
    - What should participants hear, read, view, explore or otherwise encounter?
    - What knowledge and skills should participants master?
    - What are big ideas and important understandings participants should retain?

    To answer these questions, we will use New York State Next Generation English Language Arts and Mathematics Learning Standards, state tests, the NextGen Science Standards, and other state and national standards and assessments to establish the content knowledge, skills and habits required for genuine college and career readiness.
2. **Determine Acceptable Evidence:** Once the desired results are established, we must consider how students will demonstrate their knowledge, skills and understanding. Essential questions include
    - How will we know if students have achieved the desired results?
    - What is strong evidence of student understanding and proficiency?

    The school will employ a variety of assessment methods in order to give students multiple ways to demonstrate mastery and ensure standards-based assessments adequately address learning goals. Data on student performance will be collected regularly to develop clear and accurate learning profiles of each student. This also supports our commitment to using performance assessment.
3. **Plan Learning Experiences and Instruction:** Learning experiences will be designed to provide students with opportunities to grapple with grade level content, develop skills and build understanding. Essential questions include:
    - What enabling knowledge and skills will students need in order to achieve desired results?
    - What activities will equip students with the needed knowledge and skills?
    - How will students be taught and coached?
    - What materials and resources are required?

[6] Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching.

Teachers will use lesson plan templates to develop instruction that includes activities, materials, and teaching strategies designed to help students achieve desired results.

Universal Design for Learning: UDL is a set of principles that drive the development of curriculum in order to provide all individuals equal opportunities to learn. The three key principles of UDL are:

- **Representation:** UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material
- **Action and expression:** UDL suggests giving kids more than one way to interact with the material and to show what they've learned.
- **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest

Curriculum Guidance Resources: In order to ensure adequate coverage of standards and the horizontal and vertical alignment of curriculum, the Dean of Instruction will begin the curriculum planning process by creating a curriculum map for each subject that identifies which units will address each standard. Following the creation of a curriculum map, the Dean of Instruction, Master Teachers and other curriculum planners will create scope and sequences, organized by units of study. Grade level teacher teams will then work together to create unit overviews and lesson plans aligned to the guiding documents created by the Dean of Instruction. Ultimately, lesson plans will cite the standards being addressed to ensure focus and coverage.

Minisink Charter School Curriculum Structure

Tool	Description & Revision Process
Curriculum Maps	A curriculum map for each subject will show how the units progress over the course of an academic year. The Dean of Instruction will adjust curriculum maps as needed, in collaboration with Master Teachers and teachers.
Scope & Sequence	The Dean of Instruction will create Scope & Sequence documents for each subject. The Scope & Sequence will list essential questions and learning standards. This document will be edited by the Dean of Instruction, who will consult with the Head of School and Master Teachers.
Unit Overviews	The Dean of Instruction and Master Teachers will create unit overviews that outline learning goals, student goals, and assessments. This document will also include learning objectives for each lesson that are aligned to state standards

Lesson Plan Templates	The lesson plan template will be used by teachers instructional planning and will include lesson objectives, learning standards, introduction, guided practice, independent practice/group work, discourse, closing, differentiation notes, assessment/exit ticket, and reflection.

All teachers will receive the curriculum maps and scope and sequences for all subjects before the start of the school year and unit overviews throughout the year. Teachers will receive training in the summer in Backwards Design and UDL principles and work with the support of the Dean of Instruction and Master Teachers to create daily lesson plans that reflect the needs, strengths and interests of their students. While each grade will use common lesson plans, our small class size provides natural opportunities for teachers to adjust instruction to meet the needs of individual students, including students with disabilities, English language learners, students below grade level, and advanced students.

Curriculum Review and Revision: Throughout the year and at the end of each school year, all teachers will participate in discussions about the effectiveness of the curriculum and possible revisions. Learning, Reading/Writing and Math Specialists will bring a key perspective to these discussions regarding how well the curriculum is serving students with special needs. Using implementation and performance data will allow the Dean of Instruction, Specialists, Master Teachers, and Teachers to measure the impact of the school's curricula, identify curriculum gaps, and modify curriculum maps and scope and sequences each summer to prepare for the coming year.

Because Minisink's teachers will be looping with students for two years, there is a unique opportunity for teachers to reflect on how the previous year's curricula aligns across grades. In Project Based Learning and Social Studies, the Dean of Instruction will design curriculum around key themes that will be revisited and expanded each year. In Science, the Minisink Charter School will use the NextGen Science Standards, which are designed to build on prior knowledge. The Dean of Instruction and Minisink's Science Teachers will create vertically aligned science curricula that provides opportunities for students to increase their knowledge of the intricacies of the aquaponics system as they progress through each grade.

Curriculum Programs: When selecting curricula, Minisink Charter School consulted school administrators and educators from a number of high performing schools in the New York City area, as well as the experiences of the members of Minisink Charter School's Planning Committee. The core curriculum includes English language arts, STEM, social studies/history and project based learning, art/music, language other than English, and physical education. Once operational, the Minisink Charter School's Head of School and Dean of Instruction will be responsible for overseeing the selection and/or creation of the curriculum used by instructors with input from faculty and staff.

ENGLISH LANGUAGE ARTS: Minisink will provide a comprehensive English language arts program that addresses the development of reading, writing, speaking and listening skills.

- ***Reading:*** The National Reading Panel Report summarized several decades of research that outlined the components of effective reading literacy, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.[7] Moreover, Minisink will use Scarborough's Reading Rope as a guide to the creation of its literacy curriculum, ensuring students continuously build and strengthen their language comprehension and word recognition skills. As a result, we will be utilizing a balanced literacy approach that involves using various modes of literacy instruction and activities, including:
    - activities to build background knowledge,
    - activities to build vocabulary,
    - activities to build verbal reasoning skills,
    - activities to build literacy knowledge, such as concepts of print and knowledge of genres,
    - interactive read aloud activities,
    - phonological awareness activities,
    - explicit teaching of decoding skills,
    - sight word recognition,
    - shared reading,
    - guided reading,
    - independent reading,
    - shared writing,
    - interactive writing,
    - guided writing, and
    - independent writing.

    In choosing a reading curriculum, Minisink Charter School will select a reading curriculum based on a comprehensive, science-based approach, with the ultimate goal of developing confident, fluent readers
- ***Writing:*** Minisink Charter School will utilize a writing workshop model, in order to build strong writing skills. In the writing workshop model, teachers begin each lesson by modeling a specific writing strategy. Next, the teacher will lead students through a shared or interactive writing experience. Interactive writing experiences are aligned with the Minisink's goal of providing hands-on learning experiences for

[7] National Reading Panel (2000). Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports of the subgroups. National Institute of Child Health and Human Development, National Institutes of Health.

students. Students are given time to practice these strategies independently. The teacher will call small groups to a table to conference during the independent reading and writing part of the lesson. In addition to workshop style lessons that provide the time and space for students to develop their writing craft, we will also embed lessons on writing concepts, such as sentence structure, punctuation, and word choice. Throughout their academic year, students will be provided with opportunities to write various genres, including fiction, non-fiction, poetry, and more.

- ***Phonics & Phonemic Awareness:*** Systematic and explicit phonics instruction is identified as the most effective way to teach phonics. A systematic phonics program involves a carefully selected set of letter-sound relationships that are organized into a logical sequence. Explicit instruction means the program gives teachers very precise directions for teaching the relationships between sounds. Minisink will use the Wilson Fundations program for its phonics curriculum. Wilson Fundations is a multi-sensory language program designed for students in kindergarten through 3rd grade. The program teaches foundational skills including phonemic awareness concepts, uppercase and lowercase letter names, letter sounds, high frequency words, vocabulary, prefixes, suffixes, and handwriting. Minisink will also use literacy centers to reinforce phonics, phonemic awareness, and sight words in early elementary classrooms.
- **Speaking & Listening:** Part of the Minisink's mission is developing eloquent students, who are confident and highly skilled speakers and listeners. Minisink will use the Common Core Learning Standard's Speaking and Listening standards to create curricula and assessments related to these skills. Speaking and Listening is an excellent subject to combine instructional activities with performance assessment, from call and response to formal speeches and recitations to narrating multimedia presentations.

MATHEMATICS: We believe students need not only procedural knowledge about mathematics, but deeper conceptual understanding and the ability to apply what they know. Therefore, we will adopt two programs to provide a well-rounded mathematical education:

- **Cognitively Guided Instruction:** Students will participate in Cognitively Guided Instruction or CGI Math, which is a student-centered approach to teaching mathematics that aligns well with performance assessment. Research demonstrates that CGI Math provides a basis for continued learning and growth while centering student problem solving and thinking as central to the discovery of key mathematical concepts.[8] Students are asked to build on their natural number sense and learn different problem-solving approaches. In CGI Math, students will follow a protocol around solving word problems and sharing their solution. During CGI Math,

[8] Carpenter, T., and Franke, M. (2004). Cognitively Guided Instruction: Challenging the Core of Educational Practice.

teachers use word problems as vehicles for mathematical teaching. These word problems are selected strategically to highlight different Common Core mathematics standards and are based on real-life mathematical problems. The Dean of Instruction and Master Teachers will help to create weekly word problem lessons that are aligned with what students are learning during Singapore Math lessons. Students are asked to read the problem carefully, visualize and analyze the problem, solve the problem, and share their thinking with their peers and teacher. During the problem-solving process, students are encouraged to draw mathematical models and use manipulatives to solve problems. CGI Math aligns with our goals of providing hands-on, experiential learning, developing critical thinking skills, and building the communication skills of students.

- **Singapore Math:** Minisink will supplement CGI math instruction with the Singapore Math curriculum. Singapore Math focuses on foundational learning and deep mastery, rather than memorization and drilling. Visual learning is emphasized in this approach, as students are encouraged to use manipulatives like blocks and counters and draw models to explain their mathematical thinking. Since our teachers will be looping with their students, they will have a deep understanding of the mathematical abilities of each child. Research has found a positive impact from using this curriculum. For example, one study found "The Math in Focus program [the U.S. edition of the Singapore Math program] for elementary grade students showed significant growth for both higher ability and lower ability students in grades 3 to 5. The effect sizes for both groups of students at grades 3, 4, and 5 were large."[9]

STEM: Students in the Mission Society's after-school and summer programs currently participate in STEM programming. In the summer of 2017, the Mission Society's Summer Power Academy explored different careers in STEM as part of the summer theme. Each week, students studied a new field of STEM, including zoology, ecology, marine biology, botany, architecture, and engineering. As part of this theme, students participated in experiments and attended field trips related to each theme (e.g., visiting urban farms, botanical gardens, aquariums, and zoos). Minisink believes in using the physical classroom whenever possible to enhance student learning and will look for opportunities for students to engage in field trips and out-of-classroom learning.

- **Science:** Our Science Teachers will create their own STEM curriculum based on the Next Generation Science Standards (NGSS). These standards articulate grade level disciplinary core ideas (e.g., Physical and Life Science) that are aligned with Common Core Learning Standards in both English Language Arts and Mathematics. Science Teachers will collaborate with classroom teachers so scientific vocabulary and concepts are reinforced across the curriculum. By using the NGSS and by looping with the same class for two years, students will be able to build on their prior knowledge and pursue areas of interest as a class.

[9] Houghton Mifflin Harcourt (2017), Math in Focus Elementary Grades Efficacy Study

- **Aquaponics:** A major component of our STEM curriculum will be the aquaponics lab installed this year at the Minisink site. Once the Minisink Charter School opens, it will have dedicated use of this resource. Aquaponics is a sustainable method of food production combing aquaculture (the raising of aquatic animals) and hydroponics (growing plants in water with added nutrients). Students will be able to observe the tilapia, crayfish, field greens, and herbs as they grow and change. A significant benefit of the aquaponics lab is the production of food, such as field greens and herbs. Students will be able to harvest these vegetables, learn about the nutritional value of the food, and eat vegetables and herbs grown in the lab. This provides an opportunity for students to participate in cross-curricular, hands-on learning activities. For example, students will read and write recipes that contain ingredients from the school's aquaponics lab. Through the aquaponics lab, Science Teachers will be able to teach valuable STEM knowledge in an interactive and engaging way. When students enter the lab space, they will conduct daily observations of the aquatic and plant life. Science Teachers will create age-appropriate observation procedures and provide students with notebooks to record their observations and generate research questions. The Science Teacher will create subsequent lessons that help students answer these questions. Each grade will build on their prior experiences in the aquaponics lab to deepen their understanding of complex systems. Mission is currently working with the Cornell University Cooperative Extension to adapt their Grow with the Flow science curricula, which will provide a resource for the Minisink STEM program.
- **Engineering:** Students at the Mission Society's after-school programs also participate in a STEM curricula based on the Engineering Design Process. Each month, students receive a design challenge to complete in small groups. The steps of the engineering design process include identifying needs and constraints, researching the problem, developing possible solutions, selecting a promising solution, creating a prototype, testing the prototype, and redesigning the prototype as needed. Minisink's Science and classroom teachers will integrate such engineering topics into the science curriculum through projects and other performance assessments.

SOCIAL STUDIES: Social Studies and history provide opportunities for students to explore their community, engage in literacy activities, critical thinking and social emotional learning, and participate in research. Minisink will create social studies curricula that reflects and celebrates the diversity of the student body and incorporates the history of the Harlem community. Minisink will not offer a distinct social studies class, rather social studies content will be integrated into other subjects, such as reading historical texts and stories in English language arts or exploring cultures in arts and music classes. The Dean of Instruction, along with classroom teachers, will establish themes for each grade based on New York State Social Studies standards to focus integration of social studies content across the curriculum. Classroom teachers will also collaborate with art and music teachers to integrate social studies content.

- **Project-based Learning (PBL):** An important focus of Minisink's progressive education philosophy is our commitment to hands-on, experiential learning. Therefore, instead of a traditional social studies class or period, students at Minisink will participate in inter-disciplinary activities during scheduled PBL periods. Projects will align with grade themes and address our social studies goals and standards. Students will engage with concepts of identity, community, and family. They will explore their neighborhood and investigate how it functions. For example, students might build a three-dimensional neighborhood using art materials as part of a study of community. Kindergarten students will create a visual representation of their neighborhood by creating a three-dimensional "house" using art materials. Students will visit a number of places in their community, interview community members, and research the roles of different community members. Students in 1st grade will write a non-fiction text about someone who works in their community, incorporating knowledge gained from interviews, research, and field trips. As students age, they will begin to explore larger communities and the history of their city, state, and country.

ARTS & SPANISH: We believe in the importance of arts and language instruction in every grade. The Mission Society has long-standing relationships with many community arts organizations, including the Afro-Latin Jazz Alliance, The Harlem Symphony, and The Classical Theater of Harlem. Participants in Mission Society's after-school and summer programs participate in art, music, theater, and dance activities. The Mission Society has partnered with the Afro-Latin Jazz Alliance to run the GRIOT program, a free after-school music program for students between the ages of 8 and 18. At the GRIOT program, students had the opportunity to learn percussion and brass instruments, record music using computer software, and learn about the history of a variety of musical styles (with a particular emphasis on the music of the Afro-Latin diaspora). In addition to exposing students to music instruction, Minisink will provide students with opportunities to engage in a visual arts curriculum that will utilize various forms of media and techniques, such as textile creation, photography, and painting. Through visual arts, students will engage in hands-on activities, while gaining cultural and historical knowledge about various art forms, visual artists, and the historical importance of artistic expression. Minisink staff and students will benefit greatly from networking with staff members at the Mission Society who have experience operating these programs.

We also believe in the value of bilingualism, both in respecting and communicating a within multi-cultural community and the larger world and because of the general benefits to literacy development. For example, The National Literacy Panel on Language-Minority Children and Youth found that "there is clear evidence that tapping into first-language literacy can confer advantages to English-language learners… the research indicates that instructional programs work when they provide opportunities for students to develop

proficiency in their first language."[10] In addition, during our public outreach, community members and parents expressed strong interest in language instruction.

- **Dual Language Art:** Given limited resources in terms of time and staffing, Minisink will combine arts and language instruction into a unique dual language arts program. We will hire a Spanish speaking art teacher beginning in our first year and a part-time music teacher beginning in the school's fifth year. In addition to teaching age appropriate arts content, they will integrate the study of Spanish language and culture into their arts instruction. Students will learn Spanish vocabulary, history, music and songs. This will provide ELL students, many of whom we expect to be Spanish speakers, with unique access to the curriculum and native English speakers with the opportunity to experience being a new language learner. With input from the Dean of Instruction and each grade team's Master Teacher, these specialists will create their own lesson plans using the New York State Arts Standards, which include Media Arts, Music, and Visual Arts standards. This will result in art and music studies that are truly cross-curricular in nature and align with thematic units of study.
- **Language Other Than English (LOTE**): In the school's fourth year of operation, the school will hire a LOTE Teacher who will expand our students' Spanish language learning. This teacher will use New York State LOTE Learning Standards to align instruction with content learning in other subjects

PHYSICAL EDUCATION: At Minisink Charter School, we understand the importance of teaching students about living a healthy and active lifestyle. Minisink Charter School students will participate in weekly Physical Education classes. Throughout their time at Minisink, students will develop age-appropriate athletic skills, learn to play a variety of sports, develop teamwork and cooperative skills, and learn about making healthy choices regarding their diet and developing an active lifestyle. In Physical Education classes, students will learn to understand how their behaviors influence their overall health. Students will also develop cardiovascular strength, stamina, balance, muscle strength, flexibility, agility, and muscle endurance, while learning about different muscle groups. Minisink Charter School will use the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences, in order to shape the Physical Education curriculum.

RECESS AND QUIET TIME: Ample evidence indicates that students benefit from free play and breaks from formal instruction. "Research demonstrates that developmentally appropriate play with parents and peers is a singular opportunity to promote the social-emotional, cognitive, language, and self-regulation skills that build executive function and a prosocial brain… Play is not frivolous: it enhances brain structure and function and

[10] August, D., & Shanahan, T. (2006). Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth. Mahwah, NJ: Lawrence Erlbaum Associates.

promotes executive function (i.e., the process of learning, rather than the content).[11] The United Nations Convention on the Rights of the Child established the right to engage in play that is appropriate to the age of the child.[12] Many other high performing countries such as Finland provide students with frequent unstructured breaks from instruction. There is growing understanding of the benefits of play in the United States, particularly at schools that adopt a progressive education approach. Thus, at Minisink Charter School, all students will have a daily recess, choice time, or quiet time, during which they will engage in age-appropriate play. During these periods, teachers play a significant role; they act as observers and facilitators and document student progress and achievement.

- **Choice Time:** At Bank Street School for Children students participate in "Work Time," a time when students are able to investigate personal areas of interest, engage in imaginative play, and make independent choices about their learning. Play is viewed as an essential piece of all children's development, as well as the "child's primary mode of expression and of learning about the world." At Minisink teachers will include structured opportunities for choice time during classroom instruction. During choice time, students will have opportunities to read, write, work with clay, or draw.
- **Recess:** In recent years, more time has been allocated to academic subjects, rather than providing time for students to play. Studies find that the time scheduled for recess decreases as children age and students from lower socio-economic status and urban communities have less recess time than their more affluent or suburban dwelling peers. Recess provides opportunities for students to participate in physical activity, which has been shown to improve academic and personal performance. Recess can help students achieve 60 minutes of physical activity per day, which is advocated by the American Academy of Pediatrics. [13] Recess also has cognitive and academic benefits because it allows students to explore an "unstructured social environment," reduces stress, and helps children be more attentive and focused in the classroom. Minisink will make use of the school's regulation-size gymnasium and outdoor spaces in the community to provide daily recess.

SOCIAL-EMOTIONAL LEARNING: We believe in addressing the social and emotional needs of students and explicitly teaching social emotional skills. Currently, the Mission Society's after-school programs participate in a social-emotional learning curriculum called Mission: Success, which is based on the widely used CASEL Competencies (self-management, self-awareness, relationship building, responsible decision-making, and social awareness). Along with the Responsive Classroom approach and MINISINK values,

[11] Yogman et al, The Power of Play: A Pediatric Role in Enhancing Development in Young Children The Power of Play: A Pediatric Role in Enhancing Development in Young Children, *Pediatrics* September 2018, VOLUME 142 / ISSUE 3

[12] United Nations Human Rights Office of the Commissioner. Convention on the Rights of the Child. 1989.

[13] https://brightfutures.aap.org/Bright%20Futures%20Documents/PhysicalActivity.pdf

our school will utilize Mission: Success and the Yale RULER curriculum to promote social-emotional learning.

- **Mission:Success:** This program is a three-year curriculum, consisting of 105 lessons, based on CASEL's model of five SEL competencies. Year 1 is primarily focused on responsible decision-making and self-management, Year 2 introduces students to concepts of self-awareness and relationship skills, and Year 3 covers social awareness as well as additional topics in self-management. Weekly lessons engage students in small-group and individual activities as well as discussion to support positive classroom culture and community building, through the development of impulse control, goal-setting, problem-solving, and self-reflection all of which dovetail with Yale RULER and the Responsive Classroom model. Mission: Success was developed based on input from Mission Society's afterschool staff regarding the competencies and needs of their students. The curriculum incorporates opportunities for assessment and feedback through staff and student surveys, as well as classroom discussion.
- **RULER:** This acronym, which stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions, is an evidence-based approach to teaching SEL and Emotional Intelligence specifically in school settings. It provides a framework that integrates SEL school-wide, creating a shared language amongst students, staff, teachers, and parent/guardians such that all parties are able to understand expectations and communicate effectively. The structure of RULER consists of four strategies: the Charter that standardizes school norms, the Mood Meter that supports social- and self-awareness, the Meta-Moment that encourages thoughtful responses in emotionally-charged situations, and the Blueprint that supports processes of conflict resolution. We selected the Yale RULER program for a number of reasons, including the significant amount of support provided by the Yale Center for Emotional Intelligence. Moreover, recent studies show that schools using RULER have better academic performance, improved emotional intelligence and social skills, decreased anxiety and depression, and students are less likely to bully other students. [14] Teachers have also reported having better relationships with students and other members of administration and an improved school climate. [15] The Yale Center for Emotional Intelligence provides training and ongoing technical assistance for administrators, teachers, and counseling staff in order to ensure model integrity at the school site. Minisink Charter School staff will also have access to online resources. Scholastic has recently partnered with Yale Center for Emotional Intelligence, resulting in the creation of Scholastic's "Our Best Selves" SEL curriculum. Given Minisink's existing relationship with Scholastic, we will be

[14] Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving classroom quality with the RULER approach to social and emotional learning: Proximal and distal outcomes. American Journal of Community Psychology, 51(3-4), 530-543.

[15] Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and emotional learning. International handbook of emotions in education, 368.

able to leverage these resources to further enhance the SEL and literacy components of the Minisink experience.

Curriculum Resources: Minisink's progressive education approach means that students will be participating in hands-on, inquiry based instruction.

- **Literacy:** Minisink will purchase the Wilson Fundations curriculum in order to provide explicit, systematic phonics instruction, and the reading and writing curriculum resources. A major curriculum component will be the availability of high quality, engaging literature featuring diverse characters and topics. High quality literature will be used as mentor texts to drive reading and writing lessons. Books will also be used to enrich our social-emotional learning, STEM, and social studies curricula. These books will feature diverse characters, settings, and topics. Age-appropriate non-fiction texts will provide opportunities for students to research and gain a deeper understanding of STEM concepts..
- **Math:** Minisink will also purchase curriculum materials to support the implementation of the Singapore Math curriculum and Cognitively Guided Instruction. For example, the school will be purchasing math manipulatives, such as colored blocks, Unifix cubes, base ten blocks, digital and analog clock learning tools, money manipulatives, rulers, hundreds charts, and number lines.
- **Aquaponics Lab:** The Mission Society has already secured funding for and is currently in the process of building a state-of-the-art aquaponics lab in the Minisink building. The lab was designed by renowned scientist Philson Warner, who developed and patented the recirculating nutrient drip technology used in most hydroponics and aquaponics systems today. It includes a 10 x 4 x 3 foot ovoid tank that will house tilapia and freshwater crayfish so that students can witness interspecies cohabitation, and observe nutrient rich water from the 900 gallon fish tank pumped through a biological filtration tank and up into a tube system in which field greens will be grown in a water-based medium with overhead lighting. The lab will include a SMART Board, which will allow students and teachers to interact with technology in a variety of ways. Students will be able to watch videos, see science demonstrations, record their thinking, and conduct scientific research in a lab setting. The aquaponics lab will be available to the school when it opens in fall 2020. During the prior school year, the aquaponics lab will be used by Mission Society education programs as well as local district schools. We are currently working with Cornell University Cooperative Extension to adapt their *Grow with the Flow* science curricula to an elementary school audience and to expand it to include aquaponics (currently a middle school hydroponics curricula).

b. Assessment System

Our assessment system is designed to help students develop as active learners within our school community and as engaged citizens in the broader social context. The assessment structure at Minisink is designed from a balanced assessment perspective incorporating

three types of assessments: diagnostic, formative, and summative tools. Each of these assessment types will be implemented through an approach emphasizing assessment ***of*** learning (to identify student needs); assessment ***for*** learning (to guide ongoing instruction); and assessment ***as*** learning (to encourage metacognition and self-reflection).

Performance Assessment: We have adopted the following set of principles that undergird our assessment system and are consistent with the philosophy of the Massachusetts Consortium for Innovative Education Assessment, a leader in developing performance-based assessments:

- Multiple measures provide a comprehensive summary of student learning and school progress;
- Curriculum-embedded assessments that are developed by teachers ensure student performance assessments reflect instruction; and
- Performance-tasks present the opportunity for students to demonstrate what they know through real-world application.

Rather than rely on standardized testing that too often narrowly defines student achievement, the Minisink assessment system is designed to assess student problem-solving abilities, creativity, habits and communication skills through performance assessment. As for the key characteristics of performance assessment, they are: complex, authentic, process/product-oriented, open-ended, and time-bound.[16] Performance assessment also changes the way educators teach. One report found that "in implementing performance-based assessment, teachers changed their instructional practice to do the following: emphasize cooperative work; focus more on writing, problem solving, and real-world, hands-on activities; and deemphasize rote learning and teaching."[17] Performance assessment is used in many high performing schools, including Envisions Schools, a charter management organization in San Francisco. It is also a key feature of the highly esteemed International Baccalaureate Diploma Program.

Minisink's assessment culture is also designed to help students with disabilities and English language learners excel through the use of multiple entry points, engaging learning opportunities and multiple assessment types. These students will be provided with supports specific to their needs in order to participate in performance-based assessment.

Minisink Assessment Overview

Diagnostic Assessments		
Assessment Type	**Rationale**	**Frequency**
Fountas and Pinnell Running Record	Student reading levels, fluency and comprehension will be measured throughout the year vis-à-vis	Within the first 10 days of entrance

[16] Patricia Hilliard (2005). Performance-Based Assessment: Reviewing the Basics

[17] Koretz, D. M., Mitchell, K., Barron, S. I., & Keith, S. (1996). The perceived effects of the Maryland School Performance Assessment Program: Final report (CSE Technical Report No. 409). Los Angeles: University of California, Center for the Study of Evaluation.

	national expectations of student reading progress.	
Early Childhood Assessment in Math (ECAM)	ECAM identifies specific areas of growth in mathematical understanding.	Within the first 10 days of entrance
New York State Identification Test for English Language Learners	This test is the state-wide exam used for English Language Learning identification (ELL Students Only).	September/upon enrollment Within the first 10 days of entrance
Formative and Summative Assessments		
Assessment Type	**Rationale**	**Frequency**
Performance tasks aligned to Common Core Standards	Tasks will assess student mathematical, literacy, science and social studies understanding and progress in authentic and meaningful contexts.	2 per unit; every 4-6 weeks
Oral presentations and/or group discussions	Student led presentations (such as school-wide science fairs and literacy publishing parties) and discussions accompanied with specific teacher observational notes using a system such as the New York City Learning Record for Young Children will facilitate comprehensive student assessment practices.	1 per unit; every 4-6 weeks
Fountas and Pinnell Running Record	Student reading levels, fluency and comprehension will be measured throughout the year vis-à-vis national expectations of student reading progress.	Quarterly (at min. 3 times a year) – at discretion of teachers to assess more frequently for intervention purposes
Wilson Fundations	This program provides essential strategies to support student development in phonics	Weekly unit tests
Writing Performance Tasks	Early writing, including narrative, informational and persuasive writing, will be assessed using specific rubrics that identify areas of focus to improve student writing.	Throughout the year, as needed
Developmental writing rubric	This rubric will assess student stages of writing development along a specific writing continuum from pre-conventional, emerging,	Throughout the year, as needed

	developing, beginning and expanding writing skills.	
YOPP-Singer Test of Phenome Segmentation	Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, this assessment is especially helpful in early identification of areas where further instruction is needed.	Throughout the year, as needed
Summative Assessment		
Assessment Type	**Rationale**	**Frequency**
New York State ELA and Math Tests	Student progress in meeting state ELA and Math standards	Each spring on dates set by the New York State Department of Education
New York State English as a Second Language Test (NYSESLAT) (Speaking portion)	Student progress in developing English language proficiency (ELL Students Only)	April 9 - May 18 individual school selected date(s) – speaking portion
New York State English as a Second Language Test (NYSESLAT) (Reading, writing, and listening portions)	Student progress in developing English language proficiency (ELL Students Only)	May 7 - 18 individual school selected date(s)

Consideration was taken to identify assessments that are aligned to state standards and test, consistent with our progressive education philosophy, suitable for a range of learners, and appropriately prepare students for college readiness.

Diagnostic Assessments: Prior to beginning school and within the first month of school all enrolling students will complete diagnostic assessments designed to gauge learning and developmental aptitude. For example, students will complete a math assessment such as the Early Childhood Assessment in Math (ECAM) to help gauge mathematical reasoning skills upon enrollment and identify skills to target for instruction. The New York State Identification Test for English Language Learners (NYSITELL) will be administered to identify students who qualify for English as New Language (ENL) services. We will use the Fountas and Pinnell Running Record system for literacy to assess student skills in reading fluency and comprehension. We will use an assessment system such as RyeCatcher to capture information about conditions at home, demographics, risk factors, and academic, non-academic and social-emotional learning needs. This service will serve as a tool to help staff quickly collect key information from students and guardians about our student and family community.

Formative Assessments: At Minisink, student data will be collected on an ongoing basis to inform evidence of learning. Evidence-based formative assessments may include

student summaries, reflections, visual representations of information, and collaborative activities. Other formative assessments will include exit tickets, quizzes, oral presentations, and participation in class discussions. Specific standards-based rubrics will be developed and implemented to assess student progress. Students will also have access to hands-on opportunities to demonstrate learning, including designing and implementing experiments, solving design engineering challenges, and demonstrating other research techniques. Typically two performance assessments will be part of every unit. The Dean of Instruction and teachers will use data to improve instruction and target specific skills and standards. For example, teachers will use data to inform decisions about student grouping and the selection and modification of curricula and academic activities.

Summative Assessments: Each year students will demonstrate their knowledge along multiple pathways to mastery of specific skills through a range of media including portfolios and performance-based assessments. These assessments will be accompanied by teacher observation notes and feedback to inform student learning, teacher planning and parent and student understanding of student growth.

Internally developed performance tasks will be administered every four to six weeks to gauge student growth and learning in math and literacy. Science and social studies assessments will occur at the end of units, though their content will frequently be integrated into literacy and math performance assessments.

- **ELA:** Using Wilson Fundations coupled with additional performance tasks for reading and writing, we will assess phonemic development and early writing ability including the ability to read and write narrative, informational and persuasive texts. Additionally, given our overall deep commitment to designing a literacy-rich immersive environment where our students develop a deep understanding and ability in use of language, the ability to identify letters, sounds and patterns of speech will be assessed via the YOPP-Singer Test of Phoneme Segmentation. Student stages of literacy development will be assessed using a developmental writing checklist. Finally, students in grades 3-5 will take the state ELA exam each year.
- **Math:** Curriculum-based assessments from the Singapore Math program will be supplemented with school-designed assessments based on CGI. CGI is specifically focused on problem-solving and well suited to performance assessment. In addition, students in grades 3-5 will take the state Math exam each year.
- **Science:** Given our school's intentional focus on cultivating STEM interests, we will have a summative science project that will include portfolios and the opportunity for students to collectively showcase their work and learning through experiences such as an annual science fair. In addition, our 4th grade students will take the state Science test each year.
- **Language Proficiency:** The New York State English as a Second Language Test (NYSESLAT) (Speaking) will be administered to students in April or May who are

learning English as a new language or qualify for English Language Learner services. The reading, writing, and listening sections of the exam will be administered in May of the school term.

The Head of School and Dean of Instruction will be the key leaders of the assessment system; however, teachers in collaboration with the Data Specialist will also be expected to take initiative and ownership of designing a student-centered and data-informed approach to assessment.

Assessing Minisink Values: Progress in key Minisink values such as compassion, social responsibility, eloquence and ingenuity will be cultivated and assessed through a robust structure that includes school culture, teacher practices, student practices, and parent engagement strategies. The Dean of School Culture will work closely with classroom teachers to develop grade-level and/or school-wide expectations for these values that complement how students will be assessed during discussions and oral presentations. For example, students will be expected to demonstrate high levels of growth in areas that include self-assurance and elocution as part of their academic presentations (see Minisink Charter School Rubric for Student Discussions and/or Oral Presentations in Response 23b - Supplemental Attachments).

Additionally, administration and teachers will use class observations to assess the extent to which student voice and questioning is encouraged through classroom observations, and administer and collect self-assessments and surveys from parents, students and teachers on self-esteem and eloquence of students. With regard to social responsibility and compassion, the Dean of School Culture, teachers and Data Specialist will: 1) set kindness goals and track the number of Acts of Kindness that are recorded and/or announced; 2) conduct surveys and host focus groups to gauge staff and student sense of development in social responsibility; and 3) track the number of school wide service hours. Ingenuity and creativity will be assessed through tracking the number of hours students participate in STEM challenges. The Dean of Instruction and Head of School will assess the depth of knowledge and questioning presented to and offered by students.

In these ways, the goals of compassion, social responsibility, eloquence and ingenuity will be communicated daily and woven into the fabric of the community. Given our focus on hands-on progressive education, students will also participate in culminating projects tied to specific grade-level themes. Participation in school-wide enrichment experiences, such as regular publishing parties and science and/or STEM fairs in which students showcase their problem-solving ability, ingenuity, and eloquence, will demonstrate the centrality and agency of Minisink students in their academic success and growth. Academic learning will serve our social emotional learning goals for students so that they develop holistically - in the classroom, on the playground, and beyond.

Assessment Selection and Creation: The Dean of Instruction, in close partnership with the Head of School, will serve as the primary architect of the culture of student-centered data-driven teaching and learning at Minisink. Using state and other standards as the basis for assessment and curriculum design, assessment tools will be designed by teachers and the Dean of Instruction during summer preparation periods and common planning

sessions during the school term to maximize student learning potential. We intend to create performance tasks using the Quality Performance Assessment framework,[18] which encourages schools to:

- **Collaborate:** Cultivate professional communities of practice and educator learning within schools and districts.
- **Align:** Create a clear vision and mutual understanding of the knowledge, skills and dispositions students are to acquire.
- **Design:** Adapt or create, and implement, tasks with rubrics.
- **Analyze:** Score work reliably, then collect and analyze data to develop a set of validated assessments as models, and use the data to improve instruction and assessment.
- **Lead:** Commit to and enable a culture of trust and support for assessment work, enabling reflective, collaborative work and moving initiatives forward.

With guidance from our Head of School and Dean of Instruction, grade level teams will collaboratively develop performance assessments. They will start by defining clear learning objectives, i.e., what it is they want to assess, which may include multiple learning objectives and standards in a single assessment. They will set task parameters that establish:

1. Genre of performance to measure (e.g., scientific inquiry, literary analysis, or mathematics application)
2. Communication methods (e.g., written paper or report, multimedia product, oral presentation)
3. Resource requirements (e.g., independent research or teacher-provided content)
4. Choice (e.g., topics, demonstration methods, independent or collaborative) [19]

Based on the nature of the knowledge or skills being assessed, performance tasks may include discussions, portfolios, projects, experiments or presentations. They will require students at all grade levels to participate in activities that demonstrate their written and spoken communication skills. In addition to ongoing professional development, our instructional staff will have access to a variety of resources to support their use of performance assessment, such as the New York Performance Standards Consortium and the National Association for the Social Studies' Performance-Based Assessment Clearinghouse.

Rubrics will be used to evaluate the quality of performance tasks. These rubrics will determine alignment to CCSS, incorporation of key instructional CCSS shifts, and inclusion of instructional supports to meet the needs of students with a range of learning differences. Examples include:

[18] Quality Performance Assessment: A Guide for Schools and Districts, published by CCE in 2012
[19] The School Redesign Network at Stanford University. What is Performance-based Assessment?

- tools based on the Educators Evaluating the Quality of Instructional Products (EQuIP) model
- a rubric that gauges student mathematical performance adapted from the New York Performance Standards Consortium.
- a rubric evaluating oral presentation skills adapted from the ReadWriteThink Oral Presentation Rubric

Performance assessment products will then be evaluated using common rubrics that grade teams create and norm through collaborative planning and grading. Benchmark work samples will be created and/or collected to define levels of performance. The school will develop some rubrics for holistic scoring as well as analytic rubrics to target specific content and skills based on individual unit objectives and standards. A Mathematical Performance Task Rubric and Observation Recording Sheet based off the New York City Learning Record for Young Children are included in Response 23b - Supplemental Attachments. In some instances, performance assessments will be viewed and even evaluated by outside audiences, including parents and other community members.

Validity and Reliability: To ensure the validity and reliability of assessments, the Dean of Instruction will have experience in developing school assessments and will work closely with the Reading/Writing, Math and Learning Specialists to ensure assessment tools are closely aligned across grade levels and subject areas with Common Core Learning Standards. Performance-based tasks will be reviewed by grade level teams and evaluated by instructional leaders and specialists before they are administered to students.

Prior to grading assessments, multiple teachers will grade a sample student work and compare results as part of the norming process. This norming process will be led by the Dean of Instruction and help standardize expectations across grades levels within specific content areas. Professional development specific to assessments and collaborative planning time will be available for teachers to participate in assessment design, norming and review. The Dean of Instruction will plan and lead these sessions in consultation with the teaching staff to ensure these experiences specifically address teacher learning needs and expectations of the assessment structure within Minisink.

To further ensure the validity of assessments the Head of School and Dean of Instruction will work closely with an independent review panel that includes representatives from institutions such as Bank Street and Hunter Colleges. This panel will help evaluate the soundness of performance tasks to ensure they are consistent with the progressive educational model and appropriately assess student growth in key grade-levels, skills and understandings. Using a tool such as the Center for Collaborative Education validation rubric, the panel will exist to ensure the assessments are on par with national expectations of rigor, growth and achievement and appropriately prepare students for long-term post-secondary success.

Administration and Data Collection: Teachers will administer and score assessments and track assessment data with support from the Data Specialist. The Dean of Instruction and Head of School will support teacher development in helping prepare teachers to effectively administer and score assessments and archive assessment data in MasteryConnect, a centralized data management system. The Data Specialist will report to the Director of Operations and support educational and administrative staff to use data for continuous improvement of student outcomes and overall school performance.

Use of Assessment Results: Our investment in MasteryConnect will facilitate ease of reporting to a range of stakeholders, including staff, students, parents, and Board members. MasteryConnect can provide assessment of any content, track real-time mastery progress, produce standards-based student reports and allow administrators and teachers to create standards-based assessments. The system will help identify groupings of students in need of additional support and/or advanced work in a range of subjects. Additional teaching staff and specialists will use data to develop interventions that will include monitoring at-risk students. In addition to a multi-tiered intervention strategy, teachers will work closely with in-house subject specialists and the Dean of Instruction to identify, design and provide access to appropriately differentiated and high-quality activities to meet the range of student need. Learning Specialists (certified in Special Education) will also provide small-group and/or individualized support as needed to aid student growth and learning using student data as the basis of these individualized support services.

Qualitative data will be collected on an ongoing basis on each student to develop student learning profiles that help future educators understand the unique talents and challenges each student may face to thriving. These data will be available in the school-wide data management system and are meant to encourage ongoing learning, responsive instruction and ongoing goal-setting. Qualitative student data will also inform instructional design and ongoing social and emotional supports.

Individual student data will be used to target specific areas of celebration and focus needed to move students further along the continuum of learning toward mastery. Additionally, student data will inform the development of instructional approaches that best help students learn depending on their range of learning styles and preferences. Also, this data will inform the development of key sub-groupings as a facet of the multi-tiered intervention support structure. Student data will also provide insight into which groups of students need additional extension opportunities to maintain an accelerated pace of learning.

- **Teachers:** Teacher data sharing will be facilitated through MasteryConnect. This system will also support professional development (PD) purposes, including weekly and monthly PD sessions that will be aligned to data findings. Data will be the basis of much of teacher activity in developing instruction, identifying points of differentiation to meet student needs, identifying rich content connecting student interests to learning opportunities, communicating with parents, recognizing and

celebrating growth and helping students set and achieve goals specific to their learning trajectories.

- **Administrators:** An in-house Data Specialist will help to collect student data that will be analyzed by the Dean of Instruction and Head of School. Student cohort data and school wide results will help shape the vision for specific, measurable and meaningful grade-level, content-level and school-wide planning and goal-setting. Student data will inform the design of a multi-tiered approach to academic intervention. It will also inform program evaluation and faculty evaluations.
- **Board of Trustees:** Board members will also have access to tailored data reports to help them monitor the school's progress. Aggregate, non-identifying, school-wide data divided among a number of sub-groups, including economically disadvantaged students, students at risk of retention, specific grade-level, subject, special populations, including students with special education and/or English as New Language needs will be made available. In so doing, the Board will hold the administration accountable for high academic outcomes and helping all students develop fully and appropriately. Additionally, the school's Accountability Plan will serve as the guide for internally assessing the school's overall performance. The Head of School will be the chief administrator responsible for guiding, evaluating and communicating the effectiveness of the school with the use of data in close partnership with the Board.
- **Families and Students:** We envision parents and students as our partners along the journey to academic excellence and believe it is important for families to remain abreast of their child's academic progress. Therefore, we will train parents in use of the data management parent portal to facilitate access to student records. Progress reports will be made available within the first six weeks of school, by the midway point and the end of the school year. Parents will be encouraged to use these data to inform at home and out of school activities and conversations to reinforce and stretch learning beyond the confines of the school, especially during summer and other academic break periods. In this way, the Minisink school community will encompass students, staff and our families as partners in the effort to maximize student learning potential. Using resources such as the Parents' Guide to Student Success, developed by the National Parent Teacher Association, and resources provided by the National Center for Families Learning (see attached Letter of Support), will help Minisink plan and implement meaningful parent events. Parents will be able to learn about the state standards and ways to support their child's academic development at home. Students will also be provided ongoing opportunity to set their own goals using their data as a means of empowering student metacognition, goal setting and executive-functioning skills based on age and grade appropriate expectations.

c. Instructional Methods

The founders of Minisink believe that our education philosophy, curriculum, and instructional practices described in this section reflect best practices in education and will meet the needs of all students, but most especially at-risk students, including students with disabilities, English Language Learners, and low-income students. The following instructional practices are supported by research and have been shown to be most effective when delivered to at-risk students.

Small Class Size: At Minisink, the uniquely small class size of 12 students presents the opportunity for truly personalized instruction. It provides students with increased opportunities for active participation in class discussions and more frequent interaction with teachers and peers. Moreover, teachers will be able to gain a more thorough understanding of the academic needs of each individual student and well as the whole class (which will be further enhanced by the practice of looping for two years with the same students). As a result, teachers will be able to more effectively differentiate instruction for a variety of learners. With one teacher dedicated to each class plus specialists who will push in, there will be frequent opportunities for whole group, small group, and one-one-one instruction.

Literacy Instruction: Minisink teachers will make use of small class sizes to use a variety of instructional techniques to develop literacy skills. Whole class instruction will be used for Read Alouds to model reading strategies. Small group instruction will be used for guided reading; teachers will typically meet with groups of about four students at the same lexile level to work on a specific literacy strategy while the remaining students in the class rotate through literacy centers where they will work independently or in small groups. Students in 3rd through 5th grade will participate in Literature Circles and Book Clubs, in order to receive age-appropriate, tailored instruction. Learning Specialists and Reading & Writing Specialists may also push in to work with small groups or pull groups of students, such as ELL students, from within or across classes for targeted intervention.

Project-Based Learning: Students will regularly participate in project based learning (PBL) periods that integrate Social Studies, STEM, Social Emotional Learning, and Technology. PBL is designed to engage students in hands-on, real world problem-solving exercises. Research suggests greater achievement during early elementary development is largely associated with instructional strategies that promote higher-level thinking, creativity, and some abstract understanding (National Academies of Science, Engineering, and Medicine, 2015). Project-based learning is a teaching approach in which students gain skills and knowledge by working for an extended period of time on an engaging, authentic, and complex question, problem, or challenge. The teacher serves as a facilitator as students grapple independently. The teacher can guide students towards a specific topic, but still allow the student to pursue their personal interests within the topic. For example, a teacher might say that the class is learning about urban planning, but the students are allowed to gravitate towards a specific aspect of the theme like architecture or transportation systems. Giving students more input into their learning will have a significant impact on student engagement. Finally, projects culminate with presentations of learning to teachers, staff, parents and/or other community members, in alignment with our progressive education philosophy and performance assessment.

Our weekly schedule includes dedicated PBL time. Teachers will receive training on how to develop cross-curricular projects that inspire critical thinking and how to facilitate inquiry-based lessons in order to create learning situations in which students need to use problem-solving strategies. As an example, a cross-curricular task is attached that invites students to apply learnings in aquaponics, social studies, math, literacy and art to create their own restaurant (see Response 23b - Supplemental Attachments). Through these exercises students enhance their ability to communicate effectively, collaborate with peers and critically reason through real world challenges.

Experiential Learning: Students will have opportunities to "learn by doing" in a variety of subject areas. In STEM, students will be involved in inquiry-driven science observations, engineering design challenges, and science presentations. Through the use of the aquaponics lab, students will be able to assist with the maintenance of the equipment and observe the animal and plant life closely. In math, students will use manipulatives to create visual representations of mathematical thinking. Minisink also believes in utilizing the resources in our community, and will partner with local businesses and organizations to expand our students' understanding of their world. For example, kindergarten students will create a visual representation of their neighborhood by creating a three-dimensional "city" using art materials. Students will visit a number of places in their community, interview community members, and research the roles of different community members. Students in 1st grade will write a non-fiction text about someone who works in their community; incorporating knowledge gained from interviews, research, and field trips. As students age, they will begin to explore larger communities and the history of their city, state, and country. The Mission Society has established relationships with many organizations and businesses in the community that it will also leverage to provide opportunities for experiential learning outside of the school building.

Performance Assessment: While studying for and taking traditional tests can help students review material and memorize information, it does not contribute greatly to long-term learning. "How we assess our students has a profound effect on what they learn, and on the ways in which they learn. If our choices of assessment strategies provide systems under which students are goaded into activities that privilege short-term memory, information recall and surface learning, we should not be surprised if the outcomes are exceedingly poor in terms of learning gain." (Piaget, 1996) Performance assessment, on the other hand, considers assessment in and of itself as a learning activity. We will use both student-guided assessments and teacher-facilitated assessments; students will largely be assessed through the use of portfolios, project and performance based assessments, and oral or video discussions and presentations. These projects can also foster interpersonal skills such as collaboration and leadership.

Data-Driven Instruction: Minisink will utilize the MasteryConnect system to track data on student performance. The MasteryConnect program allows educators to create assessments and link questions on these assessments to standards. At weekly professional development meetings, Minisink staff will review the performance of students and make instructional decisions based on these data. Teachers will identify students who need enrichment, support, or remediation and use data to inform grouping, pacing,

curriculum development, activity design and assessment. Data will also be critical to effective co-teaching when specialists push into classrooms.

Arts Instruction: Students will explore aspects of the social studies curricula by viewing and creating art from a variety of cultures. Students will also create works of art to represent themselves (i.e., self-portraits), their family (portraits), and their community. In music classes (which begin in Year Five), students will be exposed to a variety of musical genres and learn about the history of different music. During Dual Language Art class, students will be exposed to Spanish language instruction by a Spanish speaking Art Teacher. Throughout the year, the Art Teacher will organize showcases that provide opportunities for students to present their work to members of the community, including their peers, family members, school staff, and community members. These presentations are aligned with the Common Core Learning Standards for Speaking and Listening, and speak to Minisink's goals of creating eloquent students. Finally, Minisink will partner with organizations that include The Classical Theatre of Harlem and enACT to provide opportunities for students to participate in dramatic arts instruction.

Looping: Research suggests children exposed to trauma are less likely to develop strong trusting relationships and secure attachments to adults.[20] Over a two-year period, our looping structure organically fosters deep and lasting bonds between each small group of students and teachers, "a necessary first step in a successful classroom experience."[21] This model is also designed to build a relationship of trust with our students' families, another key strategy to support the socio-emotional and academic development of children exposed to trauma.[22]

In *Looping Through the Years: Teachers and Students Progressing Together*, educators identified many advantages of looping, including:

- the promotion of stronger bonds between parents and teachers, teachers and students, and students and students;
- greater support for children who need stabilizing influences in their lives;
- a greater knowledge of students' strengths and weaknesses, allowing for increased opportunities for teachers to tailor curriculum to individual needs;
- increased opportunities for shy students as well as others to develop self-confidence;
- reduced anxiety about the new school year; and
- a gain of almost a month of teaching time from the second year on, when the typical transition period at the beginning of the year is virtually unnecessary.

[20] Miller, Caroline. How Trauma Affects Kids in School. https://childmind.org/article/how-trauma-affects-kids-school/
[21] Ibid.
[22] Child Trauma Toolkit for Educators, (2008). The National Child Traumatic Stress Network.

When students begin their second year with the same teacher, teachers feel as if they are "able to hit the ground running" because they already know each student's strengths and weaknesses. A recent study published in the Economics of Education Review indicated that students improve on tests in their second year with the same teacher. [23] Researchers Andrew Hill and Daniel Jones found that repeating teachers is "a beneficial and relatively low-cost policy that should be given due consideration." [24] The study also found that the gains were larger for students of color than for white students.

Generalists and Specialists: Minisink will hire experienced educators and provide coaching and professional development around curriculum and instruction. In addition to a general education classroom teacher for every 12 students, the school will hire Learning Specialists (special education teachers), Reading & Writing Specialists (literacy and/or ENL teachers) and a Math Specialist to support classroom instruction. The school will also have dedicated Science, Art, Language and Physical Education Teachers with expertise in their respective subjects.

Positive Community & Joyfulness: Minisink will use the Responsive Classroom approach in order to develop a sense of community within classrooms and across the school as a whole. The Responsive Classroom approach utilizes Morning Meetings and Closing Circles to create a positive classroom environment. The Responsive Classroom model also provides opportunities for students to participate in community building games and activities. Minisink's small class size will naturally result in frequent opportunities for students to actively participate in classroom discussions as well as practice active listening skills. As early as kindergarten, students will begin learning about Accountable Talk, a classroom practice that establishes a norm for class discussions and interactions and creates accountability within a learning community. Accountable Talk believes that:

- Students should actively participate in classroom talk.
- Students should listen attentively to each other.
- Students should elaborate and build on each other's ideas and contributions to the discussions.
- Students should be able to provide claims for their arguments, by citing evidence and prior knowledge.
- Students should be able to adapt their point of view when they gain new knowledge.

Throughout the year, Minisink teachers in all subject areas will require students to follow Accountable Talk protocols. Moreover, these practices will be embedded in lesson plans and during school-wide events.

d. Course or Subject Overview

[23] Hill, Andrew and Jones, Daniel, (2017), A teacher who knows me: The academic benefits of repeat student-teacher matches
[24] Ibid.

ENGLISH LANGUAGE ART

In kindergarten through 5th grade Minisink students will study the following topics in reading and writing:

Kindergarten		
Month	Reading	Writing
September-October	We Are Readers	Launching the Writing Workshop
October-November	Emergent Reading: Looking Closely at Familiar Texts	Looking Closely: Observing, Labeling, and Listing Like Scientists
November-December	Super Powers: Reading with Print Strategies and Sight Word Power	Writing for Readers
January-February	Bigger Books, Bigger Reading Muscles	How-To Books: Writing to Teach Others
February-March	Growing Expertise in Little Books: Reading for Information	Persuasive Writing of All Kinds
April-May	Becoming Avid Readers	All About Books
May-June	Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books	Crafting Stories Using All We Know About Narrative Writing

1st Grade		
Month	Reading	Writing
September-October	Building Good Reading Habits	Small Moments: Writing with Focus, Detail, and Dialogue
October-November	Word Detectives Use All They Know to Solve Words	Writing How-to Books
November-December	Learning About the World: Reading Nonfiction	Nonfiction Chapter Books
January-February	Readers Get to Know Characters by Performing Their Books	Writing Reviews
February-March	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	Poetry and Songs

April-May	Meeting Characters and Learning Lessons: A Study of Story Elements	From Scenes to Series: Writing Fiction
May-June	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs	Writing Like Scientists

2nd Grade		
Month	Reading	Writing
September-October	Second Grade Reading Growth Spurt	Lessons from Masters: Improving Narrative Craft
November-December	Becoming Experts: Reading Nonfiction	A How-To Guide to Nonfiction
January	Studying Characters and Their Stories	Writing Gripping Fictional Stories
February-March	Bigger Books Mean Amping Up Reading Power	Poetry: Big Thoughts in Small Packages
March-April	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs	Lab Reports and Science Books
May-June	Series Book Clubs	Writing About Reading

3rd Grade		
Month	Reading	Writing
September-October	Building a Reading Life	Crafting True Stories
October-November	Mystery: Foundational Skills in Disguise	The Art of Information Writing
November-December	Reading to Learn: Grasping Main Ideas and Text Structures	Changing the World: Persuasive Speeches, Petitions, and Editorials
January-February	Character Studies	Literary Essay
March	Unit of Choice – Student Book Clubs	Unit of Choice – Students choose a genre to work on
April-May	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Writing About Research
May-June	Learning From Countries Around the World	Once Upon a Time: Adapting and Writing Fairy Tale Books

4th Grade		
Month	Reading	Writing
September-October	Interpreting Characters: The Heart of the Story	The Arc of Story: Writing Realistic Fiction
October-November	Reading the Weather, Reading the World	Boxes and Bullets: Personal and Persuasive Essays
November-December	Historical Fiction Clubs	Historical Fiction Writing
January-February	Interpretation Book Clubs	The Literary Essay: Writing About Fiction
March	Unit of Choice – Student book clubs	Unit of Choice – Students choose a genre to work on
April-May	Reading History: The American Revolution	Bringing History to Life
May-June	Nonfiction Book Clubs: Author Studies	Journalism & Digital Literacy

5th Grade		
Month	Reading	Writing
September-October	Interpretation Book Clubs: Analyzing Themes	Narrative Craft
October-November	Tackling Complexity: Moving Up Levels of Nonfiction	Feature Articles
November-December	Argument & Advocacy: Researching Debatable Issues	The Research-Based Argument Essay
January-February	Reading Like a Fan	Literary Essay: Opening Texts and Seeing More
February-March	Unit of Choice – Student Book Clubs	Unit of Choice – Students choose a genre to work on
April-May	Reading in the Content Area	The Lens of History
May-June	Fantasy Book Clubs: The Magic of Theme and Symbols	Shaping Texts: From Essay and Narrative to Memoir

The Wilson Fundations curriculum covers the following Common Core Learning Standards:

Grade	Standard #	Standard Language
Foundational Skills:		
K	RF 1, 1A, 1B, 1C, 1D	**Print Concepts:** Demonstrate understanding of the organization and basic features of print. ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all uppercase and lowercase letters of the alphabet
K	RF 2, 2A, 2B, 2C, 2D, EE	**Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/.) ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
K	RF 3, 3A, 3B, 3C, 3D	Know and apply grade-level phonics and word analysis skills in decoding words. ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. ● Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ● Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K	RF 4	**Fluency:**

		● Read emergent-reader texts with purpose and understanding.
Foundational Skills:		
1	RF 1, 1A	*Print Concepts:* ● Demonstrate understanding of the organization and basic features of print. ● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1	RF 1.2, 1.2A, 1.2B, 1.2C, 1.2D	*Phonological Awareness:* ● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● Distinguish long from short vowel sounds in spoken single-syllable words. ● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1	RF 1.3, 1.3A, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.3G,	*Phonics and Word Recognition:* ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Know the spelling-sound correspondences for common consonant digraphs. ● Decode regularly spelled one-syllable words. ● Know final -e and common vowel team conventions for representing long vowel sounds. ● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ● Decode two-syllable words following basic patterns by breaking the words into syllables. ● Read words with inflectional endings. ● Recognize and read grade-appropriate irregularly spelled words.
1	RF 1.4, 1.4A, 1.4B, 1.4C	*Fluency:* ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills:		
2	RF 2.3, 2.3A, 2.3B, 2.3C, 2.3D, 2.3E, 2.3F	*Phonics and Word Recognition:* ● Know and apply grade level phonics and word analysis skills in decoding words. ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Know spelling-sound correspondences for additional common vowel teams. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words.
2	2.4, 2.4A, 2.4B, 2.4C	*Fluency:* ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding rereading as necessary.
Foundational Skills:		
3	3.3, 3.3A, 3.3B, 3.3C, 3.3D	*Phonics and Word Recognition:* ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multi-syllable words. ● Read grade-appropriate irregularly spelled words.
3	3.4, 3.4A, 3.4B, 3.4C	*Fluency:* ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ● Use context to confirm or self-correct word recognition and understanding rereading as necessary.

Guided Reading (kindergarten-2nd Grade): Students will be placed into groups according to their instructional reading level. Within these groups, these students will receive targeted instruction to address their literacy needs. Teachers will use the Fountas & Pinnell running recording assessments to evaluate progress and adjust instruction.

Teachers will also have access to a guided reading library, which will include a variety of text types at a variety of instructional reading levels. Students in kindergarten through 2nd grade will participate in guided reading.

Literature Circles & Book Clubs (3rd-5th Grade): Students in 3rd, 4th, and 5th grade will participate in literature circles and book clubs, in which they will read novels as a class and participate in discussions about the text. For example, during a 5th grade study of fantasy books, students will be placed in small groups. With their small group, they will be responsible for reading the text and will take on different roles in the book club. Some of these roles include a Discussion Director, Creative Connector, Word Wizard, and Stupendous Summarizer. Students will be responsible for preparing for the book club and completing activities related to their role. For example, the Word Wizard is responsible for recording new or interesting vocabulary words, researching the meaning, and reporting back to the group. The Discussion Director might generate a list of questions for the group to discuss or he/she might lead the discussion using questions provided by the teacher. By participating in book clubs and literature circles, students will be able to build their communication skills and learn from their peers. Students in 3rd through 5th grade will be assessed used the Fountas & Pinnell running record assessments. In addition, students will be assessed using a rubric based on their comprehension skills and their participation in literature circles and book clubs.

MATHEMATICS

The kindergarten Singapore Math curriculum will address the following standards:

Whole Numbers
● Count objects in a set, read and write numerals to 10 ● Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other ● Compare two sets of objects up to 10 and determine how many more or less are in one set than the other ● Count and identify 1 more than or 1 less than a number within 10 ● Use place-value models to represent numbers to 30 ● Count objects in a set, read, and write numerals to 30 ● Count and identify 1 more than or 1 less than a number within 30 ● Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers ● Use place-value models to represent numbers to 100
Addition and Subtraction of Whole Numbers
● Understand number bonds and part-whole concept ● Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories) ● Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories)

● Use concrete objects to determine the answer to addition and subtraction problems for two numbers within 10 ● Recognize when an estimate is reasonable ● Count by 2's, and 5's within 100 ● Count by 10's within 100
Money
● Identify and know the value of coins and use the cent symbol ● Count combinations of coins
Time
● Understand sequence of events ● Demonstrate an understanding of the concept of time (morning, afternoon, evening, today, yesterday, tomorrow, week, and year) ● Name the days of the week ● Understand the calendar as a tool for measuring time ● Tell time to the hour (analog clock face) ● Relate time to events
Length, Weight, Mass, and Capacity
● Compare and measure length and weight by making direct comparisons with reference objects ● Compare and measure capacity by making direct comparisons with reference objects ● Compare and measure length and weight using nonstandard units ● Compare and measure capacity using nonstandard units
Geometry
● Identify, describe, and categorize common 2-dimensional and 3-dimensional objects ● Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects ● Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices ● Describe and extend repeating patterns involving objects, colors, or shapes
Data Analysis and Probability
Algebra
● Solve problems involving numeric equations or inequalities ● Use boxes and other symbols to stand for unknown numbers in expressions and equations

The 1st Grade Singapore Math curriculum will address the following standards:

Whole Numbers
● Understand and use ordinal numbers to describe position ● Count objects in a set, read and write numerals to 10

- Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other
- Compare two sets of objects up to 10 and determine how many more or less are in one set than the other
- Count and identify 1 more than or 1 less than a number within 10
- Count and identify 1 more than or 1 less than a number within 30.
- Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers
- Count, read, and write whole numbers to 20
- Compare numbers within 20
- Use place-value models to represent numbers to 100
- Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100

Addition and Subtraction of Whole Numbers

- Understand number bonds and part-whole concept
- Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories)
- Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories)
- Add/Subtract numbers within 20
- Use inverse relationship between addition and subtraction
- Learn addition and subtraction facts within 20
- Compare numbers by using subtraction to find the difference
- Add/Subtract numbers within 100
- Count by 10's within 100
- Find the sum of three 1-digit numbers

Multiplication and Division of Whole Numbers

- Use repeated addition and arrays to solve multiplication problems within 40
- Use sharing and grouping to divide
- Recognize and extend regular linear patterns

Mental Math Strategies

- Use the commutative and associative properties to perform mental calculations and check results
- Add 1-digit numbers involving renaming by making ten
- Subtract 1-digit numbers involving renaming by subtracting from a ten
- Add/subtract numbers within 100

Fractions

- Recognize and name halves and fourths

Money

- Identify and know the value of coins and use the cent symbol
- Identify and know the value of bills and use the dollar symbol
- Count combinations of coins
- Count combinations of bills

Time
● Relate time to events ● Tell time to the half-hour (analog clock face)
Length, Weight, Mass, and Capacity
● Compare and measure length and weight by making direct comparisons with reference objects ● Compare and measure length, and weight using nonstandard units
Geometry
● Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects ● Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes ● Describe and extend repeating patterns involving color and shapes
Word Problems
● Make addition/subtraction stories from problem situations ● Write equations and solve simple addition/subtraction stories ● Solve simple multiplication/division problems using objects and pictures ● Write equations and solve one-step word problems involving addition/subtraction
Algebra
● Solve problems involving numeric equations or inequalities ● Select appropriate operational symbol to make an expression true ● Use boxes and other symbols to stand for unknown numbers in expressions and equations

The 2nd Grade Singapore Math curriculum will address the following standards:

Whole Numbers
● Compare numbers within 100 and use symbols <, +, > ● Use place-value models to represent numbers to 1000 ● Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000 ● Describe and extend regular number patterns within 1000 ● Compare numbers within 1000 and use the symbols <, +, >
Addition and Subtraction of Whole Numbers
● Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories) ● Understand the meaning on subtraction (missing part, taking away, counting back, and simple subtraction stories) ● Use inverse relationship between addition and subtraction ● Compare numbers by using subtraction to find the difference

● Add/subtract numbers within 1000
Multiplication and Division of Whole Numbers
● Use repeated addition and arrays to solve multiplication problems within 40 ● Use sharing and grouping to divide ● Relate division to multiplication ● Recognize and extend regular linear patterns ● Multiply/divide by 2's and 3's ● Multiply/divide by 4's, 5's, and 10's ● Learn multiplication/division facts for 4's, 5's, and 10's
Mental Math Strategies
● Use the commutative and associative properties to perform mental calculations and check results ● Use the distributive property to perform mental calculations and check results ● Add/subtract numbers within 100 ● Add/subtract 1's, 10's, or 100's to numbers within 1000 ● Subtract from 100 ● Add/subtract a number close to 100 (e.g. 98) ● Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to $1.00
Fractions
● Recognize and name halves and fourths ● Recognize, write, name, and illustrate fractions of a whole (denominators 1-12) ● Find the fraction with the same denominator to make a whole with another fraction ● Compare and order unit fractions
Money
● Count combinations of bills and coins to $10.00 ● Use decimal notation for money ● Use decimal notation to add and subtract money within $10.00
Time
● Tell time to the nearest 5-minute mark (analog clock face) ● Find the duration of time intervals ● Find starting or ending times, given a time and the interval ● Know relationships of time (years, months, days, weeks, hours, and seconds)
Length, Weight, Mass, and Capacity

● Compare and measure capacity using nonstandard units ● Measure and estimate length of objects in meters and centimeters, yards, feet, and inches ● Compare measurements made using different units ● Measure and estimate weight in kilograms, grams, pounds, and ounces ● Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon
Perimeter, Area, and Volume
● Find the area of shapes by covering them with unit squares or by counting squares
Geometry
● Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects ● Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes
Word Problems
● Write equations and solve one-step word problems involving addition/subtraction ● Write equations and solve one-step word problems involving multiplication/division ● Solve simple word problems involving the fraction of a set
Algebra
● Solve problems involving numeric equations or inequalities ● Select appropriate operational symbol to make an expression true ● Use boxes and other symbols to stand for unknown numbers in expressions and equations

The 3rd Grade Singapore Math curriculum will address the following standards:

Whole Numbers
● Use place-value models to represent numbers to 10,000 ● Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000 ● Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns with 10,000
Addition and Subtraction of Whole Numbers

● Add/subtract numbers within 10,000
Multiplication and Division of Whole Numbers
● Relate division to multiplication ● Recognize and extend regular linear patterns ● Understand quotient and remainder ● Understand the properties of 0 and 1 in multiplication and division ● Multiply/Divide by 6's, 7's, 8's, and 9's ● Learn multiplication/division facts for 6's, 7's, 8's, and 9's ● Multiply numbers within 1000 by a 1-digit number ● Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder
Mental Math Strategies
● Use the commutative and associative properties to perform mental calculations and check results ● Use the distributive property to perform mental calculations and check results ● Add/Subtract numbers within 100 ● Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to $1.00 ● Add/Subtract measurements in compound units ● Multiply and divide tens, hundreds, and thousands by a 1-digit number
Fractions
● Compare and order fractions with the same denominator or with the same numerator ● Find equivalent fractions and simplest form of a fraction ● Compare and order fractions with different denominators ● Recognize and name the fraction of a set ● Find the value given the fraction of a set, using objects or drawings ● Find the fraction of a set where the answer is a whole number
Money
● Use decimal notation to add and subtract money within $100.00
Time
● Tell time to the minute (analog clock face) ● Find the duration of time intervals ● Find starting or ending times, given a time and the interval ● Know relationships of time (years, months, days, weeks, hours, and seconds)

● Convert between units of time
Length, Weight, Mass, and Capacity
● Measure and estimate length of objects in meters and centimeters, yards, feet, and inches ● Understand and estimate length in kilometers and miles ● Measure and estimate weight in kilograms, grams, pounds, and ounces ● Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon ● Measure and estimate capacity in milliliters ● Convert units within a metric system using multiplication ● Add/subtract measurements in compound units
Perimeter, Area, and Volume
● Find the area of shapes by covering them with unit squares or by counting squares ● Understand and use units of area, such as square centimeter and square inch
Geometry
● Identify common 3-dimensional shapes within compound shapes ● Identify right angles and compare angles to right angles
Word Problems
● Solve 2-step word problems which involve the four operations of whole numbers
Data Analysis and Probability
● Represent and compare data bar graphs ● Ask and solve questions related to data representation, including finding the range and mode
Algebra
● Solve problems involving numeric equations or inequalities ● Select appropriate operational symbol to make an expression true ● Use boxes and other symbols to stand for unknown numbers in expressions and equations ● Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams

The 4th Grade Singapore Math curriculum will address the following standards:

Whole Numbers
● Round numbers within 100,000 to the nearest 10 or 100 ● Use place-value models to represent numbers to 100,000 ● Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000 ● Complete or extend regular number patterns for numbers within 100,000
Addition and Subtraction of Whole Numbers
● Add/subtract numbers within 10,000 ● Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition ● Determine whether an estimate is sufficient for a specific problem situation
Multiplication and Division of Whole Numbers
● Multiply numbers within 10,000 by a 1-digit number ● Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder ● Multiply numbers within 10,000 by a 2-digit number ● Use estimation to verify the reasonableness of calculated results in multiplication and division problems ● Find the factors and common factors of whole numbers within 100 ● Find the multiples and common multiples of whole numbers within 100 ● Use divisibility rules of 2, 3, 5, 6, 9, and 10
Mental Math Strategies
● Use the commutative and associative properties to perform mental calculations and check results ● Use the distributive property to perform mental calculations and check results ● Multiply 10's by 10's or 100's
Fractions
● Find the fraction of a set where the answer is a whole number ● Find the fraction of a set where the answer is a whole number or mixed number ● Find coin amounts as a fraction of a dollar ● Find the fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour) ● Add/subtract like fractions ● Add/subtract related fractions
Decimals

- Understands tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers
- Convert a decimal to a fraction and simplify
- Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000)
- Compare and order decimal numbers of up to 3 decimal places and fractions
- Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place
- Add/subtract decimal numbers of up to 2 decimal places
- Multiply/divide decimal numbers of up to 2 decimal places by a whole number
- Find the quotient of a division problem correct to 1 decimal place
- Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers

Time

- Convert between units of time

Length, Weight, Mass, and Capacity

- Multiply/divide measurements in compound units

Perimeters, Area, and Volume

- Find the area of shapes by covering them with unit squares or by counting squares
- Understand and use units of area, such as square centimeter and square inch
- Find the area, perimeter, and unknown sides of rectangles
- Find the area and perimeter of composite figures made from squares and rectangles
- Count unit cubes in 2-dimensional representations of 3-dimensional solids
- Find the volume of solid figures by counting cubic units
- Understand and use units of volume, such as cubic centimeter and cubic inch
- Find the volume of rectangular prisms
- Understand the relationships between cubic centimeters, milliliters, and liters

Geometry

- Identify attributes of triangles and quadrilaterals
- Identify acute, obtuse, and right angles and relate 90 degrees, 180 degrees, 270 degrees, and 360 degrees with quarter, half, three-quarter, and whole turn
- Measure and construct angles
- Identify perpendicular and parallel lines
- Name different types of triangles and quadrilaterals
- Identify figures that have line symmetry

Word Problems
● Solve 2-step word problems which involve the four operations of whole numbers ● Solve 2-step word problems which involve fraction of a set ● Solve 2-step word problems which involve decimals and fractions
Data Analysis and Probability
● Represent and compare data using bar graphs ● Collect, organize, and analyze data using tables and bar graphs ● Ask and solve questions related to data representation, including finding the range and mode
Algebra
● Use boxes and other symbols to stand for unknown numbers in expressions and equations ● Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams. ● Use bar diagrams to solve word problems involving fractions ● Use bar diagrams to solve word problems involving decimals ● Use and interpret formulas to answer questions about quantities and their relationships

The 5th Grade Singapore Math curriculum will address the following standards:

Whole Numbers
● Round numbers within 10,000 to the nearest 10, 100, or 1000 ● Use place-value models to represent numbers to 1,000,000
Addition and Subtraction of Whole Numbers
● Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition
Multiplication and Division of Whole Numbers
● Multiply numbers within 10,000 by a 2-digit number ● Divide numbers within 10,000 by a 2-digit number ● Use estimation to verify the reasonableness of calculated results in multiplication and division problems ● Find the factors and common factors of whole numbers within 100 ● Find multiples and common multiples of whole numbers within 100 ● Use order of operations to solve mathematical expressions with or without

parentheses
Mental Math Strategies
● Use the commutative and associative properties to perform mental calculations and check results ● Use the distributive property to perform mental calculations and check results
Fractions
● Find the fraction of a set where the answer is a whole number or a mixed number ● Find a fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour) ● Add/subtract unlike fractions ● Relate division to fractions ● Add/subtract mixed numbers ● Multiply a fraction by a whole number ● Multiply a fraction by a fraction ● Divide a fraction by a whole number
Decimals
● Understands tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers ● Convert a decimal to a fraction and simplify ● Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000) ● Compare and order decimal numbers of up to 3 decimal places and fractions ● Round decimal numbers up to 3 decimal places to the nearest whole number, to 1-decimal place, or to 2-decimal places ● Add/subtract decimal numbers of up to 3 decimal places ● Multiply/divide decimal numbers of up to 2 decimal places ● Find the quotient of a division problem correct to 2-decimal places ● Convert fractions to decimals correct to 2-decimal places ● Multiply/divide decimal number by tens, hundreds, or thousands ● Multiply/divide a decimal number by a 2-digit whole number ● Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers
Time
● Convert between units of time
Length, Weight, Mass, and Capacity

- Convert units within a metric system using multiplication
- Convert fractional measurements to different units or a compound unit, within a measuring system
- Convert units involving decimals within a measuring system

Perimeter, Area, and Volume

- Derive the formula for area of a triangle and find the area of triangles
- Understand and use units of volume, such as cubic centimeter and cubic inch
- Find the volume of rectangular prisms
- Find the side of a rectangular prism given the volume and two sides or area of one side
- Understand the relationship between cubic centimeters, milliliters, and liters
- Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems
- Find the volume of solids by displacement

Geometry

- Identify attributes of triangles and quadrilaterals
- Name different types of triangles and quadrilaterals
- Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles
- Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding unknown angles
- Construct triangles, parallelograms, and rhombuses with specified angles
- Create tessellations

Percentage

- Understand and use percent
- Find decimal and fraction equivalents for percentages
- Write fractions as percentages
- Solve problems involving percentage of a quantity
- Calculate given percentages of quantities and solve problems, involving discounts at sales, interest earned, percentage increase or decrease

Ratio/Average/Rate/Speed

- Use ratios to compare two quantities
- Use ratios to compare three quantities
- Find equivalent ratios and simplify ratios
- Use ratios to solve problems

Word Problems

• Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios • Solve multi-step word problems involving average, rate, and percentage
Data Analysis and Probability
• Ask and solve questions related to data representation, including finding the range and mode • Collect, organize, and analyze data using line graphs • Find the average of a set of data • Find a data value given the average and the other values
Algebra
• Use bar diagrams to solve word problems involving decimals • Use bar diagrams to solve word problems involving percentage • Solve word problems involving the functional relationship between two quantities • Use and interpret formulas to answer questions about quantities and their relationships

SCIENCE

Below is a summary content for 1st-5th grade based NextGen Science Standards:-[25]

1st Grade: STEM	
Unit: Waves and their Applications in Technologies for Information	
Big Ideas: • Vibration • Sound • Sound waves • Light • Dark • Communication	• Illumination • Transparent • Translucent • Opaque • Reflective • Light source • Light beam
Essential Standards: • Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. • Make observations to construct an evidence-based account that objects can be seen only when illuminated. • Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	

[25] https://www.nextgenscience.org/sites/default/files/AllDCI.pdf

- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Unit: From Molecules to Organisms: Structures and Processes

Big Ideas:

- Adaptation
- Protection
- Mimicry
- Offspring
- Names of different animal adaptations (e.g. shells, scales, tails, etc.)
- Names of different parts of a plant (e.g. root, leaves, stems, flowers, etc.)

Essential Standards:

- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Unit: Heredity: Inheritance and Variation of Traits

Big Ideas:

- Names of different animal offspring
- Growth
- Similar
- Different
- Traits

Essential Standards:

- Make observation to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Unit: Earth's Place in the Universe

Big Ideas:

- Sun
- Moon
- Stars
- Daylight
- Constellations
- Solar system
- Sunrise
- Sunset
- Twilight

Essential Standards:

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of the year to relate the amount of daylight to the time of year.

2nd Grade: STEM

Unit: Matter and its Interactions

Big Ideas:

- Engineering
- Engineering Design Process
- Color
- Texture
- Hardness
- Materials
- Design
- Testing
- Solid
- Liquid
- Gas

• Flexibility • Strength • Absorbency	• Temperature • Heating • Cooling
Essential Standards: • Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. • Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. • Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. • Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	
Unit: Ecosystems: Interactions, Energy, and Dynamics	
Big Ideas: • Plant • Animal • Photosynthesis • Pollination	• Ecosystem • Energy • Models • Mimicry
Essential Standards: • Plan and conduct an investigation to determine if plants need sunlight and water to grow. • Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	
Unit: Biological Evolution: Unity and Diversity	
Big Ideas: • Habitats • Different kinds of animals	• Names of different types of habitats (e.g. deserts, oceans, forests, etc.)
Essential Standards: • Make observations of plants and animals to compare the diversity of life in different habitats.	
Unit: Earth's Place in the Universe	
Big Ideas: • Natural disaster • Name of different types of natural disasters (e.g. tornado, earthquake, etc.)	• Time period
Essential Standards: • Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	
Unit: Earth's Systems	
Big Ideas: • Erosion	• Bodies of water (e.g. lakes, rivers, streams, etc.)

- Wind
- Landforms (e.g. hills, valleys, mountains, etc.)
- Maps
- Solid
- Liquid

Essential Standards:

- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid and liquid.

Unit: Engineering Design

Big Ideas:

- Engineering
- Engineering Design Process

Essential Standards:

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

3rd Grade: STEM

Unit: Motion and Stability: Forces and Interactions

Big Ideas:

- Force
- Push
- Pull
- Rest
- Patterns
- Velocity
- Magnitude
- Momentum
- Electric forces
- Magnetic forces
- Engineering

Essential Standards:

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.

Unit: From Molecules to Organisms: Structure and Processes

Big Ideas:

- Death

- Life cycle
- Birth
- Growth
- Reproduction
- Plant life cycle (e.g. seed, young plant, mature plant, flower, fruit, etc.)
- Animal life cycle

Essential Standards:

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Unit: Ecosystems: Interactions, Energy and Dynamics

Big Ideas:

- Names of groups of animals (e.g. gander, school, etc.)
- Cause and effect
- Survival
- Habitat
- Population size

Essential Standards:

- Construct an argument that some animals form groups that help members survive.

Unit: Heredity: Inheritance and Variation of Traits

Big Ideas:

- Heredity
- Inheritance
- Traits
- Offspring
- Parents
- Siblings
- Organisms
- Environmental factors

Essential Standards:

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.

Unit: Biological Evolution: Unity and Diversity

Big Ideas:

- Organisms
- Species
- Fossils
- Cause and effect
- Population
- Habitats
- Survival
- Reproduction
- Environmental changes (e.g. temperature, physical characteristics, availability of resources, etc.)

Essential Standards:

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Unit: Earth's Systems

Big Ideas:

- Tables
- Graphs
- Seasons
- Weather patterns
- Different kinds of weather (e.g., rain, thunderstorms, snow, sleet, etc.)
- Climate
- Prediction

Essential Standards:

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.

Unit: Earth and Human Activity

Big Ideas:

- Natural hazards
- Different kinds of weather and natural disasters (e.g., flooding, lightning, earthquakes, etc.)

Essential Standards:

- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazards.

4th Grade: STEM

Unit: Energy

Big Ideas:

- Speed
- Energy
- Sound
- Light
- Heat
- Electrical currents
- Conservation of energy
- Energy transfer
- Electrical circuits
- Motion
- Engineering Design Process

Essential Standards:

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

Unit: Waves and their Applications in Technologies for Information Transfer

Big Ideas:

- Engineering Design Process
- Waves
- Amplitude
- Wavelength
- Patterns of motion
- Eyesight
- Parts of the eye (e.g., retina, optic nerve, cornea, etc.)
- Electromagnetic radiation
- Information technologies and instrumentation

Essential Standards:

- Develop a model of waves to describe patterns of amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Generate and compare multiple solutions that use patterns to transfer information.

Unit: From Molecules to Organisms: Structures and Processes

Big Ideas:

- Internal structures
- External structures
- Survival
- Growth
- Behavior
- Reproduction
- Senses
- Brain and parts of the brain (e.g., receptors, cerebellum, cerebral cortex, etc.)

Essential Standards:

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Unit: Earth's Place in the Universe

Big Ideas:

- Rock formations
- Fossils
- Rock layers
- Landforms

Essential Standards:

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Unit: Earth's Systems

Big Ideas:

- Weathering
- Erosion
- Deposition
- Topographic maps
- Ocean trenches
- Mountain ranges
- Ocean floor
- Earthquakes
- Volcanoes

Essential Standards:

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.

Unit: Earth and Human Activity

Big Ideas:

- Energy
- Fuels
- Natural resources
- Non-renewable resources
- Renewable energy sources
- Fossil fuels
- Fissile materials
- Environmental effects (e.g., loss of habitat, air pollution, etc.)

• Environmental hazards	• Engineering Design Process
Essential Standards: • Obtain and combine information to describe that energy and fuels are derived from natural resources and that their use affects the environment. • Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	

5th Grade: STEM	
Unit: Matter and Its Interaction	
Big Ideas: • Matter • Particles • Gases • Chemical reactions	• Mass • Weight • Properties of matter (e.g., color, hardness, reflectivity, electrical conductivity, etc.)
Essential Standards: • Develop a model to describe that matter is made of particles too small to be seen. • Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. • Make observations and measurements to identify materials based on their properties. • Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	
Unit: Motion and Stability: Forces and Interactions	
Big Ideas: • Gravity	
Essential Standards: • Support an argument that the gravitational force exerted by Earth on objects is directed down.	
Unit: Energy	
Big Ideas: • Energy, energy flow • Sunlight • Nutrients • Photosynthesis	• Plant matter • Body growth • Body repair • Body motion • Body warmth
Essential Standards: • Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	
Unit: From Molecules to Organisms: Structures and Processes	
Big Ideas: • Matter	• Nutrients • Photosynthesis

• Energy	• Plant parts (e.g., stem, roots, leaves, etc.)
Essential Standards: • Support an argument that plants get the materials they need for growth chiefly from air and water.	
Unit: Ecosystems: Interactions, Energy, and Dynamics	
Big Ideas: • Species • Food webs • Ecosystem • Matter cycles	• Energy transfer • Decomposition • Bacteria • Fungi
Essential Standards: • Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	
Unit: Earth's Place in the Universe	
Big Ideas: • Sun • Stars • Planets • Constellations	• Solar system • Shadows • Seasons • North and South poles • Rotation of Earth
Essential Standards: • Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. • Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	
Unit: Earth's Systems	
Big Ideas: • Geosphere • Biosphere • Hydrosphere	• Atmosphere • Salt Water • Fresh Water • Bodies of water (e.g., oceans, lakes, glaciers, polar ice caps, etc.)
Essential Standards: • Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. • Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	
Unit: Earth and Human Activity	
Big Ideas: • Resources • Agriculture • Industry	• Landforms • Vegetation • Environmental protection
Essential Standards:	

- Obtain and combine information about ways individuals and communities use science ideas to protect the Earth's resources and environment.

Unit: Engineering Design

Big Ideas:

- Engineering
- Engineering Design Process
- Model or prototype
- Constraints (e.g., time, cost, materials, etc.)
- Variables

Essential Standards:

- Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry our fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SOCIAL STUDIES

Our staff will create a social studies curriculum based on the ELA Common Core Learning Standards and New York City Department of Education's Social Studies Scope & Sequence, which address the following essential questions:

Kindergarten:

- What does it mean to be a member of a school community?
- How are people the same and different?
- What makes a community?
- How are families the same and different?
- What are human rights? What are my rights?
- How does climate and weather affect how people live?
- What are my needs and wants? What are some businesses in my community and what goods and services do they provide?

1st Grade:

- Why are families important and how do they influence who we are?
- How do language, beliefs, and traditions shape the identity and culture of a family and/or a community?
- How do families grow and change over time?
- What is a community?
- What is multiculturalism? What are some examples of multiculturalism in our community?
- How do jobs and money affect communities?
- What holidays do we celebrate? Why do we celebrate these holidays?

- What role does government play in our lives? What are the different types of government?
- What does the word 'citizen' mean? What does it mean to be a good citizen?

2nd Grade:

- What is a community?
- What is population density? How does it impact a community?
- How is land used? How does the way land is used impact a community?
- Where do people live and why?
- What can I learn about my neighborhood?
- How has my community changed over time?
- What are some different jobs and services in my community?
- How do different perspectives, cultures, talents, and ideas shape a community?
- What is a democracy?
- How does the voting process work?
- What are the rights and duties of citizens and residents?

3rd Grade:

- Can I identify continents and oceans using maps and globes?
- Can I locate different countries in relation to oceans and continents?
- How can maps, globes, photographs, and satellite images help us learn about geography?
- How do geographic factors influence where people settle and create communities?
- How do people modify or adapt their environment to meet their needs?
- How can we protect the environment?
- What can folktales, legends, oral histories, biographies, and historical narratives teach us about the past?
- What are some of the customs, traditions, languages, holidays and religious beliefs and practices of different world communities?
- What are human rights? How do governments and citizens protect human rights?
- What is prejudice? What is discrimination?
- What are some ways people can advocate for social action and change?

4th Grade:

- Can I describe the geography of New York State?
- Can I identify and map New York State's major physical features?
- What is the climate and vegetation of New York State?

- What are the political features of New York State (e.g., capital city, large cities)?
- Who are the Iroquois (Haudenosaunee) and Algonquian-speaking groups that inhabited the region that became New York State?
- What was the impact of European exploration and colonization on the region that became New York State?
- What were interactions between European explorers and Native American groups like?
- What were the interactions between European immigrants, and free and enslaved Africans like?
- What was New York State's role in the American Revolution?
- What political and economic rights issues led to the American Revolution?
- What are human rights?
- What are some groups of people and movements that have advocated for equal rights and freedoms?
- How did people migrate and immigrate to New York State? What contributions did these groups of people make to New York's cultural development and growth?

5th Grade:

- How did the first humans in the Western Hemisphere modify their physical environment? How did they adapt to their environment?
- How do interactions with the environment result in innovations and the development of unique cultures?
- What are some trends in how people settle (e.g., along rivers, in rainforests)?
- What civilizations and societies developed in the Western Hemisphere between 1100 B.C.E. and 1500 C.E.?
- What are human rights? What are some ways people can advocate for social action and change?
- Can I create a social media campaign to advocate for an issue?
- Can I use a variety of online texts to learn about a topic or issue?

26

DUAL LANGUAGE ART

Students in kindergarten through 5th grade will develop the following visual arts standards, based on the New York State Learning Standards for the Arts. Students in kindergarten through 5th grade will explore the following essential questions:

Creating

[26] The State Education Department – The University of the State of New York. (February 2017). New York State K-8 Social Studies Framework. Albany, NY: The State Education Department

- What conditions, attitudes, and behaviors support creative risk taking and innovative thinking?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists and designers follow or break from established traditions?
- How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers find a particular direction that is effective for their work?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What ethical considerations arise when artists use existing images in their work?
- What responsibilities come with the freedom to create and share artistic work?
- How do objects and places shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works that effectively communicate ideas or influence people's lives?
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do personal reflection and group critique help us develop more effective artistic work?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- What personal purpose does sharing creative musical ideas serve?
- How does sharing creative musical ideas demonstrate expressive intent?

Presenting

- How are artworks cared for and by whom?
- What criteria and methods are used to select work for presentation or preservation?
- Why do people value objects, artifacts, and artwork, and select them for presentation or preservation?
- What factors and methods are considered when preparing artwork for presentation and preservation?
- How does the presentation of artwork affect how the viewer perceives and interacts with the work?

- What is the function of art museums, galleries, and other venues that display artwork?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts and artwork collected, preserved, or presented, cultivate appreciation and understanding?
- How do performers select their repertoire?
- How does understanding the structure and content of musical works inform performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do musicians improve the quality of their performance?
- How do the context and the manner in which musical work is presented influence audience response?

Responding

- How do life experience influence the way we relate to art?
- How does learning about art affect how we perceive the world?
- What can we learn from our responses to art?
- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?
- What is the value of engaging in a process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is personal preference different from evaluation?
- How do individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance?

Connecting

- How does creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How does artmaking contribute to awareness and understanding of one's lives and the lives of others in the community?
- How do works of art and design help us understand the lives of people of different times, places, and cultures?
- How do art and design enhance people's lives and influence culture?
- What is innovation and why is it important to the advancement of a society?
- How do knowledge and skills in the arts broaden career opportunities?

- In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?
- How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?
- What inspires and informs the creative work of musicians?
- How does music help us understand the lives of people of different times, places, and cultures?
- How does music help preserve personal and cultural insights and values?

[27]

During Dual Language Art instruction students in kindergarten through 5th grade will develop the following skills, based on the New York State Learning Standards for Languages Other Than English:

- comprehend messages and short conversations listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone
- understand the main idea and some discrete information in television, radio, or live presentations
- initiate and sustain conversations face-to-face or on the phone, with native-speaking or more fluent individuals
- select vocabulary appropriate for a range of topics, employ simple and complex sentences in present, past, and future time frames and express details and nuances by using appropriate modifiers
- use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation
- understand speech delivered in most authentic settings
- understand the main ideas and significant relevant details of extended discussions or presentations
- use some key cultural traits of societies in which the target language is spoken
- draw comparisons between societies
- understand how words, body language, rituals, and social interactions influence communication[28]

[27] The New York State Education Department. (2017). Visual Arts at a Glance. Albany, NY: The New York State Education Department

[28] The New York State Education Department. (2017). Music at a Glance. Albany, NY: The New York State Education Department

e. Promotion and Graduation Policy

Students will be promoted to the next grade based on demonstrated mastery of grade level standards as well as key behaviors and values. Evidence of this mastery will be documented in the school's data system, including assessment results, grades and narrative reports. Eligibility for promotion will be determined by the Head of School using a variety of formative and summative assessment data, including teacher observational notes, student portfolios, and completion of performance- and project-based tasks. While attendance itself will not in and of itself be a criterion for promotion, its relation to school values make it unlikely that a student with chronic absenteeism will be able to demonstrate mastery of standards.

Students at risk for retention will be identified early in the school year and provided additional support through the school's multi-tiered response to intervention (RTI) system (see Response 08ad - Specific Populations). Students with special needs and Individual Education Programs (IEPs) will be considered for promotion in accordance with school standards and the goals delineated in their IEPs.

Research indicated the ineffectiveness and sometimes negative impact of retention. In a survey of the research, Jane David, Director of the Bay Area Research Group, found:

> Studies with the strongest research methods compare students who were retained with similar students who were not retained. They ask whether repeating a grade makes a difference in achievement as well as personal and social adjustment over the short run and the long run. Although individual studies can be cited to support any conclusion, overall the preponderance of evidence argues that students who repeat a grade are no better off, and are sometimes worse off, than if they had been promoted with their classmates.[29]

Based on research suggesting retention is unlikely to benefit students, we will make every effort to exercise retention only as a last resort and always in collaboration with families. Minisink staff will be in regular contact with parents to provide ongoing information about efforts to meet their child's needs. Additionally, via our online student data management system, parents will have access to current information about their child's performance.

If a student is not making adequate progress towards grade level goals by January, the school will invite the parent to a meeting to discuss the child's situation and an intervention plan for the remainder of the year. If at the end of the school year the student has not demonstrated adequate mastery of grade level standards, the school will inform parents that their child's promotion is in doubt. We will not operate a summer program, but instead will refer a student at risk for retention to community programs. The Mission Society works with many local schools and programs on summer enrichment and can assist families. At the close of the summer program the student at risk for retention will have to complete and pass a Minisink end of summer student assessments to be considered for promotion. Passing this assessment, rather than the another summer school's assessment, will serve as the basis for grade promotion. Promotion and retention

[29] Jane L. David, What Research Says About Grade Retention, Educational Leadership, March 2008

decisions are made by the Head of School informed by the child's teacher and other support staff, and will take into account the academic, social and emotional impact of retention.

If a student is retained, efforts will be made to provide intense and individualized support services to ensure the student is on track and ready for grade promotion by the end of the next school term, if not sooner.

f. Programmatic Audits

Minisink will undertake two types of programmatic audits: one looking at implementation of programs, policies, and procedures, and another looking at outcomes.

Implementation: Implementation evaluation will be ongoing based on observation, data collection, surveys and feedback regarding the status of the academic program (including curriculum, instruction, the assessment system, and professional development), operations (including facility, food services, health services, transportation, procurement and technology), and finances (including purchasing, payroll, reporting, reconciliation). The Head of School will be responsible for ensuring implementation is monitored by relevant staff and its status is reported regularly to the board via a monthly dashboard and leadership report. The board's finance committee will also monitor implementation of the school's financial policies and procedures.

Teachers, students and parents will contribute their experiences on an ongoing and annual basis as participants in qualitative data collection and survey opportunities. Results from these experiences will be shared with parents, teachers and staff in school-wide parent, teacher and/or student assemblies or meetings. Areas of concern that emerge from these rounds of data collection and student achievement data will become focus areas for the Head of School and the school leadership team. This team will also be responsible for devising specific and time-bound plans to address any emerging challenges in a strategic, data-informed, student-centered and time-sensitive fashion. The Board will be responsible for holding the Head of School and school leadership team accountable for its ability to effectively implement school-wide plans to maintain an esteemed culture of evaluation and progress.

Outcomes: At the beginning of each school year, the Head of School and Minisink's Board will establish annual goals for the school. These goals will be closely aligned to the school's mission and vision and relate to a number of topics, including the school's finances, organizational effectiveness, and academic performance. School goals will reflect both internal school priorities as well as the metrics delineated in our Accountability Plan and the SUNY Renewal Benchmarks.

Throughout the year, the Head of School and the Board will review their progress towards these goals. Mission Society staff members may also conduct evaluations of the program and provide insight based on their areas of expertise. For example, the Mission Society's Human Resources Department, Finance Department, and Operations Department will be

able to provide feedback on their respective functions at the school. Moreover, the Mission Society staff who work in an educational programming capacity will be able to provide valuable guidance in areas like family and community engagement, managing contracts with organizations like the Department of Health and Department of Youth and Community Development, maintaining student and staff files, and offering engaging after-school and summer programming.

As a school and learning community, ongoing evaluation and communication of our results will be central to our development and ongoing success. To determine organizational progress we will use a range of assessment tools, including staff, board member, parent and student surveys, and a tool such as New York's Diagnostic Tool for School and District Effectiveness, a research-based self-assessment tool for gauging school effectiveness. In addition, Minisink may bring in outside consultants to evaluate the effectiveness of the school.

Beginning in January of each school year, the Head of School will initiate and work in close partnership with the Director of Operations and Data Specialist to begin compiling the Annual Report. The report will detail academic, organizational, and fiscal performance, as well as the extent to which the school is meeting the requirements of the charter. The Head of School will work in concert with the Board of Trustees to include its feedback during the month of July in advance of the August 1st deadline for the first submission of the report. This submission will include basic school information, the school's progress toward charter goals, fiscal performance data, Board of Trustees' meeting and membership information (including completed Trustee Financial Disclosure Forms), as well as other information. The Head of School will work with the Board to submit the second submission for the Annual Report that will include the Audited Financial Statements before the November 1st deadline.

Minisink Charter School

Accountability Plan
for the Accountability Period 2020-21 TO 2024-25

Academic Goals

GOAL 1

English Language Arts. Students will be proficient in reading, writing, speaking and listening.

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 English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts 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 English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

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

GOAL 2

Mathematics. Students will be proficient in mathematics.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) 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 3

Science. Students will be proficient in science.

Absolute Measures

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

Comparative Measures

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

GOAL 5

NCLB. 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.

Minisink Charter School Proposal

Calendar and Schedules

Minisink Charter School Calendar | 2020- 2021

Aug 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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31						

Sep 2025

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Oct 2025

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Nov 2025

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Dec 2025

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Jan 2026

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Feb 2026

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Mar 2026

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Apr 2026

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May 2026

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31						

Jun 2026

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Jul 2026

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12	13	14	15	16	17	18
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	Professional Development
	Holiday (No School)
	Report Cards, Parent Teacher Conferences
	Saturday School
	Return to school

▬	Last day of school for students

Important Dates

• August 4th-22nd – Teacher Professional Development • August 25th – First Day of School • August 25th-26th – Half Day for Kindergarten Orientation • September 1st – Labor Day • October 13th – Columbus Day • October 25th – Saturday School • November 18th-19th – Parent Teacher Conferences • November 27th-28th – Thanksgiving Break • December 23rd-January 2nd – Winter Break	• January 4th – School begins • January 12th-13th – Report Cards Issued • January 19th – Martin Luther King Jr. Day • February 14th – Saturday School • February 16th – Presidents' Day • February 23rd-24th – Parent Teacher Conferences • April 3rd -10th – Spring Break • May 25th – Memorial Day • June 15th-16th – Parent Teacher Conferences & Report Cards • June 26th – Last Day of School

a. School Calendar

Minisink will have 200 days of school, 20 days longer than DOE schools. This translates into about 1290 hours of instruction (not including meals and recess). The school year will begin in late August and end in late June. The school will generally follow the DOE calendar, but will begin the school year a week and a half before DOE schools. Our school will provide two major breaks aligned with the DOE's winter and spring break, but our students will not miss out on school during the DOE's mid-winter break and the myriad other days when DOE schools are closed (e.g., Rosh Hashana, Yom Kippur, Eid, Lunar New Year, Anniversary Day, Clerical Day, etc.).

Students will be dismissed early on Wednesdays to provide staff with time for professional development and planning. Students and their families will be invited to attend two Saturday sessions during the school year (see yearly calendar). During these two Saturdays, parents will be invited to attend school with their students. At these events, parents will have an opportunity to learn about the school's curricula, participate in activities based on the school's instructional program, and view student work. We will not offer summer school, but will refer students to other Mission Society programs and partners' summer programs.

b. Sample Student Schedule

Student and teacher schedules reflect the mission, vision, values, and key design elements of Minisink. For students the school day will begin at 7:30 a.m. and end at 4:00 p.m. At 7:30 a.m., students will arrive and begin eating breakfast. Students and families will be greeted by Minisink staff when they arrive. Students will eat in the school cafeteria/gym for breakfast and will have the opportunity to speak with their peers. Teachers will take their students to their primary classroom at 8:00 a.m.

Every class will begin the day with a Morning Meeting, an important component of the Responsive Classroom approach. During this time, students greet one another, read a Morning Message, and participate in community building activities, like games or songs.

Following Morning Meeting, students will begin guided reading and literacy centers. During this time, teachers will divide students into small groups according to their reading level. Students will participate in guided reading instruction in these differentiated groups. While the guided reading group is meeting with the teacher, the rest of the class will participate in literacy centers.

Kindergarten and 1st Grade students will participate in daily phonics lessons. Wilson Fundations recommends 20 to 30 minutes of phonics instruction per day. Occasionally, the Reading and Writing Specialist will push into the classroom to teach phonics. Students will attend STEM classes in the STEM lab twice a week. During this time, students will participate in hands-on, experiential learning. Students will conduct regular observations of the aquaponics tank and record changes in plants and animal life. Students will participate in either Cognitively Guided Instruction or Singapore Math daily. They will also attend art and physical education classes each week.

All students will have a daily recess and choice time, during which they will engage in age appropriate play or quiet reflective time. During recess, Minisink will make use of outdoor spaces in the community or the school's gym. During choice time, students may read, write, work with clay or draw. Students in Kindergarten will be given the opportunity to nap during this time.

In keeping with our mission, progressive education philosophy and key design elements, our weekly schedule devotes the most time to literacy and math instruction, followed by STEM and project-based learning.

Grade: Kindergarten, 1st, 2nd Grade	
Subject	**Minutes Per Week**
Math	370
Literacy	690
STEM	110
Project Based Learning	240
Specials (PE, Spanish, Arts)	170
Social Emotional Learning & Weekly Assembly	90

Grade: 3rd-5th Grade	
Subject	**Minutes Per Week**
Math	365
Literacy	600
STEM	115
Project Based Learning	320

Specials (PE, Spanish, Arts)	235
Social Emotional Learning & Weekly Assembly	90

Minisink Charter School Proposal

Sample Student Schedule

TIME:	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20-9:00	Guided Reading & Centers	Guided Reading & Centers	Guided Reading & Centers	Guided Reading & Centers	Guided Reading & Centers
9:00-9:45	Singapore Math	Writer's Workshop	Weekly Assembly	STEM	Writer's Workshop
9:45-10:40	Project Based Learning	Spanish & Art	Singapore Math	Writer's Workshop	Singapore Math
10:40-11:20	Writer's Workshop	Project Based Learning	STEM	CGI Math	Reader's Workshop
11:20-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:20	Recess	Recess	Recess	Recess	Recess
12:20-1:00	STEM	CGI Math	Writer's Workshop	Reader's Workshop	Project Based Learning
1:00-1:30	Phonics	Phonics	Phonics & Dismissal	Phonics	Phonics
1:30-1:50	Choice Time	Choice Time	**Teacher PD and Planning**	Choice Time	Choice Time
1:50-2:00	Snack	Snack		Snack	Snack
2:00-2:30	Reader's Workshop	Project Based Learning		Singapore Math	Project Based Learning
2:30-3:00	CGI Math	Reader's Workshop		Spanish & Art	Physical Education
3:00-3:45	Physical Education	Social Emotional Learning		Project Based Learning	CGI Math
3:45-4:00	Closing Circle	Closing Circle		Closing Circle	Closing Circle

c. Sample Teacher Schedule

Teacher's schedules are designed to provide sufficient time for professional development, coaching, and daily planning needs. New teachers will participate in three weeks of professional development prior to the start of the school year. Returning teachers will attend one week of professional development prior to the start of the opening school year. On Wednesdays, students will be dismissed at 1:30 p.m. to allow for weekly professional development to occur. At least once a week is devoted to formal grade team level meetings facilitated by each grade's Master Teachers. In addition, every teachers will have ample preparation time, in which they will be able to manage classroom materials, review student assessments, communicate with parents, and create lesson plans. Classroom teachers will receive at least one prep period per day (while students are studying STEM in the aquaponics lab, Spanish/Arts, or Physical Education) and one thirty-minute lunch period. Master Teachers, the Dean of School Culture, the Dean of Instruction, and the Head of School will conduct observations and provide feedback to teachers during coaching meetings at prep periods (see Teacher Support and Supervision section in Response 09ad - Instructional Leadership).

Below is a sample day-in-the-life of a typical classroom teacher at Minisink Charter School:

> Ms. Williams arrives at work at 7:15 a.m. on Monday. On Mondays, Ms. Williams supervises two classes during breakfast. At 8:00 a.m., Ms. Murphy picks up her class and Ms. Williams brings her own students to her classroom.
>
> Ms. Williams begins the day with Morning Meeting. Students gather on the carpet to read the Morning Message and play a community building game.
>
> Around 8:20 a.m., Ms. Williams begins guided reading and literacy centers. While a small group of students reads with Ms. Williams, the rest of the class participates in two different literacy centers. Ms. Williams rings a bell when it is time for students to switch centers.
>
> At 9:00 a.m., Ms. Williams begins a Singapore Math lesson. Students learn about how to represent numbers in a ten frame. Students play a math game to reinforce their learning.
>
> Next, Ms. Williams' class will begin working on their PBL neighborhood study. Ms. Williams' class has been learning about different types of buildings in their community and creating miniature buildings. Students add signs to their buildings to mark building names. This lesson integrates social studies, literacy, and arts.
>
> At 10:40 a.m., Ms. Williams teaches a Writer's Workshop lesson about "How To" books. She reads an example of a "How To" book and models a writing strategy. She works with students in small groups. The school's literacy specialist pushes into the class to provide support.

At 11:20 a.m., Ms. Williams drops her class off at lunch and eats her lunch in the teacher's lounge.

At 12:20 p.m., Ms. Williams has a prep period during which she prepares materials her afternoon classes and sends emails and texts to parents.

Next, Ms. Williams teaches a thirty-minute phonics lesson. Following phonics, students have twenty minutes of Choice Time. Students can use this time to nap, draw or write quietly, or read. At the end of Choice Time, students eat a snack.

At 2:00 p.m. Ms. Williams teaches a Reader's Workshop lesson. Students have time to read independently and work with Ms. Williams in small groups.

At 2:30 p.m. Ms. Williams lets students grapple with a word problem using manipulatives during Cognitively Guided Instruction.

At 3:00 p.m., students go to PE class and Ms. Williams meets with her grade-level team to discuss the results of a recent assessment.

At 3:45 p.m., students return from PE class. Ms. Williams leads a short class discussion and students prepare for dismissal. Students are dismissed at 4:00 p.m. and Ms. Williams works in her classroom until 4:15 p.m.

Sample Teacher Schedule

TIME:	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20-9:00	Guided Reading & Centers	Guided Reading & Centers	Guided Reading & Centers	Guided Reading & Centers	Guided Reading & Centers
9:00-9:45	Singapore Math	Writer's Workshop	Weekly Assembly	Prep	Writer's Workshop
9:45-10:40	Project Based Learning	Prep	Singapore Math	Writer's Workshop	Singapore Math
10:40-11:20	Writer's Workshop	Project Based Learning	Prep	CGI Math	Reader's Workshop
11:20-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:20	Recess	Recess	Recess	Recess	Recess
12:20-1:00	Prep	CGI Math	Writer's Workshop	Reader's Workshop	Project Based Learning
1:00-1:30	Phonics	Phonics	Phonics & Dismissal	Phonics	Phonics
1:30-1:50	Choice Time	Choice Time	Teacher PD and Planning	Choice Time	Choice Time
1:50-2:00	Snack	Snack		Snack	Snack
2:00-2:30	Reader's Workshop	Project Based Learning		Singapore Math	Project Based Learning
2:30-3:00	CGI Math	Reader's Workshop		Prep	Prep
3:00-3:45	Grade Team Meeting	Social Emotional Learning		Project Based Learning	CGI Math
3:45-4:00	Closing Circle	Closing Circle		Closing Circle	Closing Circle

Specific Populations

We are founding the Minisink Charter School as an option for disadvantaged families, with a lottery preference for students living in public housing. We anticipate the vast majority of students will be low-income and possess many of the academic and social risk factors associated with poverty. Thus, we specifically designed the school with a class size of 12 students to provide every student with significant amounts of individualized attention to meet each student's unique needs. In addition, looping allows teachers to build strong relationships with their students and use their growing understanding of their students' strengths and challenges to meet those needs. We cite key research and data in Response 2ab – Addressing Need that supports the use of small class size and looping to raise student achievement, especially for minority and disadvantaged students. For example, research has found that one benefit of small class sizes is the early identification of learning disabilities[1] and that looping students are less likely to be referred for special education services.[2] Furthermore, special education students and second language learners tend to perform better in looping classrooms.[3] In addition, performance assessment provides students with disabilities and English language learners alternative methods for demonstrating their knowledge and skills, something not afforded to many at-risk students in traditional schools.

Despite the advent of universal pre-K, we still expect many of our students to enter our school without strong literacy skills and have designed our curriculum and instruction to build an academic foundation while also developing higher order critical thinking skills. Nevertheless, we know some students will struggle and have planned systems to identify and serve them.

a. Struggling Students

Identification: We define a struggling student as any child who is not mastering grade level academic standards or behavioral expectations for his or her grade level as measured by internal and external assessments, teacher and staff observations, and parent/guardian input. Minisink will have a robust response to intervention (RTI) system that quickly identifies students in need and provides immediate support to ensure they achieve grade level proficiency. The RTI process will be coordinated through grade team meetings that include a Master Teacher and Learning Specialists with expertise in special education with support from the Dean of Instruction, the Dean of School Culture, and the Social Worker. The purpose of these weekly meetings will be to review data (academic, social emotional, discipline, attendance, etc.) and identify students who are struggling academically or behaviorally and target research-based strategies to meet their needs. Minisink will use the following strategies

[1] NEA (2008). Class Size Reduction: A Proven Reform Strategy

[2] Forsten, C., Grant, J., & Richardson, I. (1999). The looping evaluation handbook. Peterborough, NH: Crystal Springs Books

[3] Northeast and Islands Regional Education Laboratory at Brown University. (1997). Looping: Supporting student learning through long-term relationships.

to identify struggling students, i.e., those not making reasonable progress towards achieving grade level standards:

- **Intake Data:** Minisink will have the families of enrolled students complete forms that ask them to identify special needs and concerns about their child. Discussions by phone or in-person will be use to further solicit information about students to identify needs. The assessment tool RyeCatcher will also be used to develop a comprehensive intake profile of each student.
- **Record Collection:** Minisink will obtain records from students' previous schools to identify, where possible, academic deficiencies, attendance issues or behavior problems. School staff will also check appropriate ATS records to identify students with special needs.
- **Diagnostic Assessments:** At the beginning of the school year (and for students entering mid-year) the school will administer diagnostic assessments to evaluate prior knowledge and existing skills. These may include tests such as Fountas and Pinnell Running Records, YOPP-Singer Test of Phenome Segmentation, and the Early Childhood Assessment in Math (ECAM).
- **Formative Assessment:** Teachers will constantly monitor student performance using ongoing formative assessments, including curriculum-based assessments associated with research based literacy assessments, Wilson Fundations, Fountas and Pinnell Running Records, CGI Math, and Singapore Math. In addition, performance assessment will provide insight into both academic skills and habit formation.
- **Observation:** Teachers, instructional leaders, and support staff are all expected to observe student learning and interactions to identify struggling students. In addition to classroom behavior, this includes office staff dealing with tardy students, food service staff monitoring behavior in the lunch room, staff observing student interactions during recess, or the nurse talking to a student about an injury. Staff will be trained to identify antecedents that have the potential to impact learning and bring it to the attention of the appropriate staff members.
- **Parent/Guardian Input:** Teachers are expected to communicate regularly with parents, provide them with student data via MasteryConnect, and conference with them regarding student progress. Teachers are responsible for soliciting input from parents about student learning and communicating parent concerns to their grade teams and student support staff.
- **Behavior and Discipline:** The Dean of School Culture is responsible for monitoring behavior and discipline data and working with teachers to identify students with non-academic problems.
- **Looping:** This key design element was adopted to provide teachers with extended time with students, giving them the opportunity to get to know their students well so they can identify and tailor instruction to their needs. Learning Specialists are assigned to

looping grade spans so they can coordinate their support with teachers over extended periods.

Once identified, grade teams will develop intervention plans to specify needs, chosen intervention strategies, and assessment tools. Moreover, a timeline will be established for implementing the intervention for enough time to determine its efficacy and decide whether additional supports are required. Timelines will vary based on the type of intervention, but will typically be no longer than six weeks in order to ensure impact and make adjustments if an intervention is not demonstrating adequate improvements.

Interventions: Once a grade team identifies a student of concern, it will follow a protocol to develop and implement tiered intervention strategies. For academic struggles, most initial strategies will typically be directed first to classroom teachers to implement through differentiated instruction with support from Specialists. With class sizes of 12 students there will be frequent opportunities for personalized instruction within the classroom. As described in Response 6 Curriculum and Instruction, Minisink will utilize curriculum programs and instructional practices that promote individualized learning, including guided reading and writing, cognitively guided instruction in math featuring problem-solving, and exploratory science and social studies curricula.

More complex needs requiring so called Tier II and III supports will be addressed through a combination of push-in and pull-out services provided by Learning Specialists, Reading and Writing Specialists, and Math Specialists, which may include individual or small group instruction, computer-based instruction, or a combination. For example, we plan to use Wilson Fundations for all students and will use increased doses and supplemental materials as part of our literacy intervention model. Similarly, Specialists may work with small groups or individual students to provide vocabulary or background knowledge priming to bolster comprehension and targeted skill development or additional practice to ensure students can access classroom materials and participate in grade level activities.

As with academic interventions, behavior interventions begin with Tier I practices in the classroom, including clear routines and procedures, collaboratively developed rules, teaching and embodying schools values, social emotional curriculum, and elements of Responsive Classroom and Accountable Talk. (See Response 10 Culture and Discipline for more detailed discussion of school strategies related to behavior management). Tier II and III interventions are targeted to small groups and individual students, including changes in classroom management techniques, behavior contracts, mentoring, and non-mandated counseling. Every effort will be made to provide interventions within the student's classroom or to pull students out of class in a way that limits missing active instruction, e.g., during choice time.

Monitoring: Grade teams will use protocols to monitor and review student progress and determine whether interventions have been successful or more intense levels of intervention are required. We describe in detail our assessment plan in Response 6, which includes quarterly Running Records, development writing rubrics, the YOPP-Singer Test of Phenome Segmentation, performance tasks and curriculum associated assessments. For example, in addition to regular assessments embedded in the Wilson Fundations phonics program, its supplemental intervention resources provide additional assessments opportunities. Together

these provide ample data for evaluating student progress. At weekly grade team meetings that include teachers, Specialists, Deans and the Social Worker as necessary, selected students' progress will be analyzed based on assessment results, observations and other data specified in the intervention plan. Based on these analyses, the team will determine whether the objectives of the invention plan have been met and whether continuation or cessation of the intervention is appropriate or alternative and/or more intense interventions are required. Should a student ascend through three tiers of intervention without showing adequate improvement, the team will recommend a review by the Child Study Team (CST) for possible evaluation for special education services (see below). The RTI system will be used to try multiple interventions at increasing levels of intensity to ensure that referral for special education evaluation is based on real need, rather than failure to provide adequate instruction and intervention.

Evaluation: The school's instructional leadership team (Head of School, Dean of Instruction, Dean of School Culture) will be responsible for evaluating implementation of the RTI process and assessing its impact. The Deans will attend grade team meetings to monitor effective identification of struggling students and development of intervention plans. In addition, they will review formative and summative assessment results and behavior data as well as other data points to track student growth and monitor students whose promotion is in doubt. Finally, a key part of teacher evaluation will involve effective differentiation of curriculum and instruction to maximize the value of small class sizes. Ultimately, the Head of School will use student outcomes, including state test scores, to hold staff accountable for meeting the needs of struggling students.

b. Students with Disabilities

Based on 2022-23 NYSED enrollment data, 29% of students in CSD 5 are identified as students with disabilities. Thus Minisink is prepared to serve a large number of students with disabilities and has designed a comprehensive program to identify and serve these students and ensure their academic and social emotional success.

Identification: We understand fully that the district Committee on Special Education (CSE) is empowered to determine eligibility for special education, establish goals and service requirements, and create and modify Individualized Education Programs (IEPs). We will review student records, survey parents of entering parents, and check ATS to try to determine whether an entering students has an existing IEP (or might have been in the evaluation process prior to admissions to Minisink). Once students enroll at Minisink, we will vigilantly monitor student performance and behavior to identify students who might need special education services. After students have gone through a thorough RTI process (described above) without success, the school will convene a Child Study Team (CST) led by the Dean of School Culture and including the student's teachers, specialists, Dean of Instruction and/or school counselor. If the CST believes a special education evaluation is warranted, it will seek the approval of the child's parent and refer the child to the CSE for evaluation. Parents must be notified of and approve all referrals for evaluation.

Services: If the CSE conducts an evaluation and finds that the child is eligible for special education services, the school will work closely with the CSE and parent/guardian(s) to develop an appropriate IEP and help parents understand the services that are available at Minisink.

- **SETSS:** The school will provide Special Education Teacher Support Services (SETSS) via push-in and pull-out services by Learning Specialists certified in special education. While Minisink will not formally offer Integrated Co-Teaching (ICT) or resource classes, our student to teacher ratio (12:1) is similar to a traditional ICT class with a 24:2 ratio or a 12:1:1 self-contained special education class. Reading/Writing and Math Specialists will also collaborate with Special Education teachers to support classroom teachers and provide students with disabilities targeted support.
- **Counseling:** Minisink will open with a full-time social worker who will provide mandated counseling for students with disabilities and will be responsible for functional behavioral assessments (FBAs) and developing Behavior Intervention Plans (BIPs) for students with such needs stipulated in their IEP as well as other students who might benefit as part of the RTI process.
- **Related Services:** We have budgeted for contracted special education services, such as speech, occupational therapy and physical therapy. We will identify service providers either through the DOE or private agencies who best meet the needs of our students. Finally, we will work with parents to obtain related service authorizations (RSAs) to secure independent service providers for their child.

We will educate the CSE about our 12 student per class model and how it might be an effective setting for students with special needs; where appropriate we will work with the CSE and the child's parents/guardians to explore modifying the IEP so a child can attend Minisink instead of attending a school with a more restrictive setting. For a child with a service such as ICT or resource room stipulated in their IEP, we will work with parents to determine if Minisink can be a good fit for their child and let parents decide whether to waive the IEP placement and keep their child in our school.

We believe our uniquely small class size with additional support by Learning, Reading/Writing, and Math Specialists will provide a strong inclusive setting for many students with disabilities.

Administration: Learning Specialists certified in special education will be responsible for the administrative responsibilities associated with their student caseload. The Learning Specialists will liaise with the CSE to facilitate evaluations, IEP development and reviews, always including parent/guardians in every step of the process. IEPs will be maintained in secure file cabinets and digital systems, but teachers will have access to the IEPs of their own students and will be provided with IEP summaries at the beginning of the school year or when a new student is added to their class roster. Learning Specialists will attend grade team meetings to coordinate special education services and co-plan instruction with teachers who have students with IEPs in their classroom. They will also participate in grade team RTI meetings and when necessary convene CST meetings

Ancillary Support Services: Though counseling will be provided by school staff, the Mission Society has strong relationships with community organizations and agencies that that we will

leverage to help families find extra-curricular and summer programs for their children. Northside Center for Child Development and Cardinal McCloskey Community Services will serve as our primary referral partners for services related to students with disabilities and other at-risk students. In addition to referring students to after school and summer programs offered by the Mission Society, Minisink will rely on relationships with Sheltering Arms, the Salvation Army, and SCAN New York to provide access to wrap-around programs. For services and programming that supports parent and families, we will work with the organizations mentioned above, as well as WorkForce1, the NY Foundling, and National Center for Families Learning to ensure that we are meeting families' needs.

Professional Development: The Dean of Instruction, Dean of School Culture and Learning Specialists will provide training and coaching during the summer and school year so our staff can implement effective inclusion practices based on the needs identified in IEPs and BIPs. Our schoolwide professional development program is described in full in Response 8. It includes an annual summer Professional Development Institute, which incorporates relevant topics such as special education and inclusion, RTI, classroom management, curriculum programs, and assessment and the use of data. IEPs are shared with teachers at the beginning of the year and reviewed and discussed to help teacher plan for implementation of curriculum and instruction. During the year weekly early dismissal days allow for formal professional development sessions, either schoolwide or by grade team. In addition, at least weekly grade team meetings provide opportunities for master teacher leaders to work with their grade team peers and for the Dean of Instruction, Dean of School Culture, Social Worker, and Learning Specialists to help teachers prepare lessons and interventions to support students. Furthermore, Learning Specialists will also be provided with relevant training and guidance to help them implement effective push-in and pull-out services for students with disabilities in an inclusion setting. It is our intention to join the NYC Special Education Collaborative, which provides training, shared resources and practices to charter schools.

Evaluation: Grade teams will monitor the progress and achievement of students with disabilities based on grade level standards and IEP goals. The Head of School, Dean of Instruction, and Dean of School Culture will monitor our special education program through CST meeting attendance, observation of general education teachers and Learning Specialists, frequent review of disaggregated data, surveys of staff and parents, and feedback from the CSE and our authorizer. We will also seek to participate in the NYC Special Education Collaborative, which offers actionable feedback.

Assurances: Minisink Charter School agrees to abide by all of the Special Education Assurances found in Appendix B of the SUNY RFP.

c. English Language Learners

Identification: Minisink will give a Home Language Survey to all new students and use the results to administer the New York State Identification Test for English Language Learners (NYSITELL) in order to determine which students are eligible for English as a new language (ENL) services. The school will review student records and ATS to determine if entering students have

already been identified as English language learner (ELL) students. We expect the majority of our ELL students to speak Spanish, though Harlem is home to families from all over the world and many other languages are present in the community. We will translate documents into home languages so families understand their child's eligibility for services, can support their child's English proficiency development, and can monitor their progress.

Services: Our uniquely small class size offers ample opportunities for personalized instruction so we will utilize an immersion approach called "integrated ENL" to support ELLs primarily within their classroom, though services will vary depending on the proficiency level of individual ELL students. We believe integrated ENL is particularly appropriate for our early elementary grades where almost all of our students will be learning academic English for the first time. In addition, traditional ESL programs are often disconnected from classroom instruction, while immersion puts students front and center to learn subject content with additional supports. Indeed, EngageNY posits that:

> language learning in an academic context is not solely about mastery over grammatical structures or isolated vocabulary but also about the development of competency in the language specific to each academic discipline. In order for this development of competency to occur, students must participate in a language socialization process that includes both explicit and implicit guidance by mentors who are more proficient in the language of the academic discipline (Duffy, 2010) as well as an engagement with the ways of thinking in each academic discipline through exposure to content-specific texts (Snow, Griffin, and Burns, 2007).[4]

Research supports our integrated ENL approach. Professors Maria Dove and Andrea Honigsfeld, authors of the book *Collaboration and Co-teaching: Strategies for English Learners*, report emerging research on "the impact of coteaching for the sake of ELLs (sometimes called inclusive ESL services) on the participating teachers (Davison, 2006) and on students (Theoharis, 2007)."[5]

We recognize the challenge in hiring dual certified ENL teachers, but we will seek to employ at least one bilingual and/or dual certified classroom teacher per grade and use our Reading & Writing Specialists to push in and co-teach integrated ENL classes. This provides students with access to both core content area and English language development instruction. We will use resources from the New York State Bilingual Common Core Initiative, including the New Language Arts Progressions, which organize language into "receptive (listening and reading) and productive (speaking and writing) functions within the modalities of oracy (oral skills) and literacy (written texts)."[6] This allows students to develop oral and written language simultaneously, which is critical to learning subject content as well. Teachers will develop specific language objectives for ELL students, identify effective scaffolds that target content area demands, and develop formative assessments appropriate for students' language proficiency levels. The New Language Arts Progressions provide performance indicators for reading, speaking, listening and writing that demonstrate how students at each of the five

[4] https://www.engageny.org/file/135506/download/nysbcci-theoretical-foundations.pdf
[5] Maria Dove and Andrea Honigsfeld ESL Coteaching and Collaboration: Opportunities to Develop Teacher Leadership and Enhance Student Learning, TESOL Journal 1.1, March 2010
[6] https://www.engageny.org/file/135506/download/nysbcci-theoretical-foundations.pdf

proficiency levels can meet the Common Core standard for their grade level, using grade level content and text.

The use of small group instruction, project-based learning and performance assessment are explained in detail in Response 06f – Curriculum and Instruction. In the curriculum discussion we detail our literacy program, including the Teachers College Reading and Writing Program and Wilson Fundations, which include resources and strategies specifically for teaching ELL students. Our teachers will be trained in these programs and develop effective techniques for instructing ELL students in all subjects, such as:

- increased wait time for answers,
- repeating answers in standard English,
- allowing students to supplement oral production with physical communication,
- demonstrating with visuals and manipulatives,
- pairing or grouping students with native speakers, and
- building on the student's prior knowledge.

Most of these strategies are appropriate for all of our students, many of whom we expect to enter school lacking basic pre-literacy skills. In addition, performance assessment provides students with multiple means to demonstrate mastery of content so students may choose assessment methods that do not rely heavily on their English language skills. This is important in building both content knowledge and confidence.

For ELL students at the Entering (Beginning) Level, our Specialists will use pull-out or push-in approaches to provide more intense instruction, including supplemental tutoring in phonemic awareness, phonics, vocabulary, and comprehension, using the student's home language if necessary. Once a student progresses to the Emerging Level or above the integrated ENL approach described above will be used.

For all ELL students, our dual language arts program provides a setting where all students are second language learners. For Spanish speaking ELL students, this will be an opportunity to learn in their home language and serve as mentors to their peers. For students who speak languages other than Spanish, they will be learning Spanish alongside their non-ELL peers. Research shows that multilingualism has many benefits: "Being multilingual actually changes your brain structure, and this can help you in multiple ways. It improves your memory, helps you process information better, and helps with multitasking skills. But the biggest brain benefit is that speaking multiple languages can actually delay the effects of dementia by "an average of 5 years."[7]

Finally, we will partner with the New York Public Library to offer students and their families **access to language classes.**

Coordination: The Dean of Instruction will be responsible for overseeing the ENL program, including ensuring identification, service provision, professional development and evaluation of the program. Grade team meetings will be used to coordinate the delivery of instruction by

[7] https://www.itcglobaltranslations.com/multilingual-benefits/

classroom teachers and Specialists. We hope to have a bilingual teacher on every grade who can assist the teacher peers on their grade team with integrated ENL.

Professional Development: As noted earlier, Minisink has a comprehensive professional development program, incorporating formal training during the summer and school year, collaborative planning, and coaching and support. ENL will be a topic of trainings throughout the year, and grade teams will explore ENL implementation together. Finally, teacher observation and feedback will include a focus on support for English language learners.

Assessment and Evaluation: Grade teams will monitor individual ELL student achievement using performance and other assessments. Student progress and continued eligibility for ENL services will be determined by annual administration of the New York State English as a Second Language Test (NYSESLAT). The instructional leadership team will review NYSESLAT results and disaggregate student performance data to examine subgroup performance in order to evaluate our ENL program. In particular, they will pay close attention to the role of our Specialists in classrooms to ensure ELL students' needs are met.

Accessibility: All school programs, including, will be open to ELL students. Materials regarding all academic and extra-curricular programs will be translated into students' home languages and the school will make use of district translation services to ensure effective communication between Minisink and our families.

d. Gifted and Advanced Students

Identification: Students will be identified as gifted who demonstrate abilities above grade level expectations in one or more content areas. Students may demonstrate this via traditional standardized tests, including state test performance, as well as performance based tests. In addition, teachers may identify students based on academic performance on student work or observation of participation in learning activities.

Strategies for Accelerated Learners: Our class size of 12 students will provide ample opportunities to personalize instruction, which can be used to provide enrichment for gifted and advanced students. Differentiated classroom instruction can include more challenging tasks and faster pacing. We will ensure a wide range of lexile levels in our texts and challenge levels in other curriculum materials. In addition, a tenet of progressive education is freedom to develop naturally, so our model includes hands-on learning explorations, particularly in our science program and aquaponics lab, and opportunities for choice. In addition, because standardized tests are so poor at assessing high level students, our performance assessment system allows advanced students improved ways to demonstrate their mastery in deeper and more creative ways. Differentiated materials, learning activities, pedagogy and assessment are all amendable to remote learning, though hands-on learning opportunities may be more difficult to provide during remote learning. Our data system will be used to track all students, including gifted ones, to determine whether our strategies are effective and inform our improvement efforts.

Instructional Leadership

a. Instructional Leadership Roles

Below are all staff members who will have instructional leadership roles. For all staff, hiring criteria include a strong commitment to the school mission and progressive education tenets, expertise in supporting and coaching teachers, comfort with cross-disciplinary curriculum and performance assessment and high expectations for student achievement and demonstrable success raising the achievement of students like ours. Role specific criteria are included for each position below:

- **Head of School:** The school leader is responsible for the overall academic, operational and financial performance of the school. In the instructional realm, the Head of School will monitor curriculum selection and development, implementation of an instructional program aligned with progressive education tenets, and the use of performance assessments. S/he will support, coach, and evaluate other instructional leaders as well as teachers to ensure that Minisink is providing children with a solid academic foundation, immersion in English Language Arts, and a compelling STEM program. In addition to overseeing the school's curricula and instructional approaches, the Head of School will review and respond to student performance data for school improvement and accountability purposes. Working with the Dean of Instruction, the Head of School will create and execute a professional development plan that will support student success and improve the instructional quality of the faculty. The Head of School will also be responsible for establishing and maintaining a positive school culture, in which students are supported academically, socially, and emotionally. The Head of School is ultimately responsible for ensuring that all aspects of the academic program are aligned with the mission, vision, and goals of the school. Hiring criteria include experience with school start-up and management, preferably in a charter school setting, strong leadership skills, expertise in literacy and STEM subjects, and a commitment to transparency and accountability.
- **Dean of Instruction:** The Dean of Instruction will be supervised by and work closely with the Head of School to implement the academic program. The Dean of Instruction will be responsible for researching and selecting curriculum programs and materials, creating curricula resources such as curriculum maps and scope and sequences, and reviewing unit and lesson plans created by the school's teachers. The Dean of Instruction will supervise the Learning Specialists to ensure they are meeting the needs of students with disabilities as well as the Reading/Writing Specialists and Math Specialists to ensure they are providing targeted support to struggling students and helping teachers address the needs of their students. The Dean of Instruction will also collaborate with Master Teachers to create a system for planning and tracking the professional development of each instructional staff member. The Dean of Instruction will be responsible for establishing and maintaining high academic expectations for all students, including

students with disabilities and ENL needs. Hiring criteria include experience with both teaching and supervision at the elementary level, evidence of improving other teacher performance, expertise in curriculum development and implementation, familiarity with Minisink's proposed curriculum programs preferred.

- **Dean of School Culture:** The Dean of School Culture will also work closely with the Head of School. The Dean of School Culture is responsible for creating a school culture of high behavioral expectations that enables a consistent focus on academic results. The Dean of School Culture will provide professional development opportunities for all staff around culture, including behavioral intervention and classroom management coaching. The Dean of School Culture will be expected to establish and reinforce school-wide systems and procedures that create a safe, structured school environment and be available to teachers for support during throughout the school day. Finally, the Dean of School Culture will coordinate the special education program, serving as chair of the CST and primary liaison to district CSEs, and supervise and support the Social Worker and the Learning Specialists. Hiring criteria include a background in special education administration and/or delivery, including knowledge of special education in New York City, demonstrable skills in shaping school culture, experience with social emotional development and proposed culture programs (e.g., Responsive Classroom, Accountable Talk, Yale RULER program), experience training adults in classroom management and discipline, and excellent interpersonal skills relating to a similar student and family population.
- **Data Specialist:** The Data Specialists is responsible for developing a data-driven culture. In addition to coordinating administration of assessments, the Data Specialist will assist with data collection, analysis and action planning. The Data Specialists will work with teachers using rubrics and protocols to develop valid and reliable performance assessments. Hiring criteria include strong analytic skills and attention to detail, ability to translate statistics into action, experience with developing and implementing performance assessment.
- **Master Teachers:** The teaching staff at Minisink will be differentiated to provide subject-specific expertise and opportunities for career advancement. Each grade will have one classroom teacher with demonstrated expertise in classroom management and instruction. These Master Teachers will lead their grade team, provide support and guidance to other classroom teachers, and work with instructional leaders to develop curriculum, instructional strategies, individualized professional development plans and assessments. Hiring criteria include demonstrable skill in raising student achievement of a similar student population, experience supporting and growing other teachers, skill in identifying needs and planning professional development, ability to give actionable feedback.
- **Learning Specialists:** These teachers will be certified in special education and provide push-in and pull-out SETSS to students with disabilities. They will collaborate with classroom teachers on differentiating lesson plans and assist with special education administration, e.g., evaluation referrals and IEP development and reviews. Hiring

criteria include special education certification, experience with our student population, expertise in inclusion settings, ability to serve students and support general education teachers.

- **Reading & Writing Specialists:** An expert in literacy education, the Reading & Writing Specialists will assist teachers in personalizing instruction through lesson plan development and small group interventions within or outside the classroom. For younger students they will focus primarily on phonics development, and work on comprehension skills and vocabulary with older students. They will also support implementation of Fountas & Pinnell Running Record and other literacy assessments. They will also support English language learners through an integrated ENL program and provide more intensive instruction for Beginning Level ELL students. Hiring criteria include expertise in literacy instruction and remediation, familiarity with Teachers College Reading and Writing Project or similar literacy programs, expertise in coaching and supporting teachers, bilingual and/or ENL certified preferred.

b., c. Teacher Support and Supervision & Professional Development

Teacher support and professional development will be truly embedded in Minisink's school culture. We believe in investing time and resources in the continuous growth of teachers in order to create reflective practitioners. The school will hire an experienced teacher, coach, and curriculum developer to work as the Dean of Instruction. The Dean of School Culture will also be a talented educator of adults, with experience assisting teachers in creating and maintaining a positive classroom environment, implementing social emotional development, and serving students with special needs. The Data Specialists will assist teachers in developing performance assessments as well as collecting and analyzing data to inform instruction. Minisink will also hire experienced teachers with advanced degrees to serve as Master Teachers to support grade level teacher teams. All of these staff members will be responsible for implementing the school's professional development program in alignment with our school mission and vision.

Needs Assessment: The professional development offered at Minisink is designed to improve the instructional practices of all staff members by taking into account each staff members' strengths, areas for growth, areas of personal interest, and school needs. Schoolwide, grade level or department professional development topics will be decided based on student data, teacher evaluations, and the input of key members of school leadership, including the Head of School, Dean of Instruction, and Dean of School Culture. Master Teachers will also identify the needs of their grade team members.

For individual teacher development needs, the Dean of Instruction will meet with each teacher at the beginning of the year to draft a Professional Learning Plan (PLP) or for returning teachers modify their previous year's PLP. This document will include a self-assessment, professional learning goals and an action plan for improvement identifying activities and resources. The PLP will be integral to both teacher development and ultimately evaluation. Instructional leaders and teachers will record evidence from observations, coaching sessions, and professional development activities in the PLP. In the first year of the school, the Dean of Instruction will

take on responsibility for the development of PLPs. As the school grows in size, Master Teachers will take on this responsibility as important instructional leaders within the school.

Professional Development Activities: Research indicates that it is preferable to provide teachers with a variety of professional development opportunities to meet both their and the school's needs. Minisink will offer a range of activities, including:

- **Coaching from the Dean of Instruction:** The Dean of Instruction is responsible for conducting both formal and informal observations of all teachers and the Danielson Framework for Teaching will be used to focus observations and feedback. The Dean of Instruction will conduct informal observations about once a week depending on the expertise of the teacher and will establish a schedule for meeting with each teacher on a regular basis in order to provide feedback, offer advice and resources, and discuss student data. The Dean of Instruction may also participate in instructional planning, co-teach or model lessons.
- **Coaching from the Dean of School Culture:** The Dean of School Culture will work alongside the Dean of Instruction to help teachers establish a positive classroom culture. The Dean of School Culture will provide insight into working with students with behavior challenges and disabilities through coaching, modelling, and co-teaching in classrooms. The Dean of School Culture will assist with teacher observations and evaluations and help teachers implement their Professional Learning Plan.
- **Collaboration with Specialists:** Teachers will meet regularly with Learning Specialists and the Reading/Writing and Math Specialists to identify and discuss student needs, share effective practices and plan upcoming instruction. Specialists will help classroom teachers understand their students IEPs and language proficiency levels; they will help teachers to coordinate classroom instruction with interventions and supports for struggling students, students with disabilities and English language learners.
- **Data Analysis Meetings:** The Dean of Instruction and the Data Specialist will work together to facilitate data meetings with teachers. Data will be shared in a variety of settings and formats. For example, teachers might analyze data during a grade team meeting in order to evaluate curriculum, identify students for intervention, identify topics for re-teaching or plan future instruction. Staff might do a "deep dive" into data reports – either looking at one student, a small group of students, or a class composite. Through data analysis, Minisink staff will be able to adjust instruction according to student needs. Notes from this meeting will be included in the teacher's PLP document.
- **Professional Development Workshops:** The school will provide time for formal training at the beginning and end of the school year and during early student release days each Wednesday during the school year. Professional development workshops will be presented by the Head of School, Dean of Instruction, Dean of School Culture, Specialists, Master Teachers, and teachers with areas of expertise, as well as outside consultants. All workshops will be aligned with Minisink's mission, vision and values and will focus on providing teachers with hands-on, experiential learning opportunities to help them support all students, including students with special education and ESL needs.

All workshops will ask teachers to use real student data and current classroom experiences in order to improve instruction and culture.

Staff may also attend external professional development opportunities and will be expected to turnkey it for their peers. For example, Minisink will be located in close proximity to Columbia University and teachers and staff will participate in Teachers College Reading and Writing Project training. And in order to implement social emotional learning programs, two teachers or mental health professionals and at least one school administrator will attend the RULER Institute, an interactive two-day workshop at Yale University in New Haven, Connecticut. These school staff members will make up the RULER Implementation Team and will receive support from a RULER Coach.

- **Master Teacher Support:** Master teachers will coordinate and support their grade level teams, which will most likely be comprised of less experienced teachers. Master teachers will be responsible for leading grade level team meetings each week, facilitating the development of grade-wide lesson plans and performance assessments. They will also work with Deans and Specialists to coordinate the RTI process for their team. Finally, they will be asked to assess the professional development needs of their grade level teams and be the key driver in embedded professional development. Prior to the start of the school year, Master Teachers will receive training on coaching and a variety of professional development protocols. The Dean of Instruction, as well as outside schools and professional development organizations, will provide professional development in these areas.
- **Peer Observations facilitated through use of Pineapple Charts:** Minisink believes in leveraging the strengths of all staff members and creating a community of learners among educators. We want to provide customized professional development opportunities, rather than a "one-size-fits-all" format. Pineapple charts are an organizational system that creates opportunities for teachers to visit one another's classrooms in order to informally observe lessons. A blank copy of the school schedule is posted in a central area, like the staff lounge. Teachers can write on the chart when they are teaching a lesson that they believe would be beneficial for other teachers to observe (i.e., Period 6 – Class Discussion). When a teacher sees something on the chart he/she is interested in observing, they can visit the classroom at the designated time and informally observe the lesson. Educators believe that this practice allows teachers to learn and quickly implement new instructional practices and fosters collaboration. This system is free and can be done during prep periods.
- **Lesson Study Protocol with Videotaping:** Minisink acknowledges that time and scheduling can be a barrier for teachers to observe other teachers. For this reason, Minisink will utilize lesson study techniques incorporating video-taping to foster self-reflection and share best practices across the school community. First, Master Teachers and the Dean of Instruction will create small inquiry teams. In these groups, teachers will develop learning goals for a specific lesson. Next, teachers will work collaboratively to design a lesson and a way to assess the effectiveness of the lesson. Each teacher will

film their implementation of this lesson. At a professional development meeting, the team will watch the videos. As they watch, they will take notes on the teacher's instructional delivery and evidence of student learning. Following the video, the teachers will share their feedback and provide suggestions for improving the lesson. Lesson study involves backward design, which requires teachers to think about the overall goal of the lesson first, then create the assessment tools and finally create lesson activities. The lesson study process fuels teacher improvement and creates a teaching community in which all teachers are learners. This process is very much aligned with Minisink's mission of inspiring inquiry and incorporating teacher voice. Artifacts from this meeting may be included in the teacher's PLP document.

Professional Development Schedule

- **Beginning of the School Year:** In our first year, all teaching staff will be required to attend a three week Professional Development Institute prior to the arrival of students. During this time, teachers will learn about the educational philosophy of the school, the school's assessment practices, and receive training based on the school's curricula, pedagogy, and culture. Topics for the inaugural Institute will include:
    - School mission, vision and values
    - Literacy instruction
    - Wilson Fundations
    - Singapore Math
    - Cognitively Guided Instruction
    - Responsive Classroom
    - Aquaponics
    - Mission:Success
    - Yale RULER program
    - Classroom Management
    - RTI
    - Special Education and inclusion
    - Integrated ENL
    - Review of data regarding incoming students
    - Professional Learning Plans
    - Danielson Framework for Teaching

  In the following years, returning teachers will be asked to attend about two weeks prior to the start of school. This will provide an opportunity for differentiated professional development and will honor the experience of returning and veteran teachers. The Professional Development Institute will also be used to plan for the coming school year

by reviewing and revising curriculum maps, scope and sequences, and unit plans, as well as developing lesson plans and performance assessments for the beginning of the school year.

- **During the Academic Year:** Throughout the year, school staff will participate in a year-long, embedded professional development program. Each Wednesday, we will have early dismissal to allow for ongoing professional development sessions. Occasionally, this time will be used to grade and norm assessments across each grade level. Teachers will also be able to meet in grade-level groups to prepare curricula and review upcoming assessments. We will work with community organizations and school staff to provide supervision for the school's students during this time. The Mission Society currently operates after-school programming at five schools in Harlem and the Bronx and has established many partnerships with community organizations that offer academic enrichment and extra-curricular activities.
- **Prep Periods:** When creating the school schedule, our Planning Committee wanted to provide ample time for teachers to develop curricula, manage classroom materials, review student assessments and data, and collaborate with other teachers and school administration. Teachers will receive one prep period each day. During the week, teachers will receive prep periods while their students attend physical education, art, music, and science classes. During the year, Minisink's Reading and Writing Specialist and Math Specialist will be utilized to provide prep periods for teachers when necessary, as well as pushing into classrooms to provide support.

  At least one prep period per week will be set aside for grade team level meetings led by each grade's Master Teacher. The Master Teacher will make decisions about how this period is used based on input from instructional leaders and teacher. One period per week will be dedicated to RTI. During this time, grade level teams will review and create curricula, discuss student data, and participate in a variety of professional development activities selected by the Master Teacher. The remaining prep periods are dedicated to instructional planning and coaching meetings. While the Dean of Instruction will provide curriculum maps and scope and sequence documents for all subjects, grade level teachers will divide lesson planning responsibilities amongst their team. Grade level teams will be responsible for planning literacy centers, CGI Math, Wilson Fundations, and Singapore Math and project-based learning for Social Studies and Science, which will vary by class. While each class will explore the same themes or overall concepts, the projects will be driven by student interest, learning style, and background. For example, different classes may choose to explore the concept of identity in different ways (e.g., a mural, a class book, a photography project, etc.). Each teacher will also be responsible for planning their guided reading activities, as these plans are differentiated according to the students' reading levels.

Professional Development for School Administrators: Minisink understands the importance of investing in the professional development of all staff members. The Mission Society will play a key role in supporting and advising school leaders. For example, Mission Society staff members will consult with and advise school staff on human resource management, data management,

financial management and student development practices, among other topics. School leaders will also access professional development opportunities offered by organizations like the NYC Charter School Center's Special Education Collaborative, the Morningside Center for Teaching Social Responsibility, Responsive Classroom, Hunter College, and Bank Street College. The school's administrative team may also attend conferences, such as those offered by the Progressive Education Network and the Coalition of Boys of Color Conference. The school will also contract with CSBM to support the Director of Operations and Mission Society in establishing operational and financial systems.

In preparing for the opening of a charter school, the Mission Society has connected with many local schools. The members of the school's leadership team will benefit from relationships with school administrators from charter and private schools, including Global Community Charter School, Growing Up Green Charter School, The Trinity School, St. Charles Borromeo Catholic School, and Bank Street College School for Children. Moreover, the Mission Society currently operates after-school and summer programs at four elementary schools in Harlem and the Bronx. These schools include PS 175 Henry H Garnet, PS 192 Jacob Schiff, PS 33 Timothy Dwight, and PS 85 Great Expectations. The Mission Society also operates an after-school program at Harlem Village Academy's Middle School campus, which is located at 244 West 144th Street. The Planning Committee believes these relationships will help support the school.

Evaluation: The Head of School and Dean of Instruction will be primarily responsible for evaluating the professional development program. Internal surveys will be used to gauge the effectiveness and relevance of formal training sessions and coaching. Observation of planning meetings and instructional delivery will be used to assess the transfer of professional development activities into practice. We will also monitor achievement of PLP goals to determine the efficacy of teacher support systems. Finally, student performance data will provide insight into the impact of professional development on our academic program, particularly services for students with disabilities and ELL students.

d. Teacher Evaluation and Accountability

Our teacher evaluation system is built around the PLP system based on clear and measurable goals and evidence of progress towards and achievement of those goals. Instructional leaders will collect evidence throughout the year through observation of planning and delivery of instruction as well as interactions through coaching meetings. Teachers are also expected to collect evidence of professional growth, including video-taping of instruction, curriculum artifacts and student work samples and performance data.

In addition to evidence collection through supervision and coaching, the Dean of Instruction (and eventually other Deans and Master Teachers as the school grows) will conduct formal observations. During a formal observation, the Dean of Instruction will use the Danielson rubric to evaluate teaching performance. This rubric includes four domains including Planning and Preparation, Classroom Environment, Professional Responsibilities, and Instruction. Under Minisink's teacher evaluation system, teachers have a choice among four options for classroom observation:

- Option 1: A minimum of one formal classroom observation and three informal observations is required.
- Option 2: A minimum of six informal classroom observations is required.
- Option 3: A minimum of four informal observations. The teacher makes his or her classroom available for two non-evaluative visits from a colleague. (Available only to teachers rated Effective and Highly Effective the prior year.)
- Option 4: A minimum of three informal observations. The teacher makes his or her classroom available for three non-evaluative visits from a colleague. (Available only to teachers rated Highly Effective the prior year)

Following formal observations, the Dean of Instruction and the teacher will meet to discuss results as they relate to the teacher's PLP goals. The Dean of Instruction will provide the teacher with resources and strategies in order to help teachers meet their goals and implement their Professional Learning Plan.

Teachers not meeting expectations based on the Danielson Framework or making adequate progress towards PLP or school goals will be placed on an improvement plan. This plan will specify areas for growth, establish a timeline, identify specific resources and supports, and delineate activities the teacher will undertake to improve. Based on the timeline, school leaders will review progress and determine whether a teacher may be taken off of an improvement plan, modify the plan, change a teacher's placement or even terminate employment if the teacher's performance is detrimental to student achievement and/or school culture.

Culture and Discipline

a. School Culture

Vision: Minisink will cultivate a school environment in which students are provided with the tools and resources necessary for academic and social-emotional growth and development. The demographics of our expected student population indicate that many if not all of our students face economic, housing, and food instability. In addition, our students and families are members of communities suffering the effects of poverty and complex trauma, all of which can have an adverse impact on a student's ability to focus and engage in school and respond to stress and conflict in a productive manner. Although we cannot remove these realities from our students' lives, we will establish a school culture that allows students to develop pro-social skills and resiliency to minimize the challenges these factors pose in the school environment.

Through a combination of strong school values, clear expectations for conduct in the school community, a commitment to social-emotional learning (SEL), community building activities, and targeted social and emotional supports for students and families, Minisink will create a safe and supportive learning environment for all students.

SCHOOLWIDE STRATEGIES

School Values: Members of our school community will engage with us in a variety of ways and we want to ensure that all stakeholders, or potential stakeholders, are aware of, buy in to, and embody our MINISINK values as stated below:

Mentor: Share our knowledge and the lessons of our mistakes with others.

Inspire: Encourage curiosity and a commitment to life-long learning.

Navigate: Embark on the journey of life with wisdom, passion, and joy.

Imagine: Embrace possibilities and turn challenges into opportunities.

Service: Show empathy and our willingness to help our community.

Innovate: Demonstrate resourcefulness in an ever-evolving world

Nourish: Feed our minds, bodies, and spirits as we strive for excellence.

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

The MINISINK values will be explicitly taught to students and referenced in academic discussion and social emotional learning (SEL). Curriculum texts and other materials will be selected that highlight and reinforce these values. Project-based learning, experiential learning and service-learning will all reflect these values in terms of both process and content. Finally, each week the school will host a community meeting (See Response 07ac Calendar and Schedules), in which students and staff learn about and discuss school values. Each class will also have the opportunity to present at these weekly meetings.

Communication: Frequent, open and responsive communication is a cornerstone of Minisink and is necessary for the success of students and school operations. To that end, Minisink will create forums for students, staff, and families to share information and interact. These efforts, led by the Head of School and Dean of Instruction, will include parent teacher conferences, schoolwide assemblies, school community meetings, staff meetings, newsletters, electronic student information systems, and the school website. Minisink will also clearly communicate expectations to all community members through the Employee Code of Conduct, Parent Handbook, and Student Code of Conduct. These materials will be prepared by the Head of School, in collaboration with the Dean of Instruction and Dean of School Culture, and approved by the Board prior to dissemination to the appropriate parties.

Community Identity: Creating community identity at Minisink will help students develop a sense of comfort and belonging. The Minisink values and our logo will be displayed in the school's public spaces (lobby, gym, and theater), classrooms, and meeting areas, with the intention of ensuring visibility and tying the two together, such that the Minisink Charter School logo and the word "MINISINK" will begin to serve as short-hand for our values. As part of this effort to infuse Minisink values throughout the school community, assemblies and events will begin or end with the school community reciting the school values, students will engage in art projects throughout the school year such as designing/coloring in the Minisink Charter School "M" and depicting their interpretation of school values, and parent/family events will be tied to at least one school value, such as community service days or self-care workshops (refer to Part III.I for further information regarding family engagement). In addition, Minisink will adopt school uniforms displaying our school logo. Uniforms will help to create community identity but will be flexible enough to allow students and families to exercise choice in their attire. We have budgeted to buy two complete uniforms and a logo backpack for each student each year. Adult apparel will also be available for school staff to wear on Spirit Days, and for parents, families, and stakeholders to purchase. These efforts will be spearheaded by the Head of School and Dean of School Culture, with support from teachers, parents, and school leadership.

Social-Emotional Development: SEL is embedded in all aspects of Minisink. All staff will receive professional development on SEL so that they are able to model SEL fundamentals such as empathy, positive relationships and interactions with others, and responsible decision-making. Minisink will use the Collaborative for Academic Social and Emotional Learning (CASEL) Core Competencies to guide our understanding of SEL and the design of all associated curricula. The Core Competencies are:

- self-awareness,
- self-management,
- responsible decision-making,
- relationship skills, and
- social awareness.

An existing K-5 SEL curriculum created by the Mission Society call Mission: Success will serve as a foundation for Minisink to build on. Mission: Success is a 35-lesson curriculum focused primarily on the areas of responsible decision-making and self-management. Weekly lessons engage students in small-group and individual activities as well as discussion to support positive

classroom culture and community building, through the development of impulse control, goal-setting, problem-solving, and self-reflection. Minisink will also use components of the Yale RULER program, an evidence-based SEL curricula developed by the Yale Center for Emotional Intelligence that promotes recognizing, understanding, labeling, expressing, and regulating emotions. By implementing both Mission: Success and Yale RULER, we will ensure that SEL is integrated into school culture, staff development, family and community engagements, as well as instruction.

Professional Development: The first step in establishing school culture will be to ensure that school staff are prepared to be ambassadors for our values and expectations. This will be achieved through extensive professional development, which addresses complex trauma, social emotional learning, strengths-based interventions, and collaborative problem-solving. In addition, staff will receive training in the Responsive Classroom model, an evidence-based teaching model that recognizes the importance of cultivating both academic and SEL competencies in students, as well as Accountable Talk. The Dean of School Culture and Dean of Instruction will take the lead in developing this series of trainings, with the Head of School as final approver. Professional development will be facilitated by school leaders, other qualified staff such as the school Social Worker, as well as consultants and outside experts in the field. All new staff will receive school culture professional development during their orientation, and all staff will receive additional professional development throughout the course of the year to supplement and expand their knowledge.

CLASSROOM-BASED STRATEGIES

School culture and values will be modeled for students through teaching practices and routines aligned with Responsive Classroom. Teachers and students will collaboratively establish rules and expectations that are developmentally appropriate, utilize student feedback, and are consistent with overall school policies. When finalized, rules will be displayed in the classroom so that all who enter, including other school staff and visitors, are aware of classroom expectations and will work together to maintain a safe and orderly classroom. All classes will have a Morning Meeting to set the tone for the day. Morning Meetings will be 20-30 minutes long, provide a venue for community/team building, and promote SEL competencies. Teachers will use and expect Accountable Talk in their classrooms. Accountable Talk is respectful, inquiry-based, and helps students reflect on their learning and communicate their thoughts to others by engaging higher-order thinking skills.

STUDENT-LEVEL STRATEGIES

Minisink considers addressing barriers to student achievement a school culture issue. Students who are unable to fully participate in school day activities and engage in learning are also unable to fully integrate into the school community. These challenges, whether they be in the student's home or in the school, will be addressed by our response to intervention (RTI) system and where appropriate the Child Study Team (CST) (see Response 08ad - Specific Populations). RTI will be central to our school culture and discipline to ensure all students, especially students with special education needs, have equitable access to policies, systems and practices consistent with the Individuals with Disabilities Education Act (IDEA). Our approach prioritizes student learning needs as the focus of an orderly and safe school environment. The RTI process

is run through grade level teams led by Master Teachers and can include the Deans, Specialists, and Social Worker and/or Nurse. Concerns about behavior and social emotional development will be surfaced in these meetings and intervention plans put into place to support students. Strategies may include enhanced parent involvement, counseling, or behavior plans. For students not improving in the RTI process, their cases will rise to the CST.

The Child Study Team consists of the Dean of School Culture, School Social Worker, relevant Teachers and Paraprofessionals, and when needed the School Nurse. This group convenes every other week to discuss individual students who are struggling at Minisink and create an intervention plan to support the student and their family. Interventions may include internal and external referrals for evaluation and/or services, classroom modifications that are consistent with an existing IEP, and home visits. Students' parents/guardians will be notified in advance if their child will be discussed at a CST meeting and will be contacted afterwards regarding any next steps. Notification will be handled by either the school staff member whose expertise is most relevant (i.e., School Nurse will reach out in case of medical or health concerns), or the staff member with whom the parent/guardian is most comfortable.

In the event that a student is in crisis (i.e., suspected child abuse or neglect, in need of emergency shelter, etc.), immediate action will be taken by the Dean of School Culture, School Social Worker, or other relevant school staff.

DISCIPLINE

As a public charter school, Minisink has the ability to design and implement a disciplinary policy that will address problem behaviors while maintaining a culture of learning, exploration, and social responsibility. Research, as well as federal guidance, shows that discipline need not be overly punitive to be effective. In fact, inflexible disciplinary policies often result in a student's removal from the classroom, reducing learning time, and ultimately adversely impacting a student's ability to stay on grade level. We will institute the Responsive Classroom model to ensure that expectations and consequences are consistent and clearly communicated to students, school staff and administrators, parents/guardians, and all relevant stakeholders.

The primary goal of this approach is to focus on preventing behavior management issues by setting clear expectations and role-modelling appropriate conduct and behavior. When required, behavior interventions are designed to address the behavior, ensure that the student understands why/how their behavior did not meet expectations, and keep the student engaged and in the classroom. This model relies on encouraging self-management and self-regulation amongst students, while using logical consequences instead of purely punitive measures. If it is not feasible for a student to remain in the classroom, they will be referred to speak with the Dean of School Culture, a Social Worker, or another Minisink staff member with whom they have a relationship. The goal of a short-term removal from the classroom is to identify the underlying issue for the behavior, resolve or respond to that issue, help the student regulate their behavior, and return them to the classroom as soon as they are prepared to participate.

In the event that a behavior infraction is severe enough that a student must be removed from instruction for a prolonged period, i.e., suspended from class or expelled, Minisink will ensure that students and their parent/guardian are afforded due process. Minisink staff will contact

the parent/guardian immediately via phone to both explain the situation and provide an opportunity for the parent/guardian to meet with the Head of School prior to any decision regarding suspension or expulsion. In addition, students will be informed of their right to appeal a suspension or expulsion as well as the process by which they should do so. We also understand the complexities of discipline policies as they pertain to students with disabilities. No Minisink students will be knowingly disciplined for behavior that is directly related to a diagnosed disability and no student with an IEP will be excluded from instruction for more than 10 days without involvement of the Committee on Special Education (CSE). The Minisink Charter School Discipline Policy can be found in Response 10b - Discipline Policy and Response 10c - Special Education Policy.

EVALUATION

Data regarding school culture, SEL, and discipline will be collected through a number of means. Teachers will collect and report behavior and SEL data through MasteryConnect, or a similar electronic student information system, which will be accessible to school leadership, as well as any other relevant school staff (i.e., Paraprofessionals, School Social Worker, etc.). Classroom behavior data will be reported on a weekly basis based on the expectations set forth in the Student Code of Conduct and classroom behavior standards. Teachers will also record specific data relating to any behavior interventions in the classroom and the student's progress on a daily basis or as needed, dependent upon the intervention (e.g., Check-In/Check Out logs, etc.). SEL data will be reported periodically. Data sources will include a rubric completed by teachers, based on their observations of their class, as well as surveys completed by students. The Dean of School Culture will collect and document all behavior infractions and the disciplinary action taken via case notes, spreadsheets, and an electronic student information system. Data will be recorded and entered within 24 hours in the case of serious infractions, and within 48 hours for minor infractions. The Dean of School Culture will also monitor behavior data entered by teachers for the purpose of CST intervention planning. School culture and SEL data will be collected by Dean of Instruction, the Dean of School Culture and all others involved in teacher evaluation using the Classroom Observation tool. These data will be collected at least twice per school year and recorded in MasteryConnect or a similar system. This information will be available for teachers, Dean of School Culture and Dean of Instruction to review.

All school-wide data will be analyzed by the Data Specialist on a monthly basis and reports will be disseminated to school leadership. These reports may be shared with the Board. The Data Specialist will also run specialized reports as needed in order to identify or respond to specific issues such as behavior problems in a specific grade or classroom. Teachers will be able to run reports, through MasteryConnect, on their classrooms, students, and classroom observations at any time. School leadership will access data and run their own reports as needed, as will the School Social Worker. School leaders, the CST, and Grade Teams will meet to discuss these data on a monthly basis. Data will be analyzed to identify trends, areas of need, and areas of strength. These analyses will then be used to assess and modify internal policies, professional development plans, student intervention plans, and SEL curricula.

Discipline Policy

The goal of this discipline policy is to ensure that all students at Minisink Charter School are given every opportunity to correct or address behavior issues before they are faced with the possibility of suspension or expulsion. The school will implement Responsive Classroom strategies to encourage positive behavior and provide opportunities for social emotional learning.

The MINISINK school values are:

Mentor: Share our knowledge and the lessons of our mistakes with others.

Inspire: Encourage curiosity and a commitment to life-long learning.

Navigate: Embark on the journey of life with wisdom, passion, and joy.

Imagine: Embrace possibilities and turn challenges into opportunities.

Service: Show empathy and our willingness to help our community.

Innovate: Demonstrate resourcefulness in an ever-evolving world

Nourish: Feed our minds, bodies, and spirits as we strive for excellence.

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

Infractions & Consequence

Minisink Charter School has established escalating tiers of infractions and their consequences, which provide a range of responses to any given infraction based on severity and context.

Tier 1
Infraction: • Disengaged or not focused in class • Interruptions and/or inappropriate comments • Distracting other students, verbal or non-verbal • Getting up and walking around the room without permission • Ignoring or not following directions • Missing or incomplete homework • Uniform violations • Electronic policy violation • Lateness • Eating while class is in session

Consequence/Action:

- Consequence will occur within the classroom and does not require administration involvement.
- Teacher may utilize redirection, verbal and nonverbal correction, time-out.
- Teacher will inform parent/guardian of the infraction via note in weekly folder, and possibly via phone or email if deemed necessary.

Tier 2

Infraction:

- Repeated Tier 1 Infractions
- Insulting or teasing a member of the school community
- Unnecessary or inappropriate physical contact with peers, i.e. play fighting, shoving, etc.
- Talking back to or ignoring adults
- Verbal aggression
- Use of profanity or inappropriate gestures
- Purposely defacing school property
- Dishonesty

Consequence/Action:

- School administration, defined as Head of School, Dean of School Culture, Dean of Instruction and Director of Operations, or School Social Worker may be involved depending upon the severity of the issue or underlying cause.
- Tier 1 interventions may be utilized or restorative reparations, student/teacher conference, Check In Check Out form, loss of privilege, or requirement of student apology verbally or in writing.
- Teacher will inform parent/guardian of the infraction via phone, email, and weekly folder, with the expectation that the teacher and parent/guardian will have a conversation regarding the issues, possible causes, and school response.

Tier 3

Infraction:

- Repeated low level infractions
- Threatening behavior towards any member of the school community (no physical injury present, no threats of a weapon)

Consequence/Action:

- School administration and/or School Social Worker will be involved depending upon the severity of the issue or underlying cause.
- Tier 2 interventions may be utilized, or parent/teacher conference, mediation and/or family conference.
- Teacher will inform parent/guardian of the infraction immediately with the expectation that the parent/guardian must meet with teacher and any other relevant school staff in person to address the situation.

Tier 4

Infraction:

- Repeated low level infractions
- Fighting or any inappropriate touching of any school community member
- Any "play fighting" that results in physical injury
- Leaving the supervision of Minisink Charter School staff during school or any school sponsored activity
- Hate speech directed towards a member of the school community
- Violations of the Dignity for All Students Act (DASA)

Consequence/Action:

- School administration and/or School Social Worker and/or DASA Coordinator will be informed and involved in responding to infraction.
- Tier 3 interventions may be utilized or, referral to additional services, in-house suspension, up to 9 days of suspension.
- Appropriate school staff will contact parent/guardian immediately, verbally and in writing, to report the nature of the infraction, proposed school response, and next steps.

Tier 5

Infraction:

- Repeated lower level infractions
- Chronic behavior infractions despite earlier intervention
- Bullying
- Violent or unsafe behavior including possession of a weapon, threats against the school community, and fire-setting

• Possession, use, or distribution of drugs, alcohol, or tobacco products
Consequence/Action: • School administration and/or School Social Worker and/or DASA Coordinator will be informed and involved in responding to infraction. • Tier 4 interventions may be utilized or 10+ days of suspension, in accordance with any standing policies or legislation. • Mobile crisis or law enforcement may be called at the Head of School's discretion

Discipline Protocol

If a student's behavior requires intervention, any school staff member may impose a suitable consequence, with the exception of school suspension of any nature or expulsion. When responding to a disciplinary issue, staff will:

- Speak with the student to identify the nature and cause of the infraction
- Explain to the student which school policy/rule they violated and why that policy/rule is in place
- Impose an appropriate consequence if needed
- Inform the student's primary teacher of the offense and staff response
- Remove the student from the situation if necessary
- Take the student to the Head of School, Dean of School Culture, or School Social Worker if necessary for additional intervention

Short-term and In-house Suspension: Only the Head of School and the Dean of School Culture have the ability to impose in-house suspension, or any suspension lasting 1-9 days. In the event of a suspension, students have the right to due process. Therefore the school administration will:

- Inform the student of the nature of their infraction and the possible responses, and give the student the opportunity to respond
- Notify the parent/guardian immediately
- Investigate the matter to determine if suspension is an appropriate response
- Provide the parent/guardian the chance to meet with the Head of School and any other relevant parties to respond and investigate
- Notify the parent/guardian in writing if the student is suspended within 24hrs of the determination
- Provide supervision and instruction throughout the course of the school day for students facing in-house suspension

- Students have the right to appeal the hearing decision, if they are expelled or given a long-term suspension. Appeals must be directed to the Board of Trustees within 5 days of the suspension date.
- The Board of Trustees will hear appeals at their own discretion and their decision will be final;
- Encourage the parent/guardian to participate in a family conference with the Head of School upon the student's return to full school participation

Long-term Suspension or Expulsion: Only the Head of School can impose a long-term suspension (10 or more days) or expulsion. If a student commits an offense warranting a long-term suspension or expulsion, they have the right to due process. The following steps will be taken by the school administration:

- Inform the student of the nature of their infraction and the possible responses, and give the student the opportunity to respond;
- Notify the parent/guardian immediately;
- Remove the student from class or school if deemed necessary;
- Set a hearing date;
- Notify the parent/guardian officially, in writing, of the details of the offense, evidence of the offense, details of the hearing, and that they have the right to legal counsel at the hearing at parent/guardian's expense;
- The appointed hearing officer will hear the case and issue a written decision, which will be sent to the student, parent/guardian, and will be added the student's record;
- Students have the right to appeal the hearing decision, if they are expelled or given a long-term suspension. Appeals must be directed to the Board of Trustees within 5 days of the suspension date.
- The Board of Trustees will hear appeals at their own discretion and their decision will be final;
- Upon returning to school after long-term suspension, the Head of School will convene a Family Conference and the student will be provided with ongoing support services to ease their transition

Alternative Instruction for Long-term Suspension and Expulsion: Minisink Charter School will provide alternative instruction for students who have been given a long-term suspension, or who are awaiting the determination of their suspension or expulsion hearing. A minimum of 2 hours of instruction per school day will be provided, with the goal of ensuring the student does not fall behind their peers. Instruction will be scheduled by the assigned school staff member and will take place at a location determined by Minisink Charter School.

Disciplinary Action Regarding Possession of Firearms: In accordance with the Gun-Free Schools Act, if after a due process hearing, it is determined that a student brought a firearm to school, the school must suspend that student for at least one full year (365 days). The term of the

suspension can be modified on a case by case basis, only with the consent of the Board of Trustees. Firearm, in this case, is defined by 18 USC§8921.

Dignity for All Students Act (DASA): Minisink Charter School will meet all DASA requirements. DASA states that public schools must be environments free from harassment, bullying, and discrimination based on a student's actual or perceived, race, ethnic group, color, weight, national origin, religion, religious practice, disability, sexual orientation, gender (including gender identity or gender expression), or sex. To prevent such issues from occurring at Minisink Charter School, all staff receive professional development specific to DASA, and are aware that Minisink Charter School does not condone behaviors that violate DASA. In the event that a student is the victim of harassment, bullying, or discrimination consistent with a DASA violation, the student and/or their parent/guardian must report the issue to the DASA Coordinator, the Dean of School Culture. Formal reports must include a completed DASA Investigation Form. Investigations will include interviews with all involved parties and based on the outcome of the investigation, appropriate action will be taken. All information regarding DASA violations and investigations will be compiled and recorded by the DASA Coordinator and will be reported to the Head of School at least twice a year, and the NYS Education Department annually.

Special Education Policy

Disciplinary Action Involving Students with Disabilities and/or IEPs

No student will knowingly be disciplined for behavior that is directly related to their disability. If the student has an IEP or has been otherwise identified by Minisink Charter School as having a disability, prior to the disciplinary action, they may request to be disciplined in accordance with the policies outlined in 34 CFR 300.530-537. Minisink Charter School will comply with the regulations outlined therein, and in the event any school policy or action does not conform to the Code Federal Regulations, federal law and regulations will supersede school policy. The school will keep written records of all suspensions and expulsions of students with a disability, including a detailed account of the behavior, the disciplinary action taken, and the number of days the students has been suspended or removed for disciplinary reasons.

If a student is suspended for a total of 8 days in a school year, the school will contact the Committee on Special Education (CSE) for the student's district of residence to determine if the student's educational placement should be reevaluated. No student with disabilities will be suspended for a total of more than 10 consecutive or cumulative days without CSE involvement, because this may be considered a change in placement. If a student is referred to CSE because of disciplinary issues, Minisink Charter School expects that the CSE will follow regular protocol for informing the parent/guardian and soliciting their involvement going forward.

In the event that a disciplinary action might be considered grounds for a change in placement, the school will inform the parent/guardian immediately that the matter has been referred to the CSE for further investigation and possible Manifestation Determination Review. If a review determines that the behavior is not the manifestation of a student's disability, the student will be subject the same due process as a student without a disability. Parent/guardians may request a hearing to challenge the outcome of a Manifestation Determination Review. The student will remain in their current educational setting until the matter is resolved.

The school will provide services and instruction to students during the duration of removal. Services and instruction will be consistent with the terms of any existing IEP and will be provided such that the student continues to make progress towards IEP goals, and does not fall behind in their academic curricula. Students will be given the opportunity to make-up any tests they missed due to their removal. In the event of a referral to CSE, Minisink Charter School will continue to provide services in accordance with the student's IEP and pursuant to CSE's service determination.

Dress Code

Minisink Charter School will require students to wear a designated uniform each school day unless expressly exempted by school administration for a specific reason (e.g., field trips, career days, etc.). Uniforms will help to create community identity but will be sufficiently flexible to allow students and families to exercise some choice in their attire. Uniforms will include a designated shirt and pants/skirts along with parameters for shoes and belts.

Our Head of School will consult with parents and community stakeholders during the planning period to specify the uniform design and Minisink will adopt a school uniform displaying the Minisink school logo. Our Director of Operations will be responsible for obtaining student sizing and purchasing uniforms for our students (we have allocated $200 per student to subsidize student uniform needs by funding the purchase of two complete uniforms annually and a logo backpack).

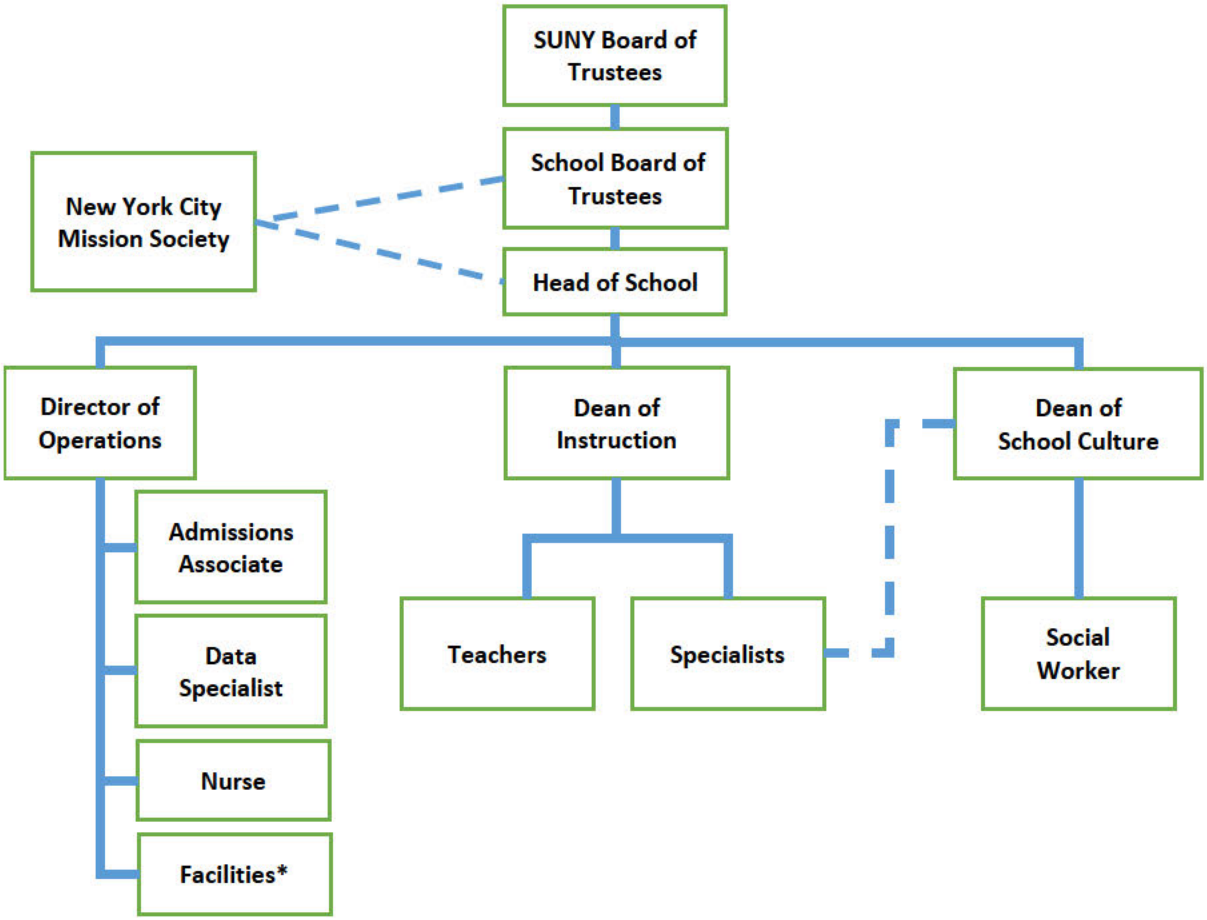
While our students may not be exempted from instruction for uniform violations, they may face consequences, such as parent communication, loss of privileges, or reflective assignments. When our students outgrow their uniforms, we will ask parents to contribute old uniforms to our school, so that they may be used by current students in cases of emergency or accidents.

Prohibited clothing includes:

- Hats, caps and other head coverings are not permitted except during participation in approved activities or for documented religious or medical reasons.
- Open toe shoes or shoes that do not cover the heel and may pose a safety risk (i.e., flip flops or clogs).
- Oversized or undersized pants and bottoms that expose a student's undergarments.
- Tops that expose shoulders (e.g., tube tops, strapless attire, one-shoulder attire, halter-tops, and tank tops).
- Clothing and accessories that show obscene words or pictures, slurs, sexually suggestive statements, or that promote illegal crew, tagging, gang-related activities, or the use of alcohol, marijuana, tobacco and/or drugs, or weapons.

School Management and Leadership

a. Organizational Chart



* Mission Society will provide facility staff for the first four years; in Year 5 Minisink will hire Facilities and Maintenance Worker

b. School Leadership and Management Structure

Management Structure: The Minisink Charter School will be governed by a Board of Trustees that holds the charter contract with the SUNY Board of Trustees. The Minisink Board will hire and delegate day-to-day management of the school to the Head of School. The Head of School will be responsible for hiring all other staff in the school. In addition to the Head of School, the leadership team will be completed by the Director of Operations (who supervises all operations staff), the Dean of Instruction (who supervises teachers), and the Dean of School Culture (who supervises support staff). This is an effective organizational structure employed by many successful charter schools that provides focused attention on key function areas, namely

instruction, operations/finance and support services. The Mission Society will be a partner and support the staff and Board in ensuring the school achieves its mission, but will not play a supervisory role for Minisink staff members. (See Response 13a - Partner Organizations and the Business Plan for more information on the role of the Mission Society in the school.) Master Teachers will lead grade teams by facilitating meetings and supporting other team members in planning and delivery of instruction. While they will provide instructional leadership with input regarding the performance of teachers on their grade team, Master Teachers will not supervise or formally evaluation other teachers.

Decision-Making: In creating positions for Deans, Specialists and Master Teachers, Minisink is designed as a distributed leadership model. Decision-making will be delegated to the most efficient level. For instance, using Responsive Classroom grade teams and teachers will be empowered to create class rules and procedures that are age appropriate and reflect student input. Specialists will work closely with grade teams and individual teachers to target instruction and intervention based on assessed needs. The Dean of Instruction will develop curriculum frameworks, while teachers will created aligned lesson plans. All decisions, however, will be made within the parameters established by our charter and the policies set by the school's board of trustees.

Minisink will be a collaborative environment to support informed decision-making. The leadership team (Head of School, Deans and Director of Operation) will meet regularly to review school goals and outcome data, anticipate needs, set priorities, and make decisions to ensure the school is on track academically, operationally and financially. The instructional leadership team working with the Specialists will coordinate curriculum development, professional development, intervention and support services. Grade teams will have dedicated time to meet, share information, review data together, and develop common lesson plans for their grade. Their weekly meetings will also facilitate our RTI process to target student intervention and supports.

Minisink will also incorporate family input into decision-making. The school will establish a parent organization so families can come together to raise concerns and support the school. The Head of School will meet regularly with the parent organization's officers to solicit input and address their questions. The school will also administer surveys to families and staff to gauge satisfaction and identify areas for improvement.

Leader Recruitment: The Minisink Board of Trustees has not selected a school leader yet. However, the Mission Society has begun to identify potential candidates and best practices for selecting a Head of school with a preference for bilingual candidates in our job descriptions. The formal search will begin with a finalized job description posted on relevant job sites, such as Indeed, Idealist, and Chalkbeat, as well as NYC schools of education, within the Building Excellent Schools charter school principal fellowship network, and the School Empowerment Network. It will also be shared with education organizations such as New Leaders and TNTP as well as community coalitions that can disseminate to potential candidates.

The Minisink Board will appoint a hiring committee that includes board members and Mission Society staff to vet applications. We will seek candidates with the following qualifications:

- experience with public education, charter schools, disadvantaged youth, special education and ELL student populations,
- a demonstrable commitment to progressive education and performance assessment
- expertise in STEM and literacy education,
- clear evidence of raising student achievement,
- evidence of building relationships with students, staff, and families,
- expertise in developing adults, and
- experience with organizational start-up and accountability.

The hiring committee will create an interview protocol and rubrics and initiate phone screen interviews with promising candidates. The strongest will be invited for in-person interviews with Board members, Mission Society staff and community members. The committee will check references and conduct a social media check and then select a finalist and recommend that person to the school Board. The Board will conduct its own interview and decide whether to offer the job or continue the search.

Management Evaluation: The Head of School will be evaluated by the Board of Trustees and is ultimately accountable for the academic performance of the school. The Head of School will participate in a goal setting process throughout the academic year. Each August, the Head of School will establish goals based on the school's mission and Accountability Plan, the SUNY Renewal Benchmarks, and other priorities and objectives. In December, the Board will meet with the Head of School to discuss progress towards these goals and discuss action steps that will be taken in order to achieve these goals by the end of the year. The Board will provide feedback on the Head of School's strengths and areas for improvement. In June, the Board will conduct a final review of the Head of School's goals, reviewing data and evidence provided by the school leader as well as data and information from staff and parent surveys and other sources of information. The Board will complete a written evaluation documenting progress towards and achievement of the year's goals and identifying areas for further improvement. The board will meet with the Head of School to discuss this report and strategize for the coming year. In the event that the Head of School fails to substantially meet goals or is otherwise underperforming, the Board will identify specific areas for improvement and provide coaching to help her/him improve performance. If poor performance continues, the Board Chair will provide the Head of School with a formal disciplinary letter. If sufficient job performance improvement does not follow, the Head of School will be asked to resign or dismissed.

The Head of School will be responsible for evaluating the remaining members of the leadership team. Similar to the teacher evaluation system, the Head of School will use multiple measures to assess the effectiveness of management. In addition to school leadership meetings, in which the Head of School will observe and provide feedback to the leadership team, there will also be regularly scheduled feedback meetings for each individual member of the team. The following data will contribute to each position's evaluation:

Dean of Instruction:

- Evaluated on student performance and teacher performance

- Surveys given to staff members about professional development and coaching approach used by the school
- Informal assessments to gauge student interest and engagement in the curricula
- Teacher performance rubrics
- Calendar of professional development topics/workshops

Dean of School Culture

- Student surveys
- Teacher surveys – ask questions about school culture
- Anecdotal evidence – school values campaigns, social emotional lesson plans, observations of student behavior
- Social-emotional lesson plans
- Making sure all students with IEPSs are receiving IEP services and meeting goals
- Staff and parent surveys
- Parent events – attendance trackers

Director of Operations

- Compliance with charter contract, state education mandates, and all federal and NYS/NYC workplace regulations
- Financial and business activities of the school focusing on budget management
- Maintenance of school facilities including cleaning and trash removal
- Student recruitment and admissions reporting
- Student outcomes and overall school performance data
- Building safety, pupil transportation, and student services data systems (health, social and emotional well-being, school safety)
- Staff and family surveys

Personnel

a. Staffing Chart and Rationale

Below is the enrollment table from the budget template that is requested in the SUNY RFP:

Minisink Staffing Plan

STAFFING PLAN FTE	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	72	108	144	180	216
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
ADMINISTRATIVE PERSONNEL FTE						
Executive Management		1.0	1.0	1.0	1.0	1.0
Instructional Management		0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators		2.0	2.0	2.0	2.0	2.0
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0
Operation / Business Manager		1.0	1.0	1.0	1.0	2.0
Administrative Staff		2.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF		6.0	6.0	6.0	6.0	7.0
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		6.0	9.0	12.0	15.0	18.0
Teachers - SPED		1.0	1.0	2.0	3.0	3.0
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		0.0	0.0	0.0	0.0	0.0
Specialty Teachers		5.0	7.0	8.0	9.0	9.0
Aides		0.0	0.0	0.0	0.0	0.0
Therapists & Counselors		1.0	1.0	1.0	1.0	1.0
Other		0.0	0.0	0.0	1.0	2.0
TOTAL INSTRUCTIONAL		13.0	18.0	23.0	29.0	33.0
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		1.0	1.0	1.0	1.0	1.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	2.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL		1.0	1.0	1.0	1.0	1.0

TOTAL PERSONNEL SERVICE FTE	20.0	25.0	30.0	36.0	41.0

Below is a more detailed staffing chart that expands on the categories in the table above to more clearly show the unique positions in our school:

Minisink Staffing Chart

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	$145,000	1	1	1	1	1
Dean of Instruction	$90,000	1	1	1	1	1
Dean of School Culture	$80,000	1	1	1	1	1
Director of Operations	$81,000	1	1	1	1	1
Recruitment/Admissions Associate	$61,000	1	1	1	1	1
Data Specialist	$65,000	1	1	1	1	1
Master Teacher	$79,000	2	3	4	5	6
Classroom Teacher	$65,000	4	6	8	10	12
Science Teacher	$70,000	2	3	3	3	3
Dual Language Arts Teacher	$70,000	1	1	1	1.5	1.5
Music Activity Specialist	$50,000					.5
Physical Education Teacher	$50,000	1	1	1	1	1
Foreign Language Teacher	$70,000				1	1
Learning Specialist (special education)	$75,000	1	1	2	3	3
Reading & Writing Specialist	$71,000	1	2	2	2	2
Math Specialist	$71,000	1	1	1	1	1
Nurse	$65,000	1	1	1	1	1
Social Worker	$65,000	1	1	1	1	1
Facilities Supervisor	$85,000					1
Maintenance Worker	$35,550					1

Rationale: A description of the leadership team members is provided in Response 11ab - School Management and Leadership. An overview of other key positions includes:

- **Master Teachers:** Each grade will have one classroom teacher with demonstrated expertise in classroom management and instruction. Master Teachers will lead the grade team, provide support and guidance to other classroom teachers, and work with instructional leaders to develop curriculum, instructional strategies, individualized professional development plans and assessments. We will hire two Master Teachers in the first year for Kindergarten and 1st grade, and hire one additional Master Teacher each year as we add grades.

- **Classroom Teachers:** The other classroom teachers on each grade team will have some experience with teaching and work collaboratively with their grade team to develop lesson plans and implement classroom management strategies. There will be three classes per grade, so we will hire four classroom teachers in Year 1 (two classes will be taught by Master Teachers.)
- **Science Teachers:** These specialized teachers will help to implement the STEM program, with a focus on science and engineering. They will deliver the hands-on aquaponics program and help classroom teachers integrate STEM subjects into their teaching. We will hire one Science Teacher in Year 1, adding a second Science Teacher in Year 2.
- **Dual Language Arts Teachers:** These teachers will be Spanish bilingual and/or experienced with ENL instruction. They will incorporate study of the Spanish language through art instruction. We will employ one full-time teacher in Year 1 and another art/music FTE in Year 5.
- **Learning Specialists:** These teachers will be certified in special education and provide push-in and pull-out SETSS to students with disabilities. They will collaborate with classroom teachers on differentiating lesson plans and assist with special education administration, e.g., evaluation referrals and IEP development and reviews. We will open with one Learning Specialist and add another in Year 3 and a third in Year 4. This will allow Learning Specialists to focus on two grades and eventually we will have one Learning Specialists each serving grades K-1, 2-3 and 4-5.
- **Reading & Writing Specialists:** An expert in literacy education, the Reading & Writing Specialist will assist teachers in personalizing instruction through lesson plan development and small group instruction within or outside the classroom. For younger students they will focus primarily on phonics development, and work on comprehension skills and vocabulary with older students. They will also provide integrated ENL instruction with classroom teachers and support implementation of Fountas & Pinnell and other literacy assessments. We will open with one Reading & Writing Specialist and add another in Year 2.
- **Math Specialist:** An expert in mathematics education, the Math Specialist will help teachers align Singapore Math with Cognitively Guided Instruction through curriculum and lesson planning and provide small group instruction and interventions based on assessed student needs.

Our support staff will include:

- **Data Specialist:** In addition to coordinating administration of assessments, the Data Specialist will assist with data collection and analysis and help teachers implement performance assessments and a data-driven culture.
- **Social Worker:** Starting in Year 1 a full-time Social Worker will be hired to provide counseling and crisis management as well as serve as a referral resource for families and help teachers with classroom management and parent engagement.

Our Operations Team will be led by the Director of Operations and include:

- **Recruitment/Admissions Associate:** This position will assist with office work, including coordination of marketing and student recruitment, attendance, and record keeping.
- **Facilities Supervisor:** In Year 5 the school will take over responsibility for managing the building from the Mission Society and take on a full-time Facilities Supervisor. A Maintenance Worker will also come on Board in Year 5.

We have created a staffing plan that ensures the needs of all adults and students, including those with disabilities and English language learners, are met. We have instructional leadership to support and develop our faculty, operations staff to manage organizational and financial aspects of the school, support staff to provide counseling and build a data-driven culture, and specialists to provide targeted intervention and help teachers maximize personalized learning in their classrooms.

b. Qualifications and Responsibilities

HEAD OF SCHOOL

Responsibilities

Planning Year:

From January to June 2025, the Founding Head of School will work in partnership with the Minisink Charter School Board to:

- Lead the development of curricula, school policies, core practices, culture, assessment tools, and systems to be used by founding staff beginning with the Fall 2025 school opening.
- Collaborate with Mission Society staff to renovate the Minisink Townhouse to house the school in compliance with DOE/DOH regulations.
- Hire skilled and diverse founding staff for the school opening.
- Facilitate student and family recruitment & outreach to ensure the school opens with kindergarten and 1st grade fully enrolled.
- Plan and lead professional learning and team building experiences for founding staff.

Instructional Leadership:

- Support, coach and evaluate teachers to ensure the use of Minisink curricula designed to equip children with a solid academic foundation, immersion in English Language Arts and a compelling STEM program.
- Establish and maintain a culture of high academic expectations for all students.
- Analyze data to plan school-wide initiatives and instructional practices that ensure learning for a diverse group of students.
- Ensure implementation of lessons, assessments, and instruction that build students basic skills and higher order thinking skills.

- Work with Dean of Instruction, Master Teachers, curricula developers, and the Data Specialist to create and execute a yearlong schedule for professional development.
- Ensure professional development aligns with the mission, vision, and goals of the school.

School Culture:

- Establish a strong school-wide culture which supports an exceptional academic, social, and emotional school experience for students as articulated in the Minisink charter.
- Build positive relationships with students and their families grounded in the belief that all students can achieve at high levels.
- Create a safe, secure, orderly, and productive learning environment.
- Model and promote respect for the diversity of student backgrounds, experiences, developmental and learning needs.

School Operation:

- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, teachers and staff.
- Ensure the school runs smoothly, efficiently and within budget.
- Ensure compliance with NYC DOE and NYS Charter School regulations and requirements.
- Report to the board and response to its inquiries and requests.

Qualifications

- 5-8 years of teaching experience, preferably at the elementary school level.
- Experience as a school leader preferred.
- Urban school setting experience strongly preferred with a demonstrated sensitivity to and understanding of the specific circumstances of families and youth who live in urban, primarily low-income communities.
- Experience with performance assessment preferred.
- Excellent writing, communication, organizational development, and community-building skills.
- Demonstrated leadership working with teachers, students, and the community.
- Ability to interpret and act on educational data.
- MA or MSEd.
- Elementary school expertise preferred.
- Bilingual English-Spanish a plus.

DEAN OF INSTRUCTION

Responsibilities

- Support, coach and evaluate teachers to ensure the use of Minisink Charter School curricula designed to equip children with a solid academic foundation, immersion in English Language Arts and a compelling STEM program.
- Develop curricula which is aligned with the Common Core State Standards and aligns with Minisink Charter School's goal of providing hands-on, experiential learning in a progressive education environment.
- Establish and maintain a culture of high academic expectations for all students.
- Provide thoughtful feedback on lessons, assessments, and instruction that build students basic skills and higher order thinking skills.
- Work with Master Teachers and Head of School to create and execute a yearlong schedule for professional development.
- Observe classroom instruction to evaluate curriculum implementation (content, materials, pedagogy, pace and standards), student performance, and program effectiveness.
- Observe, coach, and mentor instructional staff to ensure that teaching is engaging, and rigorous, and that teachers are creating a warm, structured, and Responsive Classroom culture.
- Review data and analytics to identify opportunities to improve instructional delivery, curriculum, lesson plans, and pacing.
- Analyze data to plan school-wide initiatives and instructional practices that ensure learning for a diverse group of students.
- Create a culture of sharing effective practices among staff.
- Identify problems in academic performance and recommend and implement solutions in a timely manner.
- Remain current in the research that supports curriculum development, instructional program design and delivery, and assessment in assigned content areas
- Collaborate with the Head of School, the Dean of School Culture, and other school staff to support students' academic and social and emotional development.
- Develop a plan for providing remedial and additional support for students on both a mandatory and elective basis.
- Support teachers to be strategic, deliberate, and purposeful at supporting diverse and complex learners, including students at risk of academic failure, students with disabilities, and ELLs.

Qualifications

- Master's Degree in Education, Curriculum and Instruction, or other related area.
- 3–5 years teaching experience in an urban school setting is desired.
- Experience working in a progressive education setting.
- Strong track record of student achievement.
- Passion and commitment to teaching students in underserved areas and to closing the achievement gap.
- Deep knowledge of best practices in curriculum, instructional practices, and professional development.
- Experience with school's curriculum programs and/or performance assessment preferred.
- Proven ability to coach others towards improving their practice.
- Experience as an instructional leader preferred.
- New York State teaching certification for Grades K-6 preferred.
- Bilingual English-Spanish a plus.

DEAN OF SCHOOL CULTURE

Responsibilities

School Culture

- Create a school culture of high behavioral expectations that enables a consistent focus on academic results.
- Serve as school's spokesperson around culture and discipline.
- Provide professional development opportunities for all staff around culture, including 1:1 intervention and classroom management coaching.
- Be a physical presence during transitions, lunch and times when students are not in class.
- Build effective relationships among teachers, parents, and the community to improve school culture.
- Uphold explicit and high behavioral expectations aligned with the Responsive Classroom philosophy.
- Establish and reinforce clearly-defined school-wide systems and procedures that enable a structured school environment, including procedures for arrival and dismissal, lunch and recess, and hallway transitions between classes and to the restroom facilities.
- Proactively circulates throughout classrooms and hallways during the day, to gain valuable context on student behavior and help support positive school culture.

- Implement classroom management using the Responsive Classroom model to ensure that students are given every opportunity to correct or address behavior issues before they are faced with discipline.
- Train staff, students and families in the Responsive Classroom model.
- Serve as the point person for discipline/culture issues; supervise and manage in-house suspensions.
- Maintain and monitor records of student discipline, conflict and mediation, suspensions and family communication.
- Manage all suspension protocols, including ensuring alternative instruction.
- Teach and practice conflict resolution with students.
- Counsel students individually and in small groups around individual behavior goals to manage expectations and develop social skills and character.
- Build students' skills for independently preventing and resolving disagreements.
- Inspire students to hold themselves to high standards of academics and character.

Clinical Direct Practice

- Implement a proactive counseling program by conducting individual and group counseling (both IEP and non-mandated sessions) that support the academic and behavioral philosophies of Minisink.
- Provide crisis intervention, when needed, to ensure the safety of all students.
- Conduct bio-psycho-social intakes and preliminary assessments and when appropriate, make referrals for psychological and psychiatric evaluations.
- Use evidence-based practices to effectively develop short-term and long-term treatment and intervention plans for students.
- Cultivate new relationships with community partners and collaborate with existing partnerships in order to help support the school, students, and their families.
- Supervise School Social Workers and MSW Interns.

Qualifications

- Master's Degree in Social Work, LMSW Certification required, LCSW preferred.
- SIFI certification required.
- Ability to build strong elementary school culture and positive relationships.
- Experience serving in a school leadership role.
- Very strong understanding of the social and emotional development of children.
- Strong track record of student achievement in past roles.

- Possess knowledge of behavior intervention and prevention models for both individual and group settings.
- Good judgment and ability to navigate challenging situations.
- Strong communication skills with both children and adults.
- Experience providing counseling to children and/or families in urban communities.
- Bilingual English-Spanish a plus.

DIRECTOR OF OPERATIONS

Responsibilities

- Ensure school-wide compliance with health and safety laws, charter contracts, state education mandates, and all federal and NYS/NYC workplace regulations.
- Manage the school's asset and supply inventory, including annual purchasing of furniture, equipment and supplies for the new school year.
- Oversee the school nurse, cafeteria/meal program and transportation services, including annual contracts.
- Directly supervise a data specialist, recruitment and enrollment associate, and school nurse.
- Ensure that all safety and security protocols are in place and being followed, including all mandated drills, safety inspections, and health regulations.
- Create a safe environment that is conducive to student learning and parent, staff, and faculty interactions.
- Manage the custodial team to ensure that all aspects of the facility are well maintained and support a rigorous and nurturing educational program.
- Finance management (budgeting, bookkeeping, accounting, purchasing, and vendor management).
- Manage school-based IT systems, infrastructure, hardware and software.
- Maintain systems and best practices around the protection of confidential information.
- Design, implement, and monitor the enrollment plan, including enrollment targets.
- Hire, train, coach, and manage Recruitment and Admissions Associate.
- Manage student lottery and enrollment systems.

Qualifications

- 3-5 years school operations experience, with 1-3 years at a management level. NYC or urban charter school experience is preferred**.**
- A bachelor's degree is required and an MPA or MBA is preferred.

- Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, the audit process and school operations. Familiarity with appropriate government programs and grants preferred.
- Prior successful experience with principles, practices and methods of financial management, budget preparation and control.

TEACHERS

Universal Responsibilities for All Teachers

- Develop and teach highly engaging, academically rigorous lessons, aligned with Minisink's standards, curriculum and progressive pedagogical philosophy.
- Utilize developmentally appropriate, rigorous curricula, and instructional materials to present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Create thorough lesson plans that are aligned to the Common Core State Standards.
- Develop and use a variety of assessments (e.g., exams, written work, and public performances) that frequently measure student progress.
- Maintain and communicate high academic and personal expectations for all students.
- Incorporate direct instruction, discussion, projects and cooperative work to engage students, keep classes focused and infuse a lasting desire to learn.
- Establish and uphold classroom routines to ensure a focused, safe and caring environment.
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals.
- Develop and use a variety of assessment data to refine curricula and instructional practice.
- Demonstrate and differentiate teaching methods to address individual student requirements.
- Build relationships with families of Minisink students through frequent communication about students' progress and ways that families can support their children's learning.
- Teach students with an Individual Education Program (IEP) in an inclusive setting and implement IEPs as necessary.
- Collaborate with colleagues to share best practices and ensure student mastery of standards.

- A dedication and commitment to the Minisink mission.

Universal Qualifications for All Teachers

- Strong track record of student achievement.
- Passion and commitment to teaching students in underserved areas and to closing the achievement gap.

Master Teacher Additional Responsibilities[1]

- Provide demonstration lessons, coaching, mentoring and team-teaching to fellow teachers.
- Mentor less experienced teachers and lead Grade Team meetings.
- Provide feedback to Dean of Instruction regarding professional development needs of teaching staff.

Master Teacher Additional Qualifications[2]

- MSEd or its equivalent preferred.
- Prior experience providing training and coaching to educators and peers.
- Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
- 3-5 years teaching experience in an urban school setting is desired.
- New York State certification for Grades K-6 strongly preferred.
- Bilingual English-Spanish a plus

Science Teacher Additional Responsibilities[1]

- Coordinate instructional content and curricular resources to design differentiated Science units and lesson plans aligned to the NYS Science Learning Standards and utilize the Minisink Aquaponics Lab for STEM instruction.
- Teach students Life, Physical, and Earth Science, through experimentation, inquiry-based learning and aquaponics concepts and real-world lab experience.
- Facilitate students' increasing independence in developing their own scientific processes, fully internalizing the scientific method.

Science Teacher Additional Qualifications[2]

- Bachelor's degree required. MSEd or its equivalent preferred.
- 1–3 years teaching experience teaching science in an urban school setting is desired.
- Prior experience with developing and teaching science curricula related to aquaponics, urban agriculture, and/or environmental sciences.
- New York State certification for Grades K-6 preferred.
- Bilingual English–Spanish a plus.

Reading & Writing Specialist Additional Responsibilities[1]

- Write, implement and adapt a reading and writing curricula that meet students' interests and needs.
- Teach literacy-based reading, phonics, and writing lessons and activities in small-group settings.
- Provide integrated ENL instruction within classroom and/or pull ELL students for intensive ENL support.
- Promote love of learning by delivering engaging academic content.
- Implement classroom management techniques in a way that is conducive to fun and learning.

Reading & Writing Specialist Additional Qualifications[2]

- Bachelor's degree required. MSEd or its equivalent preferred.
- 1-3 years of experience as literacy instructor, reading specialist or classroom or ENL teacher in an urban school setting is desired.
- New York State certification for Grades K-6 and/or ENL preferred.
- Experience with Wilson Fundations preferred.
- Bilingual English-Spanish a plus.

Learning Specialist Additional Responsibilities[1]

- Write and update Individualized Education Programs (IEPs).
- Refer students for initial and repeat evaluations.
- Ensure compliance with all pertinent special education laws and policies.
- Develop and teach highly engaging, academically rigorous lessons, aligned with Minisink's standards, curriculum and progressive pedagogical philosophy.

- Utilize developmentally appropriate, rigorous curricula, and instructional materials to present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Create thorough lesson plans that are aligned to the Common Core State Standards.

Learning Specialist Additional Qualifications[2]

- Valid New York State teacher certification in Special Education.
- Two years of special education teaching experience preferred, preferably in grades K-5.
- Bilingual English-Spanish a plus.

Dual Language Art Teacher Additional Responsibilities[1]

- With input from Master Teachers and the Dean of Instruction, create lesson plans consistent with New York State Arts Standards and New Language Arts Progressions.
- Provide art instruction in both Spanish and English.
- Create a classroom culture that supports creative self-expression, and utilizes discourse and critique to encourage students' critical thinking about art and culture
- Teach Spanish language and vocabulary through an exploration of the art and culture of different Spanish-speaking countries.
- Demonstrate techniques in activities such as drawing, painting and sculpting clay.
- Demonstrate and differentiate teaching methods to address individual learning needs.
- Plan and present art displays and exhibitions designed to exhibit students' work for the school, families, and community
- Collaborate with colleagues to share best practices and ensure student mastery of standards.

Art Teacher Additional Qualifications[2]

- Bachelor's degree required. MSEd or its equivalent preferred.
- 1–3 years teaching experience teaching art in an urban school setting is desired.
- Strong track record of student achievement.
- Passion and commitment to teaching students in underserved areas and to closing the achievement gap.
- New York State certification for Grades K-6 and/or ENL preferred.
- Bilingual English–Spanish required.

Notes:

1 - All teachers will be expected to assume the aforementioned universal responsibilities in addition to the content/role-specific responsibilities provided.

2 - All teachers will be expected to demonstrate the aforementioned universal qualifications in addition to the content/role-specific qualifications provided.

c. Staff Recruitment and Retention

Recruitment

The Mission Society has operated education programs and worked extensively with schools in the Harlem community and the larger city and will use this network to recruit experienced teachers and staff aligned with the school's mission. We will also post positions on relevant websites (e.g., Chalkbeat, NYC Charter Center, Idealist, etc.) and at schools of education (e.g., Teachers College, Bank Street, Hunter, etc.). While the Head of School will make the final decision in all hiring and termination decisions, he or she will work closely with the leadership team to review and select candidates.

Teachers will be expected to submit resumes, letters, writing samples, and evidence of student achievement. Minisink has indicated a preference for bilingual candidates in job descriptions. In addition, Master Teachers will need to demonstrate effective supervision of and support for teachers or other adults. High quality candidates will be interviewed by school staff and where appropriate Mission Society staff. Candidates for instructional positions will conduct demonstration lessons (in the planning year these will be conducted at Mission Society education programs). Finalists will undergo thorough reference and social media checks and will be required to pass background checks before initiating work at the school.

Retention

Teacher retention is a concern for many charter schools. According to an article by Teach Plus entitled "Why are my teachers leaving?", the average charter school loses a quarter of its teachers every year. Research confirms that teacher turnover can harm student achievement and have a negative impact on school culture. The Planning Committee at Minisink believes in creating "a culture of feedback" within the school. Teachers should have opportunities to give input to school leadership, which will aid in creating a true professional learning community.

Minisink's Planning Committee understands the importance of honoring teaching time and preventing teacher burnout. Our Director of Operations will seek out creative solutions for managing additional responsibilities that are often delegated to teachers. Through the use of technology and programs like Power Schools and MasteryConnect, teachers will be able to take attendance, grade assessments, and record student work efficiently. The school's staffing pattern provides much-needed support for classroom teachers. The Dean of Instruction, Dean of School Culture, Learning Specialists, Math Specialist, and Reading and Writing Specialists will be available to support teachers in a variety of ways. These staff members will push into

classrooms to provide additional support and provide coverage for teachers as needed. We understand the importance of creating a sustainable work environment.

The Planning Committee at Minisink believes that our investment in the professional development of our teachers will be a key factor in attracting and retaining teachers. Many charter schools hire young teachers with only a few years of teaching experience. As a result, these young teachers require additional support and are often looking for education organizations that support their professional learning growth. For these reasons, we will employ Master Teachers at each grade level. Master Teachers will serve as mentors for the school's younger or less experienced teachers. The Master Teacher role also provides a clear career pathway for teachers. As Minisink adds additional grades, there will be opportunities for teachers to move into a Master Teacher role. According to the Teach Plus Network, charter schools need to "develop teacher talents over time and provide compensation for elevated roles." When leadership positions open up, we will open up applications to internal candidates first, creating a career pathway for the school's Master Teachers.

Minisink's professional development approach allows teachers to establish their own goals and receive professional development that is customized to their teaching practice and interests. Grade level meetings, coaching, mentoring, the lesson study protocol, and the school's "open door" policy for classrooms will create a professional learning community in which teachers will benefit from each other's strengths and be able to give and receive feedback on an ongoing basis. We will avoid the "one size fits all" professional development approach, which many teachers find frustrating and not helpful. By creating a collaborative learning environment, teachers will be able to communicate openly with school administration about their evaluations and professional growth. Our investment in teachers will result in high teacher retention rates.

Personnel Policies

Equal Employment Opportunity: In order to provide equal employment and advancement opportunities to all individuals, employment decisions will be based on merit, qualifications, and abilities. Minisink Charter School strictly prohibits and does not tolerate discrimination against employees, applicants or other covered persons on the basis of religion, race, creed, color, national origin or ancestry, ethnicity, sex, age, gender, gender identity and expression (including individuals with status as gender nonconforming, transgender or transsexual), sexual orientation, disability, marital status, familial status, partnership status, unemployment status, military status, including past, current or prospective service in the uniformed services, citizenship status, genetic information, predisposing genetic characteristics, status as a victim of domestic violence, sex offenses or stalking, criminal convictions (except where otherwise permitted by law), protected activity (i.e., opposition to prohibited discrimination or participation in proceedings covered by the anti-discrimination laws), or any other characteristic protected by applicable, federal, state or local law provided the individual is qualified and meets the mental and physical requirements established by Minisink Charter School for the job with or without a reasonable accommodation. All Minisink Charter School employees, other workers and representatives are prohibited from engaging in unlawful discrimination.

Employment Classification: Minisink Charter School complies with the Fair Labor Standards Act (FLSA). Employees may not waive their rights under the FLSA.

- ***EXEMPT:*** Executive, administrative or professional employees, whose salary meets a statutory threshold and whose primary duty is of substantial importance to the management or operation of the school. Employees in this category are not entitled to overtime pay.
- ***NON-EXEMPT:*** Usually non-supervisory employees paid on an hourly basis or salaried "office/clerical" employees.

Employment At-Will: Employment with Minisink Charter School is based on mutual consent; therefore, the employee and Minisink Charter School have the right to terminate employment at will, with or without cause, at any time.

Work Day: Minisink employees work days are designed to accomplish the school's mission. Therefore staff must arrive at least fifteen minutes prior to the start of the school day, unless otherwise directed by the Head of School. Staff must remain at work at least fifteen minutes after student dismissal unless during an early student dismissal day in which staff report to scheduled professional development sessions, or during the evening or weekend in which staff may need to stay later.

Vacation Time: Given the extended school calendar of the Minisink Charter School, teachers begin three weeks prior to school start and work until the last week day in June. With the exception of sick/personal days which are described in detail below, teachers do not receive

vacation time. Administrators and non-academic staff (except the school nurse) work year-round, and will receive two weeks of paid vacation during the summer.

Minisink follows the same school-closing policy as the NYCDOE. Therefore, if the Department of Education makes an announcement regarding the delay of opening, closing, or early dismissal of students, Minisink will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Head of School.

Sick/Personal Days: All employee are entitled to seven (7) paid sick/personal days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the Head of School with as much advance notice as possible, and by 5:30 am on the day of the absence to allow adequate time to make coverage plans. Sick/personal days will not roll over from year to year. Non-teaching staff will have no less than two weeks paid vacation time in July.

Jury Duty: All employees will be granted jury duty leave when summoned for jury duty. Employees requested to serve jury duty should inform the Head of School immediately upon notification so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 work days) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy: Full-time employees receive up to three (3) consecutive days off, with pay, to attend to a family death. As requested, employees may be granted additional time without pay or may use unused sick/personal days for additional bereavement leave. In this context family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild.

Military Leave: The Unified Services Employment and Re-Employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family and Medical Leave (Federal and New York State): As required by the Family and Medical Leave Act (FMLA), Minisink provides up to 12 weeks of unpaid family and medical leave in any 12-month period to regular full-time and regular part-time employees who meet certain eligibility requirements described below. The 12-month period from which the entitlement to leave will be calculated shall be a “rolling” 12-month basis, measured backward from the date an employee last began Family and Medical Leave Act Leave.

Employees may use this leave to care for a child after birth or adoption or placement with the employee for foster care, or to care for a family member (spouse, child or parent) with a serious health condition, or in the event of the employee’s own serious health condition.

To qualify, at the commencement of the leave an employee must have completed 1 full year of service with Minisink and have worked at least 1,250 hours in the 12-month period preceding the leave to be eligible for such leave.

Employees who do not qualify for leave under FMLA may apply for medical leave.

New York Paid Family Leave (PFL) is job-protected, paid time away from work mandated by New York State. This policy does not provide first party coverage, therefore it can only be used to:

- Take care of a seriously ill family member
- Bond with a newborn, adopted, or foster child
- Attend to family issues related to a qualifying military deployment.

Every employee working 20 or more hours per week is eligible for coverage after 26 consecutive weeks of employment. Employees working fewer than 20 hours per week are eligible after 175 days of employment, which do not need to be consecutive. Every employer is required to comply.

The New York State law shares many of the same requirements and definitions as the federal Family and Medical Leave Act (FMLA). In most cases, the two leave of absence programs will be applied concurrently, NOT one after the other. It will never intersect with your New York State mandated disability benefits (DBL), which provide a benefit when you need to miss work because of your own disabling illness or injury.

Leave for Child/Family Care: If an employee requests a leave of absence to care for a child after birth, adoption or placement in your home for foster care, or to care for a family member with a serious health condition, the following procedure will apply:

1. If the leave is planned in advance, the employee must provide his/her supervisor and the Head of School with at least 30 days' written notice before the anticipated leave date; or
2. If the leave is unexpected, the employee should notify his/her supervisor and the Head of School by submitting the written leave request as far in advance as is practical. (Normally, this should be within two business days of when you become aware of your need for the leave).

All Minisink benefits that operate on an accrual basis (e.g., sick and personal days) will cease to accrue during the leave period. Employees will be required to use all accrued vacation, if applicable, sick and personal days during the leave period. Once such benefits are exhausted, the balance of the leave will be without pay. Employees requesting a leave to care for a covered family member with a serious health condition may be required to provide medical certification from the family member's health care provider attesting to the nature of the serious health condition, probable length of time treatment will be required, and the reasons that the employee is required to care for this family member. Employees may also be required to provide additional statements from a health care provider at Minisink's request. Further, the family member may

be required to submit to medical examination by physicians designated by Minisink at our discretion and at our expense.

Performance Evaluation: Minisink Charter School's goal is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All employees are expected to deliver first-rate job performance and to show gains in skills and knowledge. Direct supervisors and the Head of School will provide assistance, feedback and guidance as to the achievement of these expected goals on a regular basis, both informally and formally.

The Head of School will be evaluated by the Board of Trustees and is ultimately accountable for the academic performance of the school. The Head of School will participate in a goal setting process throughout the academic year. Each August, the Head of School will establish goals for the school based on the Performance Benchmarks found in the state's Charter School Performance Framework. In December, the Board will meet with the Head of School to discuss progress towards these goals and discuss action steps that will be taken in order to achieve these goals. In June, the Board will conduct a final review of the Head of School's goals and strategize for the next academic year. In the event that the Head of School fails to meet goals or is otherwise underperforming, the Board of Directors will identify specific areas for improvement and provide coaching to help her/him improve performance. If poor performance continues, the Board Chair will provide the Head of School with a formal disciplinary letter. If sufficient job performance improvement does not follow, the Head of School will be asked to resign or dismissed.

To foster a culture of learning consistent with the vision of a community of learners, staff members, teachers and others will engage in regular reflection activities. Performance evaluations will take place in a formal setting, scheduled in advance, and will occur at a minimum annually for staff and will be based on the observation and evaluation option selected by teachers. Performance evaluations may be used to determine professional development opportunities, contract renewal, contact termination, or resolution of other contractually related terms and/or conditions. Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee and/or Head of School. The Head of School will be evaluated by the Board.

The Dean of Instruction is responsible for conducting both formal and informal observations of all teachers. At the beginning of the year the Dean of Instruction will meet with each teacher to draft or add to the teacher's Professional Learning Plan (PLP). This document will include professional learning goals and an action plan for improvement. Under the Minisink Charter School's teacher evaluation system, teachers have a choice among four options for classroom observation:

- Observation Option 1: A minimum of one formal classroom observation and three informal observations is required.
- Observation Option 2: A minimum of six informal classroom observations is required.

- Observation Option 3: A minimum of four informal observations. The teacher makes his or her classroom available for two non-evaluative visits from a colleague. (Available only to teachers rated Effective and Highly Effective the prior year.)
- Observation Option 4: A minimum of three informal observations. The teacher makes his or her classroom available for three non-evaluative visits from a colleague. (Available only to teachers rated Highly Effective the prior year)

Following these formal observations, the Dean of Instruction and the teacher will meet to discuss results as they relate to the teacher's PLP goals. The Dean of Instruction will provide the teacher with resources and strategies in order to help teachers meet their goals and implement the action plan.

Problem Resolution: Minisink Charter School is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from supervisors and management. Employees are encouraged to bring questions, suggestions and problems to their supervisor's attention. Employee concerns will be given careful consideration in our continuing effort to improve the school.

As needed, a meeting with other employees may be called in an attempt to reach a satisfactory solution if deemed necessary. As needed by the Head of School, a detailed review will be conducted in consultation with the SVP of Human Resources of the Mission Society, and appropriate supervisors, if necessary. A determination will be made with the approval of the Head of School who has the authority to issue a final decision. If an employee is not satisfied with the resolution to her/his complaint she/he can appeal to the Board. If the employee is not satisfied with the Board's decision, she/he can appeal to the New York State Education Department.

Dress Code: Minisink Charter School believes that every employee is a representative of the school and role models to students when they are at work. Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the positive image Minisink Charter School presents to students and families. Employees are expected to choose apparel considered suitable for a professional atmosphere. It is hoped that this dress code will help achieve a professional work environment consistent with Minisink's goals and the positive representation we strive to instill in Minisink students.

Employee Benefits: Eligible employees are provided with a wide range of benefits. Mandatory benefits are provided to all employees, as required by law. Discretionary benefits are not required by law and are provided to employees as part of Minisink Charter School's goal of being an employer-of-choice. Discretionary benefits are subject to change with or without advance notice at Minisink's discretion. Additionally, Minisink Charter School provides a broad range of benefits to eligible employees according to their employment classification.

Staff Conduct with Students: No staff member, or other adult, is to be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's

responsibility to move to an open location or seat him/herself and the student where they are completely visible to passersby. No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School and parent/guardian. Faculty and staff members are not allowed to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair or the police prior to transporting a student in a personal vehicle. Staff should not be online friends (or the equivalent) with students at the school on social networking sites, such as Facebook until the students have graduated from high school and are above 18 years of age. Staff should also have profiles that are kept private from current students to the extent possible. Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation or disability. Staff should not engage in any inappropriate physical contact with students. Also, a staff member should not initiate any contact with a student. Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police, and inappropriate behavior by parents. Violation of these policies regarding conduct with students could result in dismissal.

Use of Personal Cell Phones: While at work employees are expected to exercise the same discretion in using personal cellular phones as is required of them in the use of Minisink Charter School telephones. Teaching staff are not allowed to answer personal calls during class sessions. Additionally, excessive personal calls during the work day, regardless of the phone used, can interfere with employee productivity and may be distracting to others. Employees are encouraged to make personal calls during meal and break periods only, except in emergency situations and to ensure that friends and family members are aware of Minisink Charter School's policy. Employees are prohibited from the use of cell phones for the purpose of taking photographs anywhere in the workplace for non-business reasons.

Partner Organization

[Please see the Business Plan submitted by the Mission Society for more detailed information on the proposed partnership between Mission and Minisink]

Partner Name: New York City Mission Society

Public Contact:

Name: Elsie McCabe Thompson

Address: 646 Malcolm X Blvd.

Phone Number: 646-316-9330

E-mail: elsie@nycmissionsociety.org

History: The New York City Mission Society was founded in 1812 to address rampant disease and widespread poverty. The Mission Society took form as one of New York City's oldest and most respected anti-poverty organizations. It has a long history of incubating some of the City's most iconic institutions and valued practices. The Mission Society created ward libraries that were a forerunner to the New York City public library system, and an industrial boys school (before there were public schools), the Children's Aid Society, the Community Service Society (one of the first employment agencies for women), the Visiting Nurse Service of New York, and the Fresh Air Fund and other camping programs to allow disadvantaged children and families to escape urban blight.

Its most cherished camping program was in Orange County (later moved to Dutchess County) in the Minisink valley area. One hundred years ago, it was the nation's first sleep away camp for African-American and other minority youth and it was named Camp Minisink. It was an academic and recreational program that has long supported Harlem's youth. It was closed after a fire decades ago. A century ago, the Mission Society also began program operations in Harlem, first in a small brownstone that it called the Minisink Townhouse. Decades later as its Harlem programs grew, the Mission Society built a much larger building on Malcolm X Boulevard at West 142nd Street, which is also named Minisink.

In 2005, the Mission Society established its first Learning to Work program at Harlem Renaissance High School and its Amachi/New York Mentoring Program for the children of incarcerated parents. Since then the Mission Society has continued to foster academic support programs for school-age children along with before- and after-school programs and a summer youth employment program.

Current Programs: The Mission Society currently supports and operates a wide range of education-related programs:

- The Power Academy narrows the educational achievement gap through curriculum-based STEM and literacy activities for students in grades K-8 attending afterschool, out of school time, and summer day camp programs.
    - Innovation Station is a STEM curricula which provides opportunities for students to take a deep dive into concepts learned during the school day by engaging in

fun activities that explore the process of scientific inquiry through monthly hands-on "engineering" challenges (e.g. building a suspension bridge using gumballs and toothpicks.).These activities provide the opportunity to increase their vocabulary, test hypotheses, work in groups, learn from trial and error and celebrate successes. Innovation Station builds grit, and self-confidence while instilling the values of team-building and resiliency.

- Pages to Stages uses culturally sensitive folktales and fables together with the dramatic arts to reinforce foundational literacy skills and empower young readers at every level. Students read stories in these genres from around the world, while developing their ability to answer questions about a text, retell a story using key details and story elements, and understand the concept of point of view. In addition to building key literacy skills, Pages to Stages introduces students to theatrical production, including acting, costume and set design. At the end of each semester, students participate in a performance attended by parents, family, and their broader school community.
- LitUP! is our earliest opportunity for intervention when closing the achievement gap. Designed for grades K-1 with consideration for English Language Learners, LitUp! builds foundational literacy through phonics and engaging read-aloud activities for children. Students master sight words, expand their vocabulary and learn a variety of decoding strategies to develop and improve reading fluency.
- Cranium Crunch is an all-site science fair, where teams of students show the success of their group projects and demonstrate the skills and information they have learned in a fun competition.

- The GRIOT music program provides free music instruction that reinforces STEM concepts while exploring the cultures and sounds of the African Diaspora. Inspired by Grammy award-winning pianist Arturo O'Farrill and taught by classically trained musicians, GRIOT teaches foundational music concepts and instrument proficiency, and introduces students to music technology, all while reinforcing STEM skills. GRIOT's student musicians learn to play an instrument, the basics of sound recording, how to identify notes, compose music, and explore the cultural influences and contact of Afro-Latin music.
- Learning to Work increases high school graduation rates by providing students with academic support, college preparation and guidance, career training, and paid internships. Our students are 16-21 years-old and are either returning to high school after dropping out, or are unable to graduate from a traditional high school because they have fallen significantly behind. The focus across all five sites is on strengthening students' academic achievement so that they graduate from high school prepared to enter the workforce or to attend college. Once students are on a stable course to high school graduation we provide individualized help that includes college tours and financial aid workshops, as well as panel discussions with entrepreneurs, small business owners, and C-Suite executives.

Organization: The Mission Society is led by Elsie McCabe Thompson who has been President since 2014. Her leadership team includes Senior Vice Presidents for Finance & Administration, Program Operations, Human Resources, and Development & External Affairs. For more information on the backgrounds and capacity of the people in these positions, see Section I.D. Applicant Group History and Capacity. The Mission Society employs 141 staff members and is divided into seven departments, four of which fall under the umbrella of Program Operations and pertain directly to our education and enrichment programming: Children's Programs, Career & Education Pathways, Education & Program Development, and Contracts & Outcomes. The Children's Programs and Career & Education Pathways departments consist of five after-school enrichment programs serving 800 students in elementary and middle school, as well as six in-school programs providing counseling, college advisement, and educational support services to 1,600 high school students. The Education & Program Development department provides training, coaching, program planning, and curricular support, primarily to the after-school programs, and also oversees an after-school music program serving 60 students ranging from 3rd-12th grade. The Contracts & Outcomes department collects, tracks, and analyzes qualitative and quantitative data to measure program effectiveness and ensure that the Mission Society provides high-quality services to students.

Partnership Summary: The Mission Society is the driving force behind this charter school application. Its Board members and staff developed the proposal, conducted public outreach and recruited the founding school Board. The Mission Society intends to partner with Minisink Charter School to further its mission of serving disadvantaged families and ensure the success of the school that bares the Minisink name. The partnership will include:

- **Start-Up:** Once the charter is approved, the Mission Society will assist during the planning year in preparing to open the school. It will provide space for school Board meetings, assist with recruiting and hiring the Head of School, establish operational procedures and system, and provide opportunities for teacher candidates to conduct demonstration lessons.
- **Facilities:** The Mission Society will provide the school with space for grades K-5 in the Minisink building, including classrooms, offices, gym/cafeteria, kitchen, theater, dance studio, aquaponics lab, and outdoor play space. The school will only pay rent in the initial years of operation, while the Mission Society will cover utilities, repairs, maintenance and janitorial costs for the first two years. The lease cost will be between $25/SF and $31.21/SF, which is a below market rate. In addition, the school will pay rent for increasing amounts of square footage, rather than for the whole space up front. The Mission Society will retain responsibility for building management until Year 5 when the school will hire the Facilities Supervisor.
- **Furniture/Equipment:** The Mission Society will provide school furniture and basic infrastructure, e.g., Internet.
- **Education:** The Mission Society's Education Team has vast expertise and resources in areas such as STEM education and intervention programs. It will support the school's instructional staff in developing curriculum and assessments, implementing progressive instructional strategies, and making effective use of the aquaponics lab.

- **Aquaponics Lab:** The Mission Society installed an aquaponics lab that will be available to local schools this year and for extensive use by the school when it opens in the building.
- **Human Resources:** The Mission Society will serve as the school's HR department, coordinating payroll and benefits for the school's staff in collaboration with the school's Director of Operations, and offer personnel management consultation and support
- **Financial Management:** The Mission Society will provide free financial management for the school. Funds have been budgeted to pay Charter Schools Business Management (CSBM) to train Mission Society staff during the planning year and help them set up systems for the school.
- **Community Engagement:** The Mission Society will leverage its relationships with community organizations and agencies to help the school with student and staff recruitment, curriculum development, professional development, after-school and summer extracurricular opportunities, referrals for students and families, and fundraising.

Financial Relationship: Minisink will benefit tremendously from in-kind services provided by the Mission Society.

Mission Society In-Kind Contributions to Minisink Charter School

	Planning Period	2025-26	2026-27	2027-28	2028-29	2029-30
Mission Salary	$326,375	$407,968	$407,968	$407,968	$192,763	$167,884
Other than Salary	$1,073,000	$415,000	$382,000	$424,000	$335,000	$245,000
TOTAL	$1,399,375	$822,968	$789,968	$831,968	$527,763	$412,884

In the first two years of operation Minisink will not pay any rent to the Mission Society for its facility of roughly 30,000 SF. Beginning in Year 3 – Year 5 the school will pay for 15,000 to 19,500 SF at $30 - $31.21 per SF. Minisink will begin to cover some of the costs of janitorial supplies, repairs and maintenance and utilities. In Year 4 the school will begin to pay an administrative management fee to the Mission Society for all of the back-office and financial management support it receives. In Year 5 the school will also take on employment of the Facilities Supervisor. Finally, as a contingency the Mission Society will make a $500,000 line of credit available to the school in the event of a revenue shortfall or unexpected expense.

Affiliated Board Members: Elsie McCabe Thompson, Mission Society President, will serve on the Minisink Charter School board as an ex-officio member. In addition, Timothy Little is also a member of the Mission Society Board. These board members will adhere to the school's conflict of interest policy and recuse themselves from any board decisions related to the school's partnership with the Mission Society, including the partnership agreement and lease.

Business Plan: Along with this charter school application, the Mission Society has submitted an extensive Business Plan that describes in far more detail its history, programs, operations, staffing, and finances. It also includes a draft partnership agreement and lease. The Mission

Society is a venerable community organization with the capacity to support the start-up of the Minisink Charter School and help it thrive.

ADMINISTRATIVE SERVICES AND SUPPORT AGREEMENT

This **ADMINISTRATIVE SERVICES AND SUPPORT AGREEMENT** (this "***Agreement***"), is entered into as of [_____], 20[__], by and between **THE NEW YORK CITY MISSION SOCIETY**, a New York not-for-profit corporation ("***NYCMS***") and **THE MINISINK CHARTER SCHOOL**, a New York education corporation ("***Minisink***").

Preliminary Statements

WHEREAS, Minisink has submitted an application (the "***Application***") to the State University of New York to establish the Minisink Charter School in accordance with Article 56 of the New York Education Law; and

WHEREAS, NYCMS, as landlord, and Minisink, as tenant, have entered into that certain Lease Agreement, dated as of even date herewith (the "***Lease***"), pursuant to which Minisink will lease premises from NYCMS at the Minisink Townhouse, 646 Malcom X Boulevard, New York, New York 10037 (the "***Property***"), in which premises the Minisink Charter School (the "***School***") will be operated; and

WHEREAS, NYCMS has agreed to provide Minisink certain additional services on the terms and subject to the conditions set forth herein.

NOW THEREFORE, in consideration of the promises and the mutual covenants, conditions and agreements contained herein, and intending to be legally bound hereby, the parties hereby agree as follows:

ARTICLE ONE
SERVICES

1.1 **Pre-Opening Services**. Commencing on the date of this Agreement (the "***Effective Date***"), NYCMS shall provide the following pre-opening services (collectively, the "***Pre-Opening Services***") to Minisink;

(a) NYCMS shall provide space at the Property for meetings of Minisink's Board of Trustees and other organizational activities for the School;

(b) NYCMS shall make its human resources and other staff available as needed to assist recruiting and hiring the Head of School (as defined in the Application) and other potential Minisink employees;

(c) NYCMS shall assist Minisink in developing policies and procedures for its operations;

(d) NYCMS shall provide space at the Property for potential teacher candidates to conduct demonstration lessons;

(e) NYCMS shall provide its staff to plan and administer fundraising activities on behalf of Minisink;

(f) NYCMS shall assist Minisink in community engagement, leveraging is community relationships to assist Minisink in student and staff recruitment (including recruitment of the Head of School), curriculum development, professional development, after school and summer extracurricular activities, referrals for students and families and fundraising; and

(g) NYCMS shall provide such other office and administrative services as shall be reasonably requested in connection with Minisink's pre-opening activities consistent with the Application.

1.2 Facilities Management Services. Commencing on or about the date when Minisink takes possession of the Leased Premises (as defined in the Lease) pursuant to the Lease and ending on the earlier to occur of (i) the fifth anniversary of the Effective Date of this Agreement and (ii) the date on which such services are terminated by Minisink, NYCMS shall provide facilities management services with respect to the entirety of the Property (collectively, the "***Facilities Management Services***"). NYCMS shall operate, manage and maintain the Property, including the Leased Premises to a standard consistent with the terms of the Application and consistent with the standards and practices that NYCMS has employed and continues to employ with respect to those portions of the Property occupied or utilized by NYCMS for its own purposes. The Facilities Management Services shall include provision of a full-time Custodian and Facilities Supervisor, whose duties shall include the entirety of the Property. NYCMS acknowledges and agrees that it is the intent of the parties hereto that NYCMS bear all costs of the operation and maintenance of the Property in which the Leased Premises are located and provide all property services necessary or desirable to operate the Leased Premises as a school with ancillary uses consistent with those described in the Application.

1.3 Office and Administrative Services. NYCMS shall provide to Minisink the following office and administrative services (the "***Office Services***"):

(a) Accounting. Accounting and book keeping services for Minisink and its affiliates, which services shall not include auditing;

(b) Human Resources. Human Resources services of essentially equivalent nature as provided with respect to employees of NYCMS, including coordination of payroll and benefits;

(c) Financial Administrative Services. Financial Administrative services for the School's first three years of operations and training of Minisink staff in all aspects of financial management, including assistance in setting up financial systems for the school;

(d) Furniture. School furniture (including repair and maintenance thereof) in accordance with specifications agreed by NYCMS and Minisink;

(e) Aquaponics Lab. Construction, installation, repair, maintenance and unlimited use of an Aquaponics Lab in the Leased Premises; and

(f) Information Technology. Information and technology services including use of and access to the internet via NYCMS's internet service provider and wifi network, servers, printers, scanners, copiers and office software, which services shall be of essentially the same scope and nature as such services are and have been provided to NYCMS, subject, however, to such procedures and protocols as shall be reasonably deemed necessary by NYCMS to insure data security.

1.4 Term of Services. The Pre-Opening Services, Facilities Management Services, and Office Services are collectively referred to herein as the "***Services***". Except as otherwise provided in this Agreement, the term of the Services shall commence as of January 1, 2025 and shall continue thereafter until June 30, 2030. The foregoing notwithstanding, (a) Minisink shall have the right to terminate any portion of the Services at its option by notice to NYCMS and (b) this Agreement shall terminate automatically with no further action required by the parties upon a termination of the Lease. No termination of all or any portion of the Services shall affect in any way the line of credit provided pursuant to **Article III** hereof.

1.5 Charter Compliance and Reporting. Anything to the contrary provided elsewhere in this agreement notwithstanding, while the Services shall include administrative services such as data collection and analysis and report preparation, Minisink shall be solely responsible for compliance with its charter and any and all reporting with respect thereto. NYCMS shall have no obligations under this Agreement with respect to charter compliance except to the extent the Services expressly provided in this Agreement are utilized in relation to such charter compliance.

ARTICLE TWO
SERVICES FEES; REIMBURSEMENT

2.1 Fees and Payment for the Office Services. (a) In consideration of NYCMS's provision of the Services to Minisink, Minisink shall pay to NYCMS an annual services fee (the "***Services Fee***"), which Services Fee shall be payable in equal monthly installments on the first day of each calendar month (or if such day is not a business day, the next succeeding business day. The foregoing notwithstanding, the Services Fee shall be abated until July 1, 2028. The amount of the Services Fee thereafter shall be as follows:

Period	**Services Fee**
July 1, 2028 – June 30, 2029	$202,917.00
July 1, 2029 – June 30, 2030	$275,183.00

In addition, in the event that NYCMS incurs any actual, out-of-pocket costs in providing the Services (such as costs of outside vendors), NYCMS shall have the right to charge Minisink for such costs, which amount shall be payable within thirty (30) days after demand therefore by NYCMS.

(b) In the event that Minisink shall cancel any of the Services in accordance with **Section 1.4**, the fees payable by Minisink shall be equitably adjusted by the parties to reflect the applicable reduction in services.

ARTICLE THREE
LINE OF CREDIT

3.1 Establishment of Line. In accordance with the terms and conditions of that certain Credit Agreement, dated as of _____, 202_ (the "***Credit Agreement***"), NYCMS has agreed to make loans (each a "***Loan***" and collectively, "***Loans***") to Minisink from time to time in an aggregate principal amount that will not result in an amount outstanding at any time exceeding Five Hundred Thousand and 0/100 Dollars ($500,000) (the "***Commitment***").

ARTICLE FOUR
MISCELLANEOUS

4.1 Not a Partnership. The provisions of this Agreement shall not be construed to create a partnership or joint venture between any of the parties herein.

4.2 Further Actions. Each party hereto agrees to perform any and all further acts and to execute and deliver any and all documents which may be reasonably necessary to carry out the provisions and intent of this Agreement.

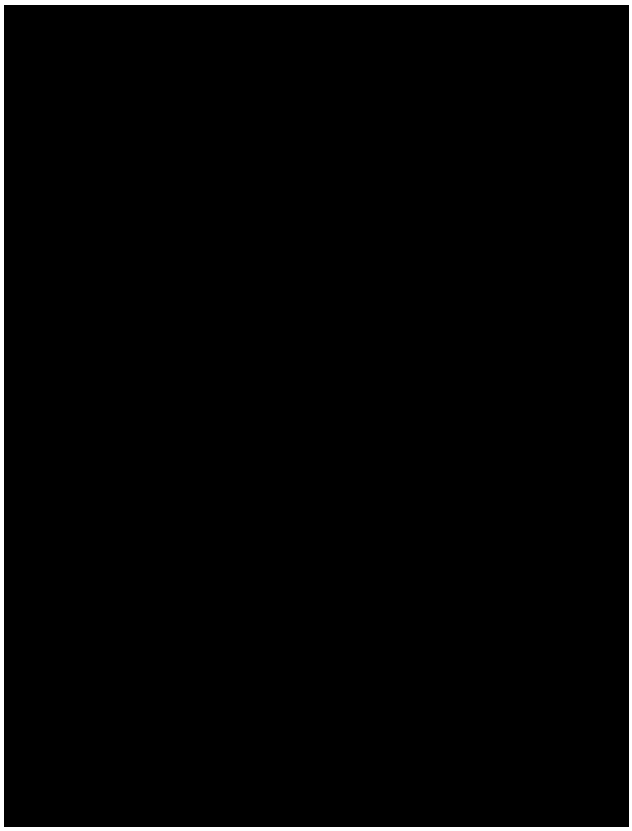
4.3 Amendments, Parties in Interest and Governing Law. This Agreement shall not be modified or amended except by a writing signed by each of the parties. This Agreement shall be binding upon and inure to the benefit of the successors, assigns and representatives of the parties and shall be interpreted and governed by the laws of the State of New York.

4.4 Notices. All notices required or permitted to be given under this Agreement must be in writing and may be given by any method of delivery which provides evidence or confirmation of receipt, including but not limited to personal delivery, express courier (such as Federal Express) and prepaid certified or registered mail with return receipt requested. Notices shall be deemed to have been given and received on the date of actual receipt or, if either of the following dates is applicable and is earlier, then on such earlier date: one (1) business day after sending, if sent by express courier; or three (3) business days after deposit in the U.S. mail, if sent by certified or registered mail. Notices shall be given and/or addressed to the respective parties at the following addresses:

If to NYCMS:



With a copy to:



Any party may change its address for the purpose of this paragraph by giving written notice of such change to the other party in the manner herein provided.

4.5 Dispute Resolution. NYCMS acknowledges and agrees that any determinations with respect to the compliance or non-compliance by NYCMS with its obligations under this Agreement shall be made solely by the Non-Mission Trustees or such committee of the Non-Mission Trustees as shall be established from time to time by the Non-Mission Trustees. Any unresolved controversy or claim arising from or relating to this Agreement or breach thereof shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, then in effect. The decision of arbitration unless clearly erroneous, shall be final and conclusive upon the parties, and judgment upon the award rendered by the arbitrator may be entered in any court having competent jurisdiction. The arbitration proceedings shall be held in New York, New York. The arbitration proceedings shall be conducted before one (1) neutral arbitrator who shall be a member of the New York Bar who has been actively engaged in the practice of corporate and business law for at least fifteen (15) years, and shall proceed under any expedited procedures of the Commercial Arbitration Rules. The arbitrator shall have authority to award only (a) money damages, (b) attorneys' fees, costs and expert witness fees to the prevailing party, and (c) sanctions for abuse or frustration of the arbitration process. The arbitrator's compensation, and the administrative costs of the arbitration, shall be borne by the parties in the manner set forth in the arbitration award, as determined by the arbitrator. Notwithstanding the foregoing provisions of this Section, the parties are not required to arbitrate any issue for which injunctive relief is sought by any party hereto and both parties may seek injunctive relief in any federal or state court having jurisdiction.

4.6 No Third-Party Beneficiaries. This Agreement is solely for the benefit of the parties hereto, and no other person shall be entitled or be deemed to be entitled to any benefits or rights hereunder, nor be authorized or entitled to enforce any rights, claims or remedies hereunder or by reason hereof.

4.7 Successors and Assigns. This Agreement may not be assigned by either of the parties without the prior written consent of the other party hereto. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

4.8 Severability. In case any one or more of the provisions contained in this Agreement or any application thereof shall be invalid, illegal or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein and other application thereof shall not in any way be affected or impaired thereof.

4.9 Entire Agreement. This Agreement supersedes all prior agreements and constitutes the entire understanding among the parties hereto with respect to the subject matter hereof.

4.10 Amendments; Waiver. Except as otherwise provided herein, no waiver or modification of the provisions hereof shall be valid unless in writing and signed by each of the parties hereto. No waiver of any provision of this Agreement shall be valid unless in writing and signed by the party against whom enforcement is sought.

4.11 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

4.12 Survival. The terms of this Agreement shall survive the termination hereof.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

NEW YORK CITY MISSION SOCIETY

By: _____
Name:
Title:

MINISINK CHARTER SCHOOL

By: _____
Name:
Title:

Governance

a. Board Members

The Minisink founding group has assembled a strong board of trustees with the skills and experience necessary to effectively start and govern a charter school. Their professional experiences span education, government, philanthropy, real estate, finance and the legal professions. Also, a majority of members are from Harlem (78%) and are African-American and/or Latino leaders from the Harlem community. Our Board members speak all of the languages most frequently spoken in central Harlem (English, Spanish, French, Haitian Creole) as well as a number of West African languages (Wolof, Pulaar and Serrer). We have come together to represent and model for our Minisink students the best of Harlem's public service commitment to community.

Board members were selected who aligned with our school mission and vision, have the capacity to contribute their time and expertise to the school, understand the role and responsibilities of a charter school board member, understand the consensus process, and are will to serve as advocates for the Minisink Charter School.

Minisink Board of Trustees

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
Elsie McCabe Thompson	Secretary	Executive	P[redacted]	Yes	Yes
Michael Haggen	Member	Accountability	[redacted]	Yes	No

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
Timothy G. Little	Chair	Accountability and Finance	[redacted]	Yes	No
Kenita Lloyd	Treasurer	Executive, Finance	[redacted]	Yes	No
Keith Wright	Member	Accountability	[redacted]	Yes	No
TBD	Parent Representative	Accountability	[redacted]	Yes	Yes

Partner Organization Overlap: The proposed board currently includes one member affiliated with the Mission Society: Elsie McCabe Thompson, President of Mission Society, who will serve an ex-officio board member. The Minisink Board of Trustees will adopt a code of ethics that

includes a strict conflict of interest policy; in order to maintain the independence of the Minisink board, no Minisink board members affiliated with Mission Society will participate in decisions related to the partnership between Minisink and Mission, e.g., the partnership agreement, lease or possible line of credit.

b. Education Corporation Board Roles and Responsibilities

The Mission Board of Trustees will enter into a charter agreement between the Minisink Charter School Education Corporation and the SUNY Board of Trustees. The primary role of the school's board is to govern the school and provide guidance and oversight to school management. The Board will hire a Head of School to run the day-to-day affairs of the school, but the Board is ultimately accountable for the academic, operational and financial affairs of the school. The Board will have the following roles and responsibilities:

- **Mission:** establishes the school's mission and sets policies to ensure all decisions align with and support the mission.
- **Goals:** adopts a SUNY-approved Accountability Plan that establishes the goals and benchmarks by which the charter will be renewed and creates internal goals and measures by which to monitor mission attainment.
- **Management:** recruits, hires and evaluates the Head of School and delegates to him or her the authority to manage the day-to-day operations of the school.
- **Policies:** approves and regularly reviews major school policies that provide the parameters within which management is expected to operate the school, including admissions, discipline, personnel and finance policies and procedures.
- **Resources:** identifies needs and ensures sufficient resources with which to accomplish the mission, including adopting an annual budget and contributing to the school.
- **Oversight:** monitors implementation of the academic program and organizational and financial systems and procedures as well as student performance, mission attainment, progress towards meeting Accountability Plan goals, compliance with laws and regulations, financial statements, annual audits, stakeholder satisfaction and complaints. The board also evaluates the value of all major partnerships, e.g., the Mission Society.
- **Advocacy:** serves as ambassadors for the school to promote its reputation, leverage personal and professional networks, identify resources and partnerships.
- **Advice:** shares expertise and advice with school staff.
- **Strategic Planning:** formulates a long-term vision and plan, for among other things budget, staffing and facilities.
- **Self-Evaluation:** assesses the quality of governance and ensures adequate expertise, diversity and commitment on the board.

Once the charter is approved and the Board formally seated, it will adopt by-laws and a code of ethics and undertake governance training. The Board will then monitor closely the

implementation of the school program and track key academic, operational and financial indicators to ensure the school management is accountable. The Board's Finance Committee will review monthly financial reports to ensure adequate cash flow and long-term financial health. The Board's Accountability Committee will monitor academic and social emotional learning outcomes to ensure the school is providing students with a high-quality education. School management will be expected to provide the Board with at least monthly reports, including a dashboard of pre-ordained data, including enrollment, demographics, discipline, and staff retention. The Board will also use committee and Board meetings to question management about practices and outcomes to ensure adherence to the school's mission as well as compliance with laws and ethics. We will administer an annual survey of staff and families, which the Board will use to evaluate stakeholder satisfaction with the school. The Board will also review all complaints and their dispositions, as well as external reports by the authorizer. With these many data points the Board will hold management accountable for school success.

c. Education Corporation Board Design

- **Number of trustees:** The proposed board will have six voting members once a parent representative is seated.
- **Officer positions:** The board will appoint from its membership a Chair, Secretary and Treasurer. The Chair will coordinate meetings, the Secretary will ensure public notice of meetings and accurate minutes of meetings, and the Treasurer will chair the Finance Committee and provide financial oversight.
- **Ex-officio members (voting and non-voting):** The board will have two voting ex-officio members, the President of the New York City Mission Society, currently Elsie McCabe Thompson, and the President of the parent organization (to be determined).
- **Standing committees or committees with the full authority of the board:** The board will operate with three standing committees, and may also create ad hoc committees as needed, e.g., facility and fundraising committees.
    - **Executive Committee:** Composed of Board officers, this committee sets meeting agendas and handles Board business between meetings as delegated by the full Board.
    - **Finance Committee:** Coordinates annual budget development and approval and annual audit, monitors finances and financial management.
    - **Accountability Committee:** Monitors school performance and progress towards achievement of mission-related goals and metrics in the Charter School Performance Framework.
- **Delegation of authority to any committees, officers, employees, or contractors:** The board will hire a school leader, the Head of School, who is empowered to manage the day-to-day affairs of the school within the parameters set by board policies, the charter agreement, and state and federal law and regulations. The board will retain authority to hire and evaluate the school leader, establish and revise the school mission, and

represent the official school position externally. The Head of School will be empowered to hire staff and contractors who are aligned with the school mission. The board will establish the authority of board committees through committee job descriptions, though for the most part they will be advisory committees that inform full board decision-making.

- **Information to be received from the CMO, partner, school leadership, staff or contractors:** The board will include the President of the Mission Society and invite other Mission Society senior staff to board meetings to provide reports on and answer questions about the partnership between Mission and Minisink. The board finance committee will also review all financial transactions between Mission and Minisink. The board will also consult with school leadership in its evaluation of the partnership and annually review, and if necessary revise, the partnership agreement.
- **Frequency of board and committee meetings:** The board will meet monthly at the Minisink building.
- **Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law:** The board will establish an annual schedule of meetings, which will be included in the staff and family handbooks and posted on the school website. The school will also post notices a week in advance of all board meetings in the school, on its website and in community publications.
- **Trustee recruitment and selection process and criteria:** Board members must be 18 years of age and committed to the mission of the school. They must uphold a duty of care, duty of loyalty and duty of obedience in order to serve on the Board. The Board is self-appointing and new members must be approved by a majority of seated members. The Executive Committee will interview board candidates and make recommendations to the whole board for its approval. The Board will monitor its composition to ensure a diversity of skill sets (e.g., education, management, governance, finance, accountability, community) and demographics (e.g., gender, race, socioeconomic status, age) and recruit members based on identified gaps and needs. Trustees will serve for three year terms, except the ex-officio member who will serve so long as he or she holds the position of President of the Mission Society.
- **New trustee orientation process:** All board members will be provided with a board binder that includes: board member and committee job descriptions, board by-laws and code of ethics, the school's current charter agreement and board approved policies, meeting agendas and minutes for the last year.
- **Board/trustee training and development:** The Executive Committee will monitor board performance to identify board development needs. Board members will be provided with research and other materials related to quality charter school governance, identify potential conferences for members to attend, and if necessary recruit consultants to provide training for the board. Key topics for board development will include charter school board member roles and responsibilities, conflict of interest, performance contracting, and best practices in oversight and accountability.

d. Stakeholder Participation

The public, including parents and staff, will be invited to attend all board meetings, which will be publicized within the school community. The board will reserve time on each meeting agenda for public comment. The board will also reserve one ex-officio seat for a parent representative who is the leader of the parent organization. This person will be expected to solicit input from the parent community and share it with the board.

While staff may not be members of the board, we expect staff members to participate actively in board committees, especially the finance and accountability committees. School leaders will be expected to solicit staff input and report it to the board. Staff may also address the board directly at board meetings during the public comment period or ask to be put on the agenda to present. The board may also invite staff members to report on topics of interest to the board.

The school will administer surveys to both staff and families and the board will review survey results as part of the school leader evaluation and oversight of the school program and mission. Finally, the board will adopt a complaints policy that allows staff and parents to bring concerns to the board.

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Minisink Charter School Proposal

By-Laws

ARTICLE I MEMBERS

1.1 Members. The Educational Corporation known as the Minisink Charter School shall have no members; all rights that would vest in the members vest in Minisink Charter School Board of Trustees.

ARTICLE II TRUSTEES

2.1. Powers. Minisink Charter School shall be managed by a Board of Trustees ("Trustees"). Trustees shall act only through the Board of Trustees, and shall have no power as individual trustees.

2.2. Qualifications. Trustees shall be at least 18 years of age. Trustees shall have such other qualifications as may be prescribed by the Charter, the Charter Agreement, or these Bylaws.

2.3. Number.

2.3.1. Voting Trustees. The number of voting Trustees on the Board of Trustees shall not be less than five and not more than 15, ~~or~~ and shall be fixed ~~such other maximum number~~ as may be determined from time to time by vote of a majority of the entire Board of Trustees. In these by-laws, references to the "entire board" shall mean the total number of trustees entitled to vote which the Board would have if there were no vacancies. The number of trustees constituting "the entire board" is the number of trustees who were elected as of the most recently held election of trustees (including trustees who are continuing their terms) and any vacancies not filled by election. Any newly created Trustee positions may be filled in accordance with Section 2.5 below. If the Board of Trustees votes to decrease the number of Trustees, such a decrease shall not affect the term of any incumbent Trustee.

2.3.2 Ex-Officio Trustees. The President of the New York City Mission Society shall be an ex-officio trustee of the Minisink Charter School Board of Trustees so long as he or she remains the President~~s~~ of the New York City Mission Society. The New York City Mission Society shall designate by election a member of its Board of Directors to serve as an Ex-officio Trustee of the Minisink Charter School Board for as long as she or he remains a member of the New York City Mission Society Board. The President of the Minisink parent organizations shall be an ex-officio trustee ex-officio trustee of the Minisink Charter School Board of Trustees so long as he or she remains the President of the Minisink parent organization.

2.4. Terms. Trustees shall be elected for a term of three years. Each Trustee may be elected to a successive term of three years. There shall be no term limits.

2.5. Election of Trustees. Candidates for open Board positions shall be nominated as follows: a Nominating Committee designated by the Board and composed of Trustees whose terms are not expiring shall nominate one or more candidates for each open seat. At each Annual Meeting, the Trustees shall, by a majority of votes cast, elect Trustees (to the extent there are open Board positions) and elect officers of Minisink Charter School for the ensuing year, and shall transact such other business as may properly come before the meeting. Trustees who are elected assume office subject to approval of the Charter authorizer. Any Trustee duly elected at an Annual Meeting shall hold office until the

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expiration of his or her term and until his or her successor is elected and qualifies (or until his or her earlier death, resignation or removal).

2.6. Newly Created Trusteeships and Vacancies. Both newly created Trusteeships resulting from an increase in the number of Trustees and vacancies among the Trustees for any reason, including, without limitation, the removal of a Trustee, may be filled by the vote at any meeting of the Board of Trustees of a majority of the Trustees then in office. A Trustee elected pursuant to this section of these by-laws shall hold office until ~~the next Annual Meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until his/her successor shall be elected and shall qualify~~the end of the term for which the Trustee was elected, or until such Trustee's earlier death, removal or resignation.

2.7. Removal of Trustees. In accordance with Education Law § 226, a Trustee may be removed for cause by a vote of the Board of Trustees, provided that at least one week's previous written notice of the proposed action has been given to said Trustee and all other Trustees, and provided there is a quorum of not less than a majority of the entire Board of Trustees, as defined in § 2.3.1, above, at the meeting at which such action is taken.

2.8. Annual Meeting. The Annual Meeting of the Board of Trustees shall be held in the month of December of each year at the office of the Minisink Charter School , or at such other place and at such time as shall be determined by the Board of Trustees or the Chairperson and designated in the notice or waivers of notice of the meeting.

2.9. Annual Financial Report. The Chairperson and Treasurer shall present an annual financial report showing in appropriate detail the following:

- the assets and liabilities of the Minisink Charter School as of the end of the fiscal year;
- the principal changes in assets and liabilities during such fiscal year;
- the revenue or receipts of the Minisink Charter School, both unrestricted and restricted to particular purposes during such fiscal year; and
- the expenses or disbursements of the Minisink Charter School, for both general and restricted purposes, during such fiscal year.

This annual financial report is a requirement separate from that of the filing of an annual report with the charter entity and the Board of Regents in accordance with Section 2.10 or from any other financial reporting requirements the Board of Trustees may have.

2.10. Annual Report. In accordance with the New York Charter Schools Act, an annual report shall be submitted to the "charter entity" and to the Board of Regents. This annual report shall be in the form and contain information as prescribed by the New York Charter Schools Act and the Charter Agreement, and shall include a copy of the most recent independent fiscal audit of the Minisink Charter School.

2.11 Audit Oversight. The Board shall oversee the accounting and financial reporting processes of the Minisink Charter School and the audits of the financial statements of the Minisink Charter School. The Board shall annually retain or review the retention of an independent auditor to conduct the audits, and upon completion thereof, review the results of the audits and any related management letters with the independent auditor. In addition, the Board shall undertake the following activities:

- Review with the independent auditor the scope and planning of the audits prior to their commencement;
- Upon completion of the audits, review and discuss with the independent auditors any material risks and weaknesses in internal controls identified by the auditor; any restrictions on the scope of the auditor's activities or access to requested information; any significant disagreements between the auditor and management; and the adequacy of Minisink Charter School's accounting and financial reporting processes;
- Annually consider the performance and independence of the independent auditor.

Only Trustees who are "independent trustees," as such term is defined in § 102(a)(21) of the Not-for-Profit Corporation Law may participate in any Board deliberations or voting relating to matters set forth in this section.

2.12. Regular and Special Meetings. Regular or any special meetings of the Board of Trustees may be held at the office of the Minisink Charter School or at another location ~~within the City of New York~~ consistent with the New York Open Meetings Law so long as a video conference link is made available at the school. Regular meetings of the Board of Trustees may be held at such times as may be fixed from time to time by resolution of the Board of Trustees, but shall be held at least monthly. Special meetings of the Board of Trustees may be called at any time by the Chairperson, shall be called by the Secretary of the Minisink Charter School on the request of any two Trustees, and shall be called by the senior trustee upon written request of three trustees.

2.13. Quorum. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

2.14. Notice or Waiver of Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. ~~Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present.~~ Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be given to each Trustee ~~not later than noon, New York time,~~ not less than five nor more than 10 days before the meeting~~on the seventh day prior to the meeting~~. Notices are deemed to have been given: by mail, when deposited with the first class postage thereon prepaid, at a post office or official depository under the exclusive care and custody of the United States Postal Service~~; by messenger at the time of delivery; by electronic mail at the time of transmission; and by facsimile at the time of confirmation of transmission, mechanical or otherwise~~. Notices by mail~~, messenger, electronic mail or facsimile~~ shall be sent to each Trustee at the address~~, electronic mail address, or facsimile number~~ designated by him/her for that purpose or, if none has been so designated, at his/her last known address. Mailed ~~N~~notice of any meeting of the Board of Trustees need not be given to any Trustee who submits a signed Waiver of Notice, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at the commencement thereof, the lack of notice to him/her, and the wavier may prescribe an alternative form of notice acceptable to the Education Corporation. If a purpose of a meeting of the Board of Trustees is the removal of any director, the notice

or waiver of notice of such meeting shall so state. Waiver of notice may be written or electronic. If written, the waiver must be executed by the Trustee signing such waiver or causing his or signature to be affixed to the waiver by any reasonable means, including facsimile signature. If electronic, the transmission of the waiver must set forth or be submitted with information from which it can reasonably be determined that the transmission was authorized by the Trustee.

2.15. Open Meetings. Notwithstanding any other provisions of these By-laws, the Minisink Charter School shall comply with the New York Open Meetings Law.

2.16. Executive Session. To the extent permitted by the New York Open Meetings Law, after opening a regular or special meeting of the Board of Trustees in open session, the Board may by resolution go into Executive Session. Topics for an Executive Session will be limited to confidential matters identified in the New York Open Meetings Law.

2.17. Action by the Board of Trustees.

2.17.1. Any reference in these by-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these by-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he/she shall have no more than, or no less than, one vote. There is no proxy voting.

2.17.2 Pursuant to Education Law § 226, if any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board of Trustees, the Trustee shall be deemed to have resigned, and the vacancy shall be filled.

2.17.3. The Trustees shall adopt and annually review a Code of Ethics which shall set forth the standard of conduct expected of them and which shall include a Conflict of Interest Policy containing provisions for disclosing, addressing and documenting conflicts of interest which may affect matters brought before the Board. Standards for disclosure and recusal shall be in all respects consistent with the provisions of §§ 800–806 of the General Municipal Law, to the same extent as such sections apply to public school districts. The Conflict of Interest Policy shall contain specific provisions for addressing Related Party Transactions, as such term is defined in § 102(a)(24) of the Not-for-Profit Corporation Law and in the Conflict of Interest Policy adopted pursuant to this section.

2.18. Videoconference Meetings. Any one or more members of the Board of Trustees or any committee thereof may participate in a meeting of the Board of Trustees or such committee by means of videoconferencing or similar communication equipment allowing for simultaneous visual and auditory participation of all persons participating in the meeting, so long as the public has notice of and access to all such locations in accordance with the New York Open Meetings Law. Participation by such means shall constitute presence in person at a meeting.

ARTICLE III COMMITTEES

3.1 -Committees of the Board

3.1.1. The Board of Trustees may designate from among its members Committees of the Board consisting of three or more Trustees. The Board may designate such committees of the board by resolution adopted by a majority of the entire board. Such committees, to the extent provided in the resolution, shall have all the authority of the Board of Trustees, except that no such committee shall have authority as to the following matters:

1. The submission to members of any action requiring members' approval under this chapter.
2. The filling of vacancies in the board of directors or in any committee.
3. The fixing of compensation of the directors for serving on the board or on any committee.
4. The amendment or repeal of the by-laws or the adoption of new by-laws.
5. The amendment or repeal of any resolution of the board which by its terms shall not be so amendable or repealable.

~~the filling of vacancies in the Board of Trustees or in any committee;~~

~~the amendment or repeal of the by-laws or the adoption of new by-laws; and~~

~~the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or subject to repeal.~~

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3.1.2. The Board of Trustees may designate (through the process set forth paragraph 3.1.1, above) one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

3.1.3. The Board of Trustees may create an Executive Committee consisting of the officers of the board and at least one additional trustee for a total number of not less than five trustees, and may authorize such committee to act in place of the Board in between Board meetings except as specified in 3.1.1 above. The Executive Committee will be responsible for setting meeting agendas.

3.1.4. The Board of Trustees may create a Finance Committee to perform the duties set forth in paragraph 2.11 of these Bylaws. The Finance Committee shall be approved annually by a majority of the entire board, subject to review of ~~eligibility for membership on this Committee by the Chairperson of the Board following review of~~ disclosure statements and personal interviews as ~~needed~~determined by the Board. The responsibilities of the Finance Committee shall include (i) recommend the annual appointment of the School's auditors; (ii) review with the School's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the School shall use in financial reporting, internal auditing procedures and the adequacy of the School's internal control procedures; (iii) otherwise to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies; (iv) review detailed monthly and quarterly financial statements; and (v) perform such other matters as the Board may assign from time to time.

3.1.5. The Board of Trustees may create an Accountability Committee. The Accountability Committee shall (i) monitor implementation of the school program as described in the charter agreement, (ii)

review student achievement and other data, and (iii) evaluate progress towards and achievement of the school's mission and goals.

3.2. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Such committees shall have only the powers specifically delegated to them by the Board of Trustees and may be either Committees of the Board or Committees of the Corporation. Committees of the Corporation may include individuals who are not Trustees and may be comprised of fewer than three members. The Chairperson of the Board of Trustees may appoint the members of special committees.

3.3. All Committees. All committees shall serve at the pleasure of the Board. Members of committees who are designated by the Board of Trustees shall also serve at the pleasure of the Board of Trustees. In the event that the Board does not appoint an Executive Committee, Finance Committee, or Accountability Committee, all of the powers and duties of such Committees shall be executed by the Board as a whole, except that the duties of the Finance Committee shall be assumed by only those Trustees who are "independent" trustees as that term is defined herein.

3.4. Organization, Meetings of Committees. The Chairperson of the Board of Trustees shall be ex officio chairperson of the Executive Committee, if any, and the Secretary of the Board of Trustees shall act as secretary thereof. Committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.

3.5. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE IV OFFICERS

4.1. Officers. At each annual meeting, the Board of Trustees shall elect, by a plurality of the votes cast for each office, a Chairperson, a Secretary, a Treasurer, and such other officers or assistant officers as it may determine. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary.

4.2. Chairperson. The Chairperson shall be elected from among the members of the Board of Trustees. He/she shall, if present, preside at all meetings of the Board of Trustees and the Executive Committee, if any. Unless otherwise provided by these by-laws or in a resolution of the Board of Trustees by creating or modifying a special committee, he/she shall appoint the members, other than members of committees with the authority of the Board, and chairpersons of all committees. The Chairperson shall be deemed to act as, and may exercise the powers of, President of the Minisink Charter School to the extent action in such capacity is necessary or desirable. The Chairperson shall perform such other duties as may from time to time be assigned to him/her by the Board of Trustees. In the event of the absence of the Chairperson at any meeting of the Board of Trustees, the- Vice Chairperson shall ~~Trustees may select another Trustee to~~ chair the meeting.

4.3. Vice-Chairperson. The Vice-Chairperson shall be elected from among the members of the Board of Trustees. The Vice-Chairperson shall perform the duties of the Chairperson when that person cannot be available, including presiding at meetings of the Board of Trustees and the Executive Committee.

4.~~3~~4. Treasurer. The Treasurer shall be elected from among members of the Board of Trustees. The Treasurer is responsible for reviewing and reporting to the Board on the budget for Minisink Charter School , after such budget has been submitted for review by the Finance Committee and submitted for review to the Head of School and Director of Operations, as applicable. The Treasurer shall ensure that all Board expenditures follow policies established by the Board. Additionally, the Treasurer shall be responsible for the review and acceptance of all interim unaudited Financial Statements prepared by the school's accountant that are presented at Board Meetings. The review of Financial Statements will include all School bank account reconciliations for the corresponding financial reporting period.

4.5. Secretary. The Secretary shall act as corporate secretary of all meetings of the Board of Trustees and of the Executive Committee, if any, and shall keep the minutes thereof in the proper book or books to be provided for that purpose. The Secretary shall see that all notices required to be given by Minisink Charter School are duly given. The Secretary shall have charge of the books, records and papers of Minisink Charter School. The Secretary shall see that the reports, statements, and other documents required by law are properly kept and filed. The Secretary shall perform such other duties as may from time to time be assigned to the Secretary by the Board of Trustees or by the Chairperson. No Trustee may serve concurrently on the Board of Trustees as Chairperson and Secretary.

4.6. Term. Each officer shall hold office until death, resignation, removal or until the next annual meeting of the Board of Trustees and until his/her successor shall be elected and shall qualify, whichever first occurs.

4.7. Resignations. Any officer may resign at any time, in writing, by notifying the Board of Trustees. Such resignation shall take effect at the time therein specified and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The resignation may be submitted electronically, but if electronic, the transmission of the resignation must set forth or be submitted with information from which it can reasonably be determined that the transmission was submitted by the Trustee.

4.8. Removal. Officers may be removed by the Trustees in the same manner as set forth in theses By-Laws for the removal of Trustee.

4.9. Vacancies. A vacancy in the office of any officer caused by death, resignation, removal or other cause shall be filled for the unexpired portion of the term by a majority of the votes cast by the Trustees at any regular or special meeting. In the case that no candidate receives a majority of the votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast.

ARTICLE V CONTRACTS, LOANS AND GRANTS

5.1. Contracts. Subject to the Code of Ethics adopted by the Board, including rules and procedures for Related Party Transactions and except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the Minisink Charter School, in the name and on behalf of the Minisink Charter School or the schools operated by the Minisink Charter School, to enter into any contract. Any such authority may be general or confined to specific instances.

5.2. Loans. Subject to the Code of Ethics adopted by the Board, including rules and procedures for Related Party Transactions and except as otherwise provided by law, the Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the Minisink Charter School to effect loans and advances at any time for the Minisink Charter School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds or other certificates or evidences of indebtedness of the Minisink Charter School , and when authorized to do so to pledge and hypothecate or transfer, to the extent permitted by law, any securities or other property of the Minisink Charter School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

5.3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of Minisink Charter School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the Minisink Charter School , to accept grants and other contributions.

ARTICLE VI COMPENSATION OF TRUSTEES

6.1. Compensation of Trustees. No compensation shall be paid by Minisink Charter School to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees or officers in any manner prescribed by the Board of Trustees. Such a Trustee or officer shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

ARTICLE VII INDEMNIFICATION; INSURANCE

7.1 Indemnification of Trustees and Officers. Minisink Charter School shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by §§ 721 through 726 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person made, or threatened to be made, a party to any action or proceeding, other than an action by or in the right of the Minisink Charter School , or any school operated by it, to procure a judgment in its favor, by reason of the fact that he, his testator or intestate, was a trustee or officer of the Minisink Charter School against judgments, fines, amounts paid in settlement, and reasonable expenses, including, attorneys' fees actually and necessarily incurred as a result of such action or proceeding, or any appeal therein, if such trustee or officer acted in good faith, for a purpose which he or she

reasonably believed to be in the best interests of Minisink Charter School . Minisink Charter School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law.

7.2 Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, Minisink Charter School shall prescribe and maintain insurance to indemnify Trustees and officers of Minisink Charter School, on terms and conditions set forth in a resolution of the Board of Trustees.

ARTICLE VIII BOOKS AND RECORDS

8.1. Where Books Are to Be Kept. Correct and complete books and records of account and minutes of the proceedings of the Board of Trustees and any Committees of the Board established by the Board shall be kept at the office of Minisink Charter School at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE IX FISCAL YEAR

9.1. Fiscal Year. The fiscal year of the Minisink Charter School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE X CORPORATE SEAL

10.1. Corporate Seal. The Board of Trustees may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XI OFFICE

11.1. Office. The office of Minisink Charter School shall be located in New York City at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE XII AMENDMENTS

12.1 Amendments. These By-Laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board of Trustees, be amended by changing, altering, suspending, supplementing or repealing the same; provided, however, that no By-Law by which any specified action by the Board of Trustees shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action there under. Material changes to theses By-Laws must be approved by the charter entity before they become effective.

ARTICLE XIII OTHER TRUSTEE POWERS

13.1 Appointment of Head of School(s). The Board of Trustees may appoint and remove by majority vote of the entire Board, and in accordance with the terms and conditions of employment of, a Head of School whose principal responsibilities include education-related matters. This Section 13.1 is subject to the terms of any other contracts entered into by Minisink Charter School or the schools operated by Minisink Charter School.

13.2 Removal of Employees other than the Head of School. The employees of the schools operated by the Minisink Charter School, other than the Head of School, shall report to the Head of School, as determined from time to time by the Board of Trustees. The Board of Trustees shall have the power to remove teachers and other staff members by vote of the Trustees then in office, subject to the provisions of any applicable collective bargaining agreement or other contracts entered into by Minisink Charter School or the schools operated by Minisink Charter School.

13.3 No Limitation. The enumeration of certain miscellaneous powers in this Article XIII shall not be construed as a limitation on any powers of the Board of Trustees.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Board of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

_____ _____

Secretary Date

Code of Ethics

All members of the Board of Trustees ("the Board"), officers and employees of the Minisink Charter School ("the School") are expected to behave at the highest level of professional standards and ethics. The following Code of Ethics applies to Trustees, officers and employees, as specified in the Code:

- The Board shall conduct its affairs subject to the Charter Schools Act; other applicable provisions of the Education Law; provisions of the Not-For- Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law; federal law and regulations related to the School's tax-exempt status; applicable provisions of the General Municipal Law; the School's charter and by-laws; and other applicable provisions of law and regulations. The Board may delegate aspects of the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
- Trustees, officers and employees shall avoid at all times engaging in activities that would appear to be influenced by other persons who have a special interest in matters under consideration by the Board or the School. If a Trustee inadvertently engages in such activities, such Trustee shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.
- Trustees, officers and employees shall make full disclosures whenever there may be a conflict of interest with respect to a matter under discussion or consideration by the Board or job duties, as applicable, all in accordance with the Conflict of Interest Policy attached to and made a part of this Code of Ethics.

Any Trustee, officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School of which he or she is a Trustee, officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and/or to the governing body thereof, as applicable, as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body, all in accordance with the Conflict of Interest Policy attached to and made part of this Code of Ethics.

No Trustee, officer or employee shall

- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter; under consideration by the Board of Trustees.
- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or

could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- Communicate with the School on behalf of a person or a firm unless such communication is part of their official duties for the school;
- Use confidential School information for a non-school purpose or disclose it to a private person or a firm for non-school purposes;
- Disclose confidential information acquired by him or her in the course of his official duties or use such information to further his or her personal interests;
- Have an interest in any entity which contracts with the School, except as set forth in the Conflict of Interest Policy attached to and made part of this Code of Ethics;
- Have a financial relationship with supervisors or subordinates outside their employment relationship with the School and the Board unless approved by the Board;
- Act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the School interest is involved;
- Hold any investments in conflict with the official duties, engage in private employment in conflict with official duties or seek future employment to the extent any of these activities are prohibited by Education Law section 2854 (1) (f), relevant provisions of the General Municipal Law, and the Conflict of Interest Policy attached to and made part of this Code of Ethics.

Trustees, officers and employees may:

- Work on political campaigns on non-school time; however, Trustees, officers or employees may not ask a subordinate, a student or a parent/guardian of a student to work on or give to any political campaign.
- Be affiliated with or employed by not-for-profit entities, such as charter management organizations, partners and founding organizations, but only to the extent authorized by the Board of Trustees in accordance with the Conflict of Interest Policy attached to and made part of this Code of Ethics.

Any Trustee, officer or employee who knowingly and intentionally violates any of the provisions of this Code may be suspended or removed from office.

Complaint Policy

Section 2855 (4) of the NYS Charter Schools Act provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of its charter, the New York Charter Schools Act, or any other law relating to the management or operation of the charter school.

Complaints to the Board of Trustees should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the School's charter or the law that you believe has been violated. The complaint should also state what response has been received from the School thus far and what specific action or relief you are seeking. It must also include the name, address and phone number of the complainant. The Board of Trustees will take steps to investigate the complaint, will provide an opportunity for the complainant to address the Board at the next scheduled Board meeting and will provide a response within thirty days of receiving the formal written complaint.

Complaints that are not about a violation of a specific law, and any other complaint that can be resolved at the School level should be submitted directly to the Head of School. Upon receipt of the complaint, the Head of School or his/her designee will investigate the allegations and will respond in writing or in person within ten business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Secretary of the Board of Trustees, which will act as an appeals body for any complaints that are not satisfactorily resolved by the Head of School. The Board will also review directly any complaints that involve the Head of School.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may present the complaint to the School's authorizer, the SUNY Board of Trustees. Complainant must submit a written copy of the school decision in the complaint. Please complete the SUNY Formal Complaint Form and email to charters@suny.edu or mail it to the Charter Schools Institute at: 353 Broadway, Albany, NY 12246. If you have questions about the SUNY formal complaint appeals process, you may call the Charter Schools Institute at (518) 445-4275.

If the Charter Schools Institute as the authorizer of the school does not satisfactorily resolve a formal complaint, the complainant can appeal the Institute's written determination to the New York State Board of Regents. The Board of Regents has delegated the authority to handle complaints concerning charter schools to the Commissioner of Education. The Complaint should be in writing and include a copy of the response that was received from the Board of Trustees and from SUNY and should state clearly what specific action or relief is being sought. Mail the complaint to: Charter Schools Office, Room #5N EB, Mezzanine, 89 Washington Avenue, Albany, NY 12234.

Elsie McCabe Thompson

[redacted]

[redacted]

[redacted]

Elsie McCabe Thompson ·

[redacted]

[redacted]

[redacted]

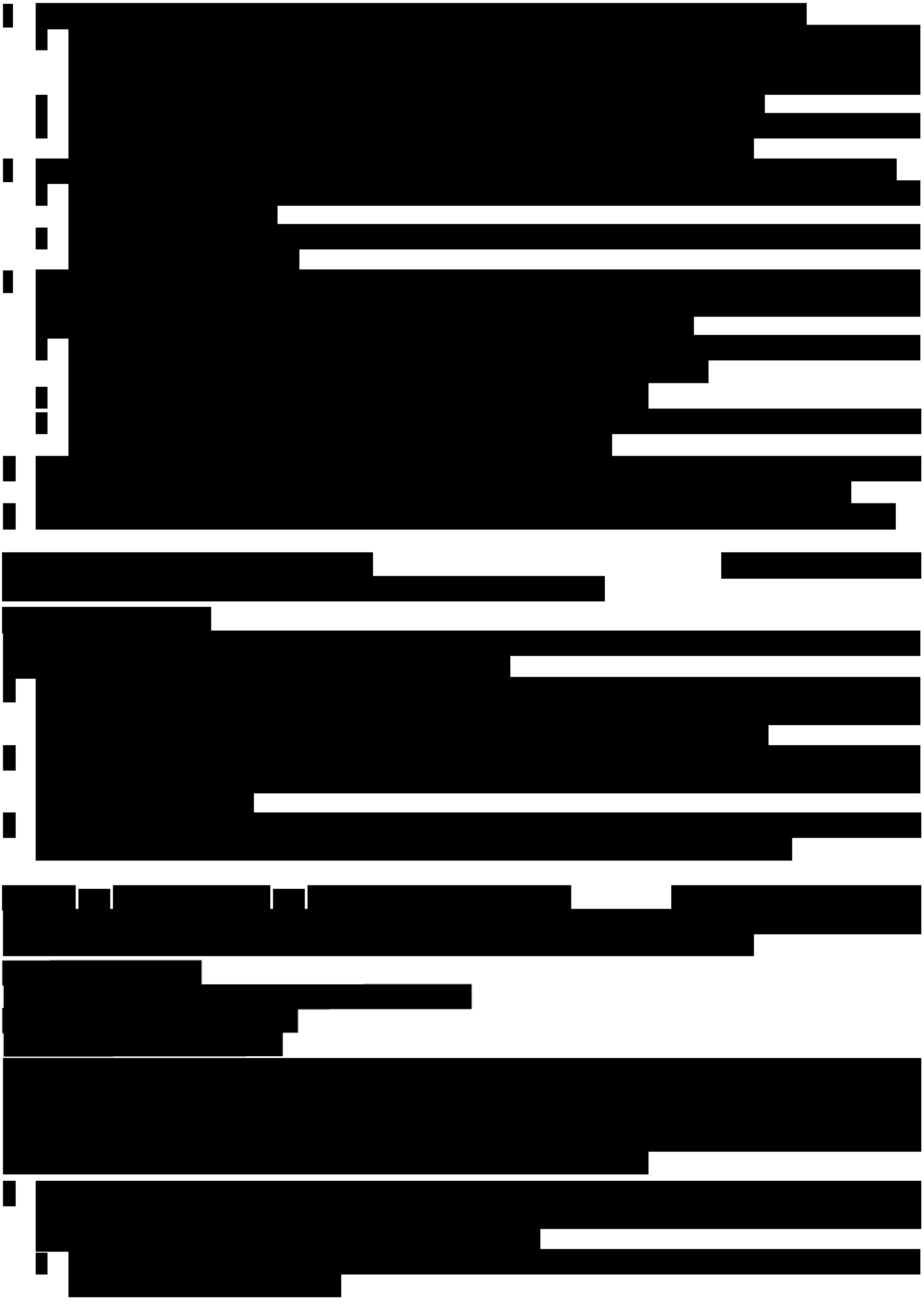
Keith L.T. Wright | Bio

[redacted]

Kenita D. Lloyd

[redacted]

[redacted]



[redacted]

Michael Haggen

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[redacted]

[redacted]

Timothy G. Little

[redacted]

[redacted]

[redacted]

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Minisink Charter School

2. Full name: [redacted]

   Home Address:

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached. / Bio

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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Keith L. Wright, 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 Minisink Charter School is true and correct in every respect.

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Minisink Charter School

2. Full name: Elsie McCabe Thompson
   [redacted]

3. A brief educational and employment history (or you may attach a resume):
   [✓] ~~Resume~~ Bio/CV 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. [ ] Does not apply to me. [✓] Yes.

   Name(s) of School/Not-for-Profit Corporation(s):
   All Souls' Preschool
   The Trinity School
   Union Theological Seminary
   Harlem 1 Day Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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 raise the conflict with the Board member as well as the school Board Chair.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Elsie McCabe Thompson, 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 Minisink Charter School is true and correct in every respect.

[redacted]

7/28/2024
Date

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Minisink Charter School
2. Full name: [redacted]
3. A brief educational and employment history (or 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. ☐ Does not apply to me. ☑ Yes.

[redacted]

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.

Details:

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.

Details:

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.

Details:

Previous affiliation w/ NYC Mission Society.

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.

Details:

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.

Details:

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.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:
I work for NYC Public Schools.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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 Advocate for a process to be outlined in the by-laws.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☐ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kenita LLOYD, 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 Minisink Charter School is true and correct in every respect.

[redacted]

7/29/24
Date

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Minisink Charter School Corporation, a New York Education Corporation

2. Full name: Timothy G. Little

[redacted]

3. A brief educational and employment history (or 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

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.

Details:

Elsie McCabe Thompson and I went to law school together and were colleagues at Shearman & Sterling. After her departure, she became President of The Museum for African Art, which I represented pro bono for 15 years. When she became President of the New York City Mission Society, they became a pro bono client and I ultimately joined Mission's Board of Trustees and now serve as Vice Chairman. I consider Elsie and long time and close friend.

I also came to know Kenita Lloyd when she worked for the Museum of African Art under Elsie but have not had business or personal dealings with Kenita (other than the occasional catch-up) since she left the Museum to work for the City of New York.

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.

Details:

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.

Details:

The education corporation was formed and sponsored by the New York City Mission Society ("Mission"). Mission will be providing financial support and certain administrative services to the education corporation and will be leasing space to the education corporation. My son is an employee of Mission working in HR.

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.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

As described above, my son is an employee of the New York City Mission Society which, while not technically partnered with the education corporation, proves certain administrative and management services (i.e., accounting, HR, etc., not educational services) to the education corporation and leases premises to the education corporation.

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☑ Yes.

Details:

The education corporation will be receiving services and leasing space from the New York City Mission Society. My son is an employee of the New York City Mission Society, working as in HR.

18. 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.

Once verified that a member of the education corporation's board was involved in self-dealing (or the appearance of self-dealing), I would seek that member's immediate resignation from the board and, if such person was unwilling, I would move that the board remove such person as a member.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Timothy G. Little, 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 Minisink Charter School Corporation is true and correct in every respect.

[redacted]

7/31/2024

Date

Docusign Envelope ID: 4B21B555-5761-455A-8FD3-B3D67CD9C188

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Minisink

2. Full name: Michael Haggen

[redacted]

3. A brief educational and employment history (or 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Docusign Envelope ID: 4B21B555-5761-455A-8FD3-B3D67CD9C188

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.

Details:

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.

Details:

Docusign Envelope ID: 4B21B555-5761-455A-8FD3-B3D67CD9C188

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.

Details:

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.

Details:

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.

Details:

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.

Details:

Docusign Envelope ID: 4B21B555-5761-455A-8FD3-B3D67CD9C188

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Docusign Envelope ID: 4B21B555-5761-455A-8FD3-B3D67CD9C188

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Docusign Envelope ID: 4B21B555-5761-455A-8FD3-B3D67CD9C188

☐ Yes.

Details:

18. 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.

First confront the involved trustee, inform they need to remove themself and report to the state and proper authorities.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Michael Haggen, 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 Minisink is true and correct in every respect.

[redacted]

7/30/2024

Date

District Relations

a. Relationship Strategies

Minisink Charter School is designed to model effective implementation of, among other things, progressive education, radically small class size, performance assessment, data-drive culture, a supportive and non-punitive learning environment, project-based learning, and aquaponics. We hope to share these innovative practices with other schools in the district. The Mission Society has long-standing relationships with major education institutions. Mission's existing school operations are largely funded by the NYC Department of Youth and Community Development (DYCD) and the NYC Department of Education (NYCDOE). For example, DYCD supports all six of Mission's current after school programs in P.S. 192, P.S. 175, PS. 85, P.S. 33, Harlem Village Academy and GRIOT.

The Mission Society has a long history and strong reputation in the community and the Minisink Founding Team has already met with the local Community Board and Community Education Council (CEC). While the leader of the CEC is vociferously opposed to charter schools, Community Board 10 is in support of our school, and we are unaware of any other active opposition to our specific charter school. Minisink Founders will continue to dialogue with the district and community as the school moves from start-up to operation. Moreover, Mission Society is near completion of an operational aquaponics lab that will soon be available to local schools during the Minisink planning period. While it will be dedicated to Minisink's use once that school opens in 2020, Mission will continue to make it available to other schools on a more limited basis.

b. School Partnerships

In Response 01ac - Community Need and Proposed School Impact we presented a list of district schools serving elementary schools in CSD 5. In only one district school did more than 40% of students achieve proficiency in ELA or Math last year and in some schools only about 10% of students were proficient. Moreover, two elementary schools in CSD 5 are Renewal Schools, long-struggling schools targeted by the NYCDOE for intervention.

Mission currently works with many local district and charter schools through its operation of after-school and summer programs. It will leverage these relationships to build connections between these schools and the new Minisink Charter School when it is established. We will undertake the following strategies to partner with those schools to share best practices and innovations:

- During the planning period Minisink staff will reach out to other school leaders and staff to introduce themselves and the Minisink model.
- The Mission Society will invite local schools to visit the aquaponics lab and use it for inquiry-based lessons during the planning period.

- Once operational, Minisink will propose inter-visitations so staff from other schools can observe Minisink's innovative model in action.
- Where appropriate, Minisink will invite staff from other schools to participate in professional development activities.
- Minisink will share its curriculum and performance assessment resources with other school leaders and staff.
- We will propose opportunities for our students to interact, such as through peer mentoring, presentations of learning, or collaboration on project-based learning and service learning activities.

The Mission Society is deeply embedded in the Harlem community and we believe it will serve as a strong and effective bridge between the Minisink Charter School and other local schools.

Facilities

a. Facility Needs

Based on the Minisink mission, key design elements, and program design, the founding team has determined the following needs for a school building in the Harlem community for the first five years of operation.

Facility Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms*	8	12	16	20	24
Special Education Classrooms	1	1	2	2	2
Counseling/Guidance Offices	1	1	2	2	2
Administrative Offices	4	4	4	4	5
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	1	1	1	1	1
Conference Rooms	1	1	1	2	2
Aquaponics Lab	1	1	1	1	1
Nurses Office	1	1	1	1	1
Dance/music studio	1	1	1	1	1
School library	1	1	1	1	1
Outdoor play space	1	1	1	1	1

*Given our class size of 12-14 students, our school will require relatively smaller classrooms than traditional schools.

A facility that meets these criteria will provide adequate space for four classrooms per grade, STEM learning, physical education, and special needs instruction and supports.

b. Facility Selection

The Minisink building (which is to house the Minisink Charter School) is located in the heart of Harlem (at 142nd Street and Malcolm X Boulevard). The Minisink building is a 30,000 square-foot community center constructed in 1965 on the site of the original Cotton Club. The building currently serves as a vibrant community center and beacon of hope and opportunity.

The facility is regularly inspected and meets local fire, health, and safety standards. The facility is appropriate in size and design to accommodate the charter school as well as all staff. The first floor of the building is completely accessible and includes a ramp to provide wheelchair access. The building is comprised of multiple class rooms and activity spaces. In addition, it already has an aquaponics lab, a full gymnasium, theater space, and a commercial-grade kitchen, which the Mission Society intends to completely renovate in order to create a fully equipped kitchen for the school.

Facility Funding: We intend to apply for co-located space from the NYCDOE with the expectation that nothing suitable for our school will be available. We believe this likely because of the current district's limited provision of co-located space to charter schools, the utilization of DOE buildings in Harlem, and the unique requirements of our school (e.g., small class sizes, aquaponics lab). Our budget assumes that we will be able to successfully appeal to the State Education Commissioner for rental assistance, which is currently set at up to 30% of per pupil funding.

Our rental cost is based on the following assumptions:

- Year 1 - $25.00 per SF for 18,000 SF
- Year 2 - $25.50 per SF for 25,500 SF
- Year 3 - $30.00 per SF for 28,500 SF
- Year 4 - $30.60 per SF for 28,500 SF
- Year 5 - $31.21 per SF for 28,500 SF

These rates are below market rate, which is currently running $35-45 per square foot. In addition, the Mission Society will cover the cost of utilities and provide in-kind services to manage and maintain the building in the first three years of operation. The school will begin to pay for janitorial supplies, utilities, and repairs and maintenance in Year 4. The school will pay for insurance all five years of the charter term. The charter school is expected to hire its own Director of Facilities and Maintenance Worker in Year 5.

Based on the suitability of the space for our program design, the opportunity to pay only for needed space in the first years of operation, the below-market lease rate and in-kind services provided by the Mission Society, we believe there is no better facility option. Should the Minisink building be unavailable, Mission is already working with Savills Studley and will identify another suitable building in the community.

Facility Expansion: Assuming strong academic performance and organizational soundness in the first charter term, we intend to eventually grow Minisink into a K-12 school. To this end, the Mission Society Board has already spent considerable monies hiring architects and structural and mechanical engineers to explore the construction of the Minisink Middle School. Our plan is to maximize the use of our considerable air rights (over 92,000 sq. ft. of FAR) to build on top of our existing 30,000 sq. ft. Minisink building in order to house the middle school. Mission has also approached an area property owner to discuss transferring our excess air rights in order to construct the Minisink High School. Our preference is to have the Minisink High School located very nearby but not in the same building so that the elementary and middle school students will not have to compete with the high schoolers for available facilities or even the same building entrance. As a contingency plan, Mission has engaged Savills Studley to help identify property that could meet Minisink's expanding real estate needs in the northern CSD 5 area. Mission's Board and senior staff, together with the Minisink Board, will work to begin a capital campaign to raise the additional funds required for construction completion and fit-out.

c. Facility Related Conflicts of Interest

A draft lease agreement between the Mission Society and Minisink Charter School is presented in Response 16d – Facilities Documents. It is based on an initial five year charter term with the right to renew. The Minisink board will abide by a written code of ethics and the school's conflict of interest policy. The proposed Minisink board currently includes the President and Board Chair of the Mission Society as an ex-officio member, as well as a spouse of a Mission Society board member, which constitutes three of a nine member board. No school board members affiliated with the facility, i.e., Mission Society, will participate in decisions related to the facility, e.g., lease agreements or disputes. No Minisink trustees have or will have an ownership interest in the proposed facility.

Note: Additional documents describing the proposed facility and its suitability for the charter school are presented in Response 16d - Facility Documents.

Minisink Building

Minisink Building is located on [redacted]

The following are pictures of the current exterior and interior spaces.



[redacted]



Lobby



Aquaponics Lab

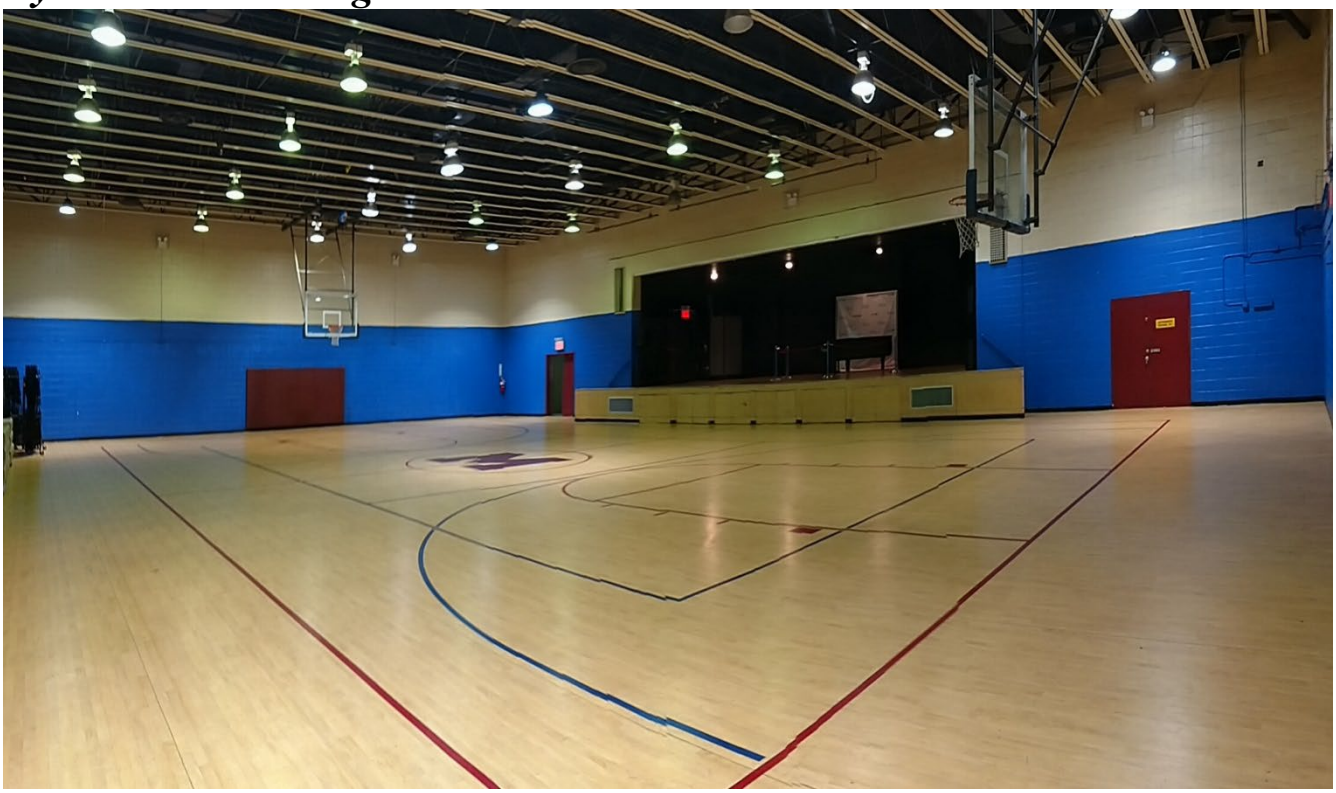




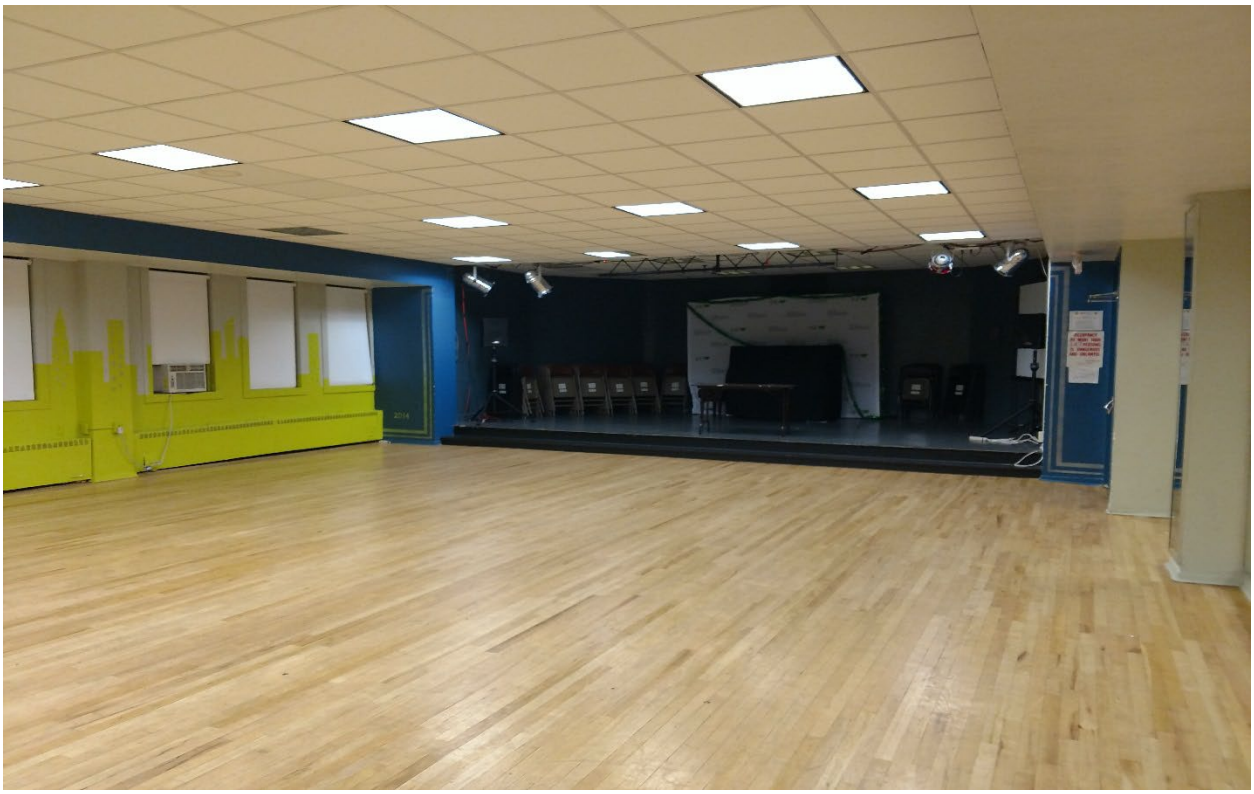
Commercial Size Kitchen



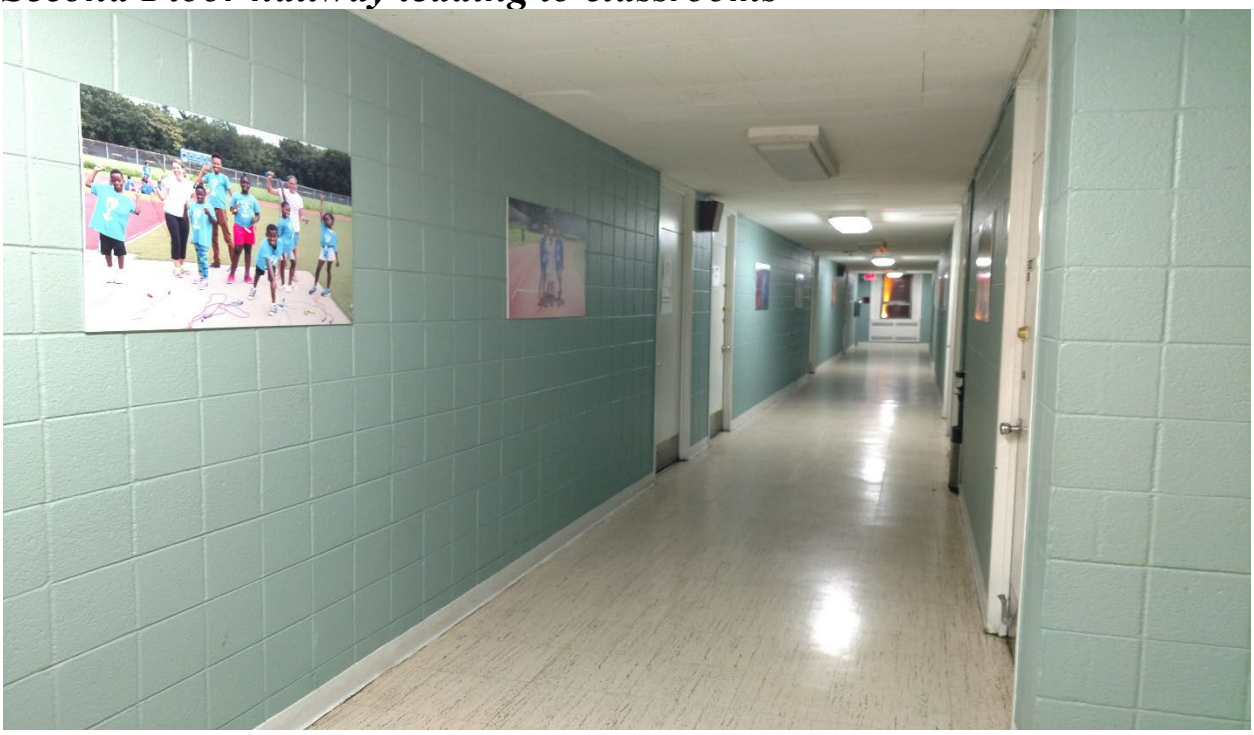
Gymnasium and stage



Theater / Dance Studio on Second Floor



Second Floor hallway leading to classrooms



Class Room on Main Level



Lower Level Hallway





LEASE AGREEMENT

This Lease Agreement (this "***Lease***") is made as of _____, 20[•] by and between the Landlord and the Tenant named below.

ARTICLE 1 - BASIC LEASE TERMS

For the purposes of this Lease, the following terms shall have the meanings set forth below:

1.1 ***Landlord.*** The New York City Mission Society, a New York not-for-profit corporation.

1.2 ***Tenant.*** The Minisink Charter School, a New York education corporation.

1.3 ***Building.*** The Building known as the Minisink Townhouse located at [redacted] on the tract of land (the "***Land***") described in **Exhibit A** hereto. The Building and the Land and any other improvements from time to time on said Land are collectively referred to herein as the "***Property***."

1.4 ***Leased Premises.*** Initially, the area of the Building shown on **Exhibit B**, containing approximately 15,000 square feet. The Leased Premises shall be subject to adjustment in accordance with **Section 2.5**.

1.5 ***Lease Term***. Five years and zero months, beginning on [July 1,] 2025, and ending on [June 30,] 2030, as the same may be extended by any Renewal Term (as defined below) pursuant to Tenant's right to renew and extend the Lease Term in accordance with the provisions of **Section 2.4** and Tenant's right to terminate in accordance with the provisions of **Section 2.6**.

1.6 ***Commencement Date.*** The date specified in **Section 1.5** above for the beginning of the Lease Term.

1.7 ***Base Rent.*** Base Rent is set forth **Section 2.2** hereof.

1.8 ***Security Deposit.*** There shall be no security deposit.

1.9 ***Application.*** The Minisink Charter School Application, dated _____ __, 2024, filed with the State University of New York, as the same may be amended from time to time.

1.10 ***Addresses.*** Tenant's address is 646 Malcolm X Boulevard, New York, New York 10037, Attention: Elsie McCabe Thompson. Landlord's address is [redacted] Attention: Elsie McCabe Thompson.

1.12 ***Permitted Use.*** Tenant shall use and occupy the Leased Premises for the administration and operation of a charter school and related and ancillary uses thereto including, without limitation, executive and administrative offices, in each case, in accordance in all material respects with Article 56 of the New York State Education Law and the Application.

1.13 ***Common Areas.*** All areas situated on or in the Property that are for use by tenants, occupants and guests of the Property in common, including parking areas, streets, driveways, aisles, sidewalks, curbs, delivery passages, loading areas, lighting facilities, and all other areas situated on or in the Property which are

designed for common use.

1.14 ***Operating Expenses*****.** Landlord's actual out-of-pocket costs and expenses for the maintenance, servicing, repairing and operation of the Property, exclusive of Utilities (as defined below).

ARTICLE 2 - GRANTING CLAUSE AND RENT PROVISIONS

2.1 **Grant of Premises.** Landlord hereby leases the Leased Premises to Tenant during the Lease Term, subject to the provisions of this Lease.

2.2 **Base Rent.** Tenant agrees to pay the Base Rent to Landlord on the first day of each month during the Lease Term, without demand, offset or reduction, except as otherwise set forth herein. Tenant shall pay, as additional rent, all other sums due under this Lease. All rent, including Base Rent and any additional rent related to Operating Expenses for any partial period shall be prorated. Base Rent during the Lease Term shall be as follows:

Period	Annual Base Rent per square foot leased	Annual Base Rent
July 1, 2025 – June 30, 2026 ("***Year 1***")	$25.00	$450,000.00
July 1, 2026 – June 30, 2027 ("***Year 2***")	$25.50	$450,000.00
July 1, 2027 – June 30, 2028 ("***Year 3***")	$30.00	$450,000.00
July 1, 2028 – June 30, 2029 ("***Year 4***")	$30.60	$504,900.00
July 1, 2029 - June, 2030 ("***Year 5***")	$31.21	$608,634.00

Such Base Rent shall include the cost of Utilities provided by Landlord pursuant to **Section 4.1** hereof. The foregoing notwithstanding, Base Rent shall be abated in full for the period from the Commencement Date until July 1, 2027 (the "***Rent Commencement Date***")

2.3 **Operating Expenses.** Commencing at the start of Year 3 of the Lease Term, Tenant shall pay its proportional share of the Operating Expenses for the Property as calculated by dividing the total square feet of the Leased Premises for a given year by the total number of square feet in the Building, and multiplying the quotient by the total amount of the Operating Expenses for such year. Tenant shall pay its proportionate share of Operating Expenses in equal monthly installments payable on the first day of each calendar month based on an estimate of such Operating Expenses prepared by Landlord. As soon as practicable after the end of each calendar year, Landlord shall provide Tenant an itemized statement showing in reasonable detail all Operating Expenses for the Property for such calendar year and a reconciliation of amounts paid by Tenant, indicating any additional rent due (or any overpayments made) under this **Section 2.3**. Tenant shall pay any amount due within thirty (30) days after receipt of the applicable statement. Any overpayment by Tenant shall be credited by Landlord to the next installments of Operating Expenses payable by Tenant. Tenant may audit Landlord's statement of Operating Expenses and if Tenant's audit reveals an overcharge or undercharge in the amount owing, then an appropriate adjustment shall be made. In addition, if Tenant's audit reveals an overcharge of more than two percent (2%) of Tenant's share of such Operating Expenses, then Landlord shall on demand pay the reasonable costs of the audit. In no event shall the Base Rent or other sums due under this Lease ever be reduced due to the operation of this **Section 2.3**. Tenant shall not have any obligation to

reimburse Landlord for any portion of Operating Expenses incurred by Landlord prior to the second (2nd) anniversary of the date of this Lease.

2.4 Renewal Term. Provided that (i) Lease is still in full force and effect and there is no uncured event of default by Tenant under the Lease and (ii) Tenant provides a written election to Landlord no less than ninety (90) days prior to the expiration of the Lease Term, Tenant shall have the right to extend the Lease for an additional five (5) year period, or such other period that Tenant and Landlord may agree to in writing (such period, the "***Renewal Term***"). The Base Rent for each year during the Renewal Term shall be equal to the fair market rental value of the Leased Premises; provided that such Base Rent shall not decrease from the last year of the initial term of this Lease and [shall not increase by more than two percent (2%) per year].[1] The leasing of the Leased Premises by Landlord to Tenant during the Renewal Term shall be upon all terms and conditions set forth in the Lease, except as expressly set forth in this **Section 2.4**. At either party's request, the other party shall execute an amendment to the Lease reflecting the leasing of the Leased Premises for the Renewal Term in accordance with the foregoing.

2.5 Leased Premises Area; Option to Lease Additional Space. During the Lease Term, the Leased Premises shall automatically increase in square footage in accordance with the following schedule:

Period	Square Footage of Leased Premises
Year 1	15,000
Year 2	15,000
Year 3	15,000
Year 4	16,500
Year 5	19,500

Without limiting the foregoing, and provided that Tenant provides a written election (an "***Additional Space Election***") to Landlord no later than [March 31][2] of any calendar year during the Lease Term, Tenant may, at its option, elect to accelerate the addition of space to the Leased Premises up to the maximum of 28,500 square feet. Such Additional Space Election shall set forth the amount of additional square footage the Tenant wishes to add to the Leased Premises ahead of the schedule provided above. Landlord hereby agrees that such additional space requested shall be made available for Tenant's use no later than [August 1][3] following Landlord's receipt of the Additional Space Election. From and after the date that Landlord delivers such additional space to Tenant, Tenant shall pay Base Rent and Operating Expenses for the entire Leased Premises, as increased pursuant to this **Section 2.5**, in accordance with **Sections 2.2** and **2.3** hereof and based upon such additional square footage. Notwithstanding any deviation in the square footage of the Leased Premises from the schedule set forth in this **Section 2.5** due to Tenant's making of an Additional Space Election, in no event shall the square footage of the Leased Premises in a given year of the Lease Term be less than the square footage for such year as set forth in the schedule in this **Section 2.5**.

2.6 **Option to Terminate**. Anything to the contrary provided elsewhere in this Lease notwithstanding, so long as Tenant shall not be in default in the payment or performance of its obligations under this Lease beyond any applicable notice or grace periods, Tenant shall have the right to terminate this

[1] Extrapolated from what was in the budget.
[2] Proxy for End of School year minus 90 days.
[3] Depends on what is actually possible – school year starts in late August and ends in late June.

Lease upon ninety (90) days prior written notice to Landlord. If such termination notice is delivered by Tenant to Landlord in accordance with this **Section 2.6**, on the date set forth in such notice, this Lease shall terminate and be of no further force or effect except for those provisions that, by their terms, survive such a termination.

ARTICLE 3 - OCCUPANCY AND USE

3.1 Use. The Leased Premises shall be used and occupied only for the purposes as set forth in **Section 1.10**.

3.2 Entry. Landlord or its authorized agents shall, upon reasonable prior written notice to Tenant, have the right to enter the Leased Premises to perform repairs, to show the Leased Premises to potential purchasers or lenders and, during the last nine (9) months of the term, to potential tenants, but in exercising such rights, Landlord shall not interfere with or impair Tenant's use and enjoyment of the Leased Premises.

3.3 Compliance with Laws, Rules and Regulations. Landlord, at its sole cost and expense, shall comply with all laws and other legal requirements of state, federal, municipal or other agencies or bodies having jurisdiction over the use, operation, condition or occupancy of the Property, including the Leased Premises, including but not limited to the Federal Comprehensive Environmental Response, Compensation and Liability Act, the Federal Resource Conservation and Recovery Act, and any other legal requirement concerning environmental, health and safety matters, and access and facilities for handicapped or disabled persons (collectively, the "***Laws***"). Tenant shall procure and maintain at its own expense all permits and licenses (not including, however, certificates of occupancy) required for the transaction of its business in the Leased Premises and shall comply with all Laws, regulations and orders related thereto or to the manner of its use of the Leased Premises. Without limiting the generality of the foregoing, Landlord shall at its own expense comply with any Laws, ordinances, orders and other governmental requirements concerning asbestos (or its removal or containment) on the Property or in the Building (including the Leased Premises.) Tenant shall comply with all reasonable rules and regulations of the Property adopted by Landlord, as amended, but the rules and regulations shall not materially impair Tenant's rights under this Lease or interfere with Tenant's use of the Leased Premises. To the extent mold and/or friable asbestos-containing materials ("***ACMs***") are found in the Building or Premises and to the extent is was not created by Tenant, Landlord shall remediate such mold and/or ACMs in the Building or Leased Premises as soon as is reasonably possible so as not to cause any health concerns to people who work in, or visit, the Building or Premises. If such remediation materially interferes with Tenant's ability to operate its business in the Premises, then Tenant shall be entitled to a one-day tolling of any of its obligations under this Lease, including without limitation, its obligation to pay Base Rent and any Operating Expenses, for each day Tenant is unable to resume operations until such time as Landlord has caused such Hazardous Materials and/or ACMs to be so abated or remediated. Without limiting the foregoing remedy, if Landlord fails to commence the remediation within thirty (30) days from the date of such discovery of mold or ACMs in the Building or thereafter fails to diligently fails to diligently pursue such removal or remediation, Tenant shall have the right to terminate this Lease by providing Landlord with written notice of such termination.

ARTICLE 4 - UTILITIES AND SERVICES

4.1 Building Services; Management Agreement.

(a) Landlord shall provide all utilities and services for normal school and office uses, including hot and cold water, electricity for normal office or school equipment, central heating and air conditioning, gas, and sewer service ("***Utilities***"). Landlord shall furnish central heating and air

conditioning in season (on business days from [7:00 a.m. to 7:00 p.m.]) at temperatures and in amounts as are reasonably determined by Landlord. Service for central heating and air conditioning at times other than as above provided shall be furnished upon not less than twenty-four (24) hours advance notice from Tenant, and Landlord shall be entitled to charge Tenant the cost incurred by Landlord in providing such overtime service, including reasonable charges for overhead and supervision in connection therewith. The foregoing notwithstanding, Landlord shall have no obligation to install or provide air conditioning in any area of the Leased Premises that is not currently air conditioned.

(b) Landlord shall provide routine maintenance, painting and electric lighting service for all public areas of the Property. Landlord may, in its sole discretion, provide additional services not enumerated herein.

(c) Landlord shall provide cleaning and janitorial services to the Leased Premises in a manner consistent with the use of the Leased Premises as a school and in accordance with a cleaning specification to be agreed upon by Landlord and Tenant. To the extent that Tenant requires additional cleaning services, Landlord reserves the right to charge Tenant for the actual cost to Landlord to provide such additional services.

(d) Pursuant to that certain Management and Administrative Services Agreement, dated as of [_____], 202_, by and between Landlord and Tenant, Landlord shall furnish certain other services as more specifically enumerated therein. Tenant and Landlord herby agree that such agreement is being entered into independent of this Lease and Landlord shall have no obligation to provide any services under this Lease to Tenant other than those specifically set forth herein.

(e) If and so long as an interruption of a Utility not due to a fire or other casualty or any act, neglect, fault or omission of any duty by Tenant, its agents, servants, employees or invitees, continues and shall interfere with the conduct of Tenant's business for more than five (5) business days after notice of such interruption shall have been given to Landlord, the Base Rent to be paid hereunder shall be abated, to such an extent as is fair and reasonable under the circumstances, based on the degree of interference, from the date of such interruption until such service or Utility shall be restored, and if such an interruption of a service or Utility shall be so complete as to significantly interfere with the conduct of Tenant's business therefrom for more than one (1) month after Landlord first receives notice of such interruption, then Tenant shall have the right to terminate this Lease by giving written notice thereof to Landlord at any time thereafter before such service or utility is restored. Such termination shall be effective as of the date which Tenant shall specify in said notice, but not more than sixty (60) days after the date upon which said notice of termination is given.

(f) In addition to the right to abate rent as set forth above, if such interruption continues for more than five (5) days after notice of such interruption has been given to Landlord, Tenant shall have the right, after giving Landlord notice thereof, to attempt to repair the interruption, without liability to Landlord (except for Tenant's negligence), and Tenant may offset against rent due under this Lease the reasonable cost of such repairs.

(g) Except as otherwise expressly provided in this Lease, Landlord shall not be liable to Tenant hereunder for any failure or interruption of any Utility due to causes beyond the reasonable control of Landlord.

4.2 **Theft or Burglary.** Landlord shall not be liable to Tenant for losses to Tenant's property or

personal injury caused by criminal acts or entry by any person into the Leased Premises or the Property, except to the extent of Landlord's negligence, willful misconduct or breach of this Lease.

4.3 Common Areas. Tenant and its agents, employees, customers and invitees shall have the right in common with others to use the Common Areas. Landlord shall not make any alteration or change to the Common Areas that would adversely affect Tenant or its business in any material respect.

ARTICLE 5 - REPAIRS AND MAINTENANCE

5.1 Landlord Repairs. Landlord shall maintain the Property in good order and condition and perform all necessary repairs and replacements in and to the Property, interior and exterior, structural and non-structural, ordinary and extraordinary and unforeseen and foreseen (except for repairs necessitated by Tenant or Tenant's agents, employees or visitors) and will accomplish such repairs promptly, in a good and workmanlike manner, in compliance with all applicable Laws and in a style, character and quality conforming to existing construction. Such repairs and replacements include, but are not limited to, all necessary repairs and replacement of the Common Areas, sidewalks, driveways, service areas, curbs, and parking areas in and around the Building, the water, sewage, gas and electrical lines and installations servicing the Building and the Leased Premises, the heating and air-conditioning system in the Building insofar as it affects the Leased Premises or the Common Areas, all repairs and restoration made necessary by fire or other casualty and all necessary repairs and replacements of improvements to the Leased Premises originally constructed by Landlord or its predecessors or their respective employees or agents, unless such obligation of Landlord for such repairs or restoration is otherwise limited herein.

5.2 Tenant Repairs. Tenant, at its own cost and expense, shall maintain the Leased Premises in a good condition (except for those items that are the responsibility of Landlord under **Section 4.1(b)** or **Section 5.1**), and Tenant shall repair or replace any damage or injury to all or any part of the Leased Premises and/or the Property, caused by any act or omission of Tenant or Tenant's agents, employees, invitees, licensees or visitors.

5.3 Request for Repairs. All requests for repairs or maintenance that are the responsibility of Landlord pursuant to any provision of this Lease must be made in writing to Landlord.

ARTICLE 6 – TENANT IMPROVEMENTS; ALTERATIONS AND IMPROVEMENTS

6.1 Initial Tenant Installations; Furnishing. (a) Prior to Tenant's taking possession of the Leased Premises, Landlord shall renovate the Building, including the Leased Premises, to facilitate the use of the Leased Premises as a charter school in accordance with the Application (such renovations, the "***Initial Tenant Work***"). The parties hereto agree that the Initial Tenant Work shall include, without limitation, (i) replacing the doors for each room to be used as a classroom to provide glass view panels, (ii) constructing the aquaponics laboratory, (iii) renovating the kitchen area for school cafeteria use, (iv) bringing all bathrooms into compliance with Federal, state and local accessibility laws (including ADA) and (v) providing Tenant with initial furniture, furnishings and equipment for tenant's use in the Leased Premises consistent with Tenant's intended use of the Leased Premises in accordance with the Application and a specification to be agreed upon by Landlord and Tenant.

(b) Upon completion of the Initial Tenant Work, Landlord shall provide Tenant with reasonable documentation setting forth the cost of the Initial Tenant Work. Tenant shall be required to reimburse Landlord for the cost of the Initial Tenant Work (the "***Initial Tenant Work Cost***") only as follows: (i) in the event of termination of this Lease by reason of the default by Tenant hereunder Tenant shall be obligated to

reimburse Landlord in full for such Initial Tenant Work Cost concurrently with such termination and (ii) the Initial Tenant Work Cost shall be reimbursable if, when and to the extent that a majority of the members of the Board of Trustees of Tenant that are not members of the Board of Trustees of Landlord determines that Tenant has sufficient cash resources on hand given Tenant's current and anticipated obligations to make full or the applicable partial reimbursement of such Initial Tenant Work Costs and continue its operations as a school.

6.2 Tenant Alteration. Tenant shall not make or allow to be made any alterations, physical additions or improvements ("***Alterations***") in or to the Leased Premises without first obtaining the written consent of Landlord.

6.3 Landlord Alterations. Landlord shall have the right, at its option, to make Alterations to the Building so long as such Alterations do not materially interfere with the use of the Leased Premises as a school in accordance with the Application.

ARTICLE 7 - CASUALTY AND INSURANCE

7.1 Substantial Destruction. If (i) the Leased Premises or the Building should be destroyed by fire or other casualty, or (ii) the Leased Premises or the Building should be damaged so that rebuilding cannot reasonably be completed substantially within one hundred eighty (180) days after Landlord's receipt of written notification by Tenant of the destruction, or (iii) the Building shall be so damaged as to render it unsuitable for use as a school comparable to the use to which the Building was being put prior to the casualty and such damage cannot be repaired and the Building restored to such use within one hundred eighty (180) days from the date of the casualty, then, at Tenant's option, this Lease may be terminated and, in such event, the rent shall be abated for the unexpired portion of the Lease, effective as of the date of the destruction or damage.

7.2 Partial Destruction. If following damage or destruction to the Leased Premises or Building by fire or other casualty, this Lease is not terminated pursuant to **Section 7.1** hereof, Landlord shall proceed with reasonable diligence to rebuild or repair the Building, Leased Premises and other improvements to substantially the same conditions in which they existed prior to the damage. If Tenant's use of the Leased Premises or the conduct of its business is impaired due to the damage, whether or not the Leased Premises are themselves damaged, the rent payable under this Lease during the period of impairment shall be equitably reduced based on the degree to which Tenant's use and enjoyment of the Leased Premises are impaired. Landlord's obligation to rebuild or restore under this **Section 7.2** shall be limited to restoring the Leased Premises and Building to substantially the condition in which the same existed prior to the casualty, and to otherwise make the Leased Premises suitable for Tenant's use. If this Lease is not terminated pursuant to **Section 7.1** above, and if Landlord fails to substantially complete the necessary repairs or rebuilding within one hundred eighty (180) days from the date of Landlord's receipt of written notification by Tenant of the destruction, Tenant may at its option terminate this Lease by delivering written notice of termination to Landlord, whereupon all rights and obligations under this Lease shall cease.

7.3 Property Insurance. Landlord shall at all times during the term of this Lease insure the Property against risk of physical loss under standard fire and extended coverage policies of insurance in an amount at least equal to the full replacement cost of the Building. Landlord shall not be obligated to insure any personal property of Tenant upon or within the Leased Premises, any fixtures installed or paid for by Tenant upon or within the Leased Premises, or any improvements which Tenant may construct on the Leased Premises. Tenant shall have no right in or claim to the proceeds of any policy of insurance maintained by

Landlord. Tenant at all times during the term of this Lease shall, at its own expense, keep in full force and effect such insurance on its property against fire and such other risks, consistent with the Application.

7.4 Waiver of Subrogation. ANYTHING IN THIS LEASE TO THE CONTRARY NOTWITHSTANDING, LANDLORD AND TENANT HEREBY WAIVE AND RELEASE EACH OTHER OF AND FROM ANY AND ALL RIGHT OF RECOVERY, CLAIM, ACTION OR CAUSE OF ACTION, AGAINST EACH OTHER, THEIR AGENTS, OFFICERS AND EMPLOYEES, FOR ANY LOSS OR DAMAGE THAT MAY OCCUR TO THE LEASED PREMISES, IMPROVEMENTS TO THE PROPERTY, OR PERSONAL PROPERTY WITHIN THE PROPERTY, BY REASON OF FIRE OR THE ELEMENTS, REGARDLESS OF CAUSE OR ORIGIN, INCLUDING NEGLIGENCE OF LANDLORD OR TENANT AND THEIR AGENTS, OFFICERS AND EMPLOYEES. LANDLORD AND TENANT AGREE IMMEDIATELY TO GIVE THEIR RESPECTIVE INSURANCE COMPANIES WRITTEN NOTICE OF THE TERMS OF THE MUTUAL WAIVERS CONTAINED IN THIS SECTION, AND TO HAVE THE INSURANCE POLICIES PROPERLY ENDORSED, IF NECESSARY, TO PREVENT THE INVALIDATION OF THE INSURANCE COVERAGES BY REASON OF THE MUTUAL WAIVERS.

7.5 Hold Harmless. Tenant hereby indemnifies and agrees to hold Landlord harmless from and against all liability, damages, costs and expenses from causes of action, suits, claims, demands and judgments of any nature whatsoever caused by the use and occupancy of the Premises by Tenant, its invitees, officers or agents, except to the extent caused by the negligence or willful misconduct of Landlord, its agents or employees, or Landlord's breach of this Lease. Landlord hereby indemnifies and agrees to hold Tenant harmless from and against all liability, damages, costs and expenses from causes of action, suits, claims, demands and judgments of any nature whatsoever caused by the negligence or willful misconduct of Landlord, its agents or employees, or Landlord's breach of this Lease.

7.6 Liability Insurance. Landlord and Tenant at all times during the Lease term shall each, at its own expense, keep in full force and effect comprehensive general liability insurance with "personal injury" coverage, with minimum limits of $1,000,000.00 on account of bodily injuries to, or death of, one or more than one person as the result of any one accident or occurrence and $500,000.00 on account of damage to property. All insurance policies or duly executed certificates for the same required to be carried by Tenant under this Lease, together with satisfactory evidence of the payment of the premium thereof, shall be shall be kept at Tenant's office and shall be made available to Landlord during reasonable times and with reasonable advance notice All insurance required to be carried by Tenant or Landlord under this Lease shall be in form and content, and written by insurers acceptable to the other party in its reasonable discretion.

ARTICLE 8 - CONDEMNATION

8.1 Substantial Taking. If (i) all of the Property or Leased Premises is taken for any public or quasi-public use under any governmental law, ordinance or regulation, or by right of eminent domain or by purchase in lieu thereof (a "***Taking***"), or (ii) in the reasonable determination of Tenant a Taking of the Leased Premises or other portion of the Property (including parking areas) occurs which would prevent or materially interfere for more than one hundred eighty (180) days with the use of the Leased Premises for the purposes for which they are then being used, this Lease shall, at the option of Tenant, terminate, and the rent shall be abated during the unexpired portion of this Lease effective on the date physical possession is taken by the condemning authority.

8.2 Partial Taking. If this Lease is not terminated as provided in Section 8.1 above, Landlord shall restore and reconstruct the Property, Leased Premises and other improvements on the Leased Premises, to the greatest degree practicable, to the condition existing prior to the taking. The rent payable under this

Lease during the unexpired portion of the term shall be reduced by a percentage equal to the percentage of the Leased Premises that are untenantable following such Taking; provided, however, that if the Taking affects a portion of the Leased Premises in a way that substantially impairs the ability of Tenant to use the Leased Premises for its intended use as set forth in Section 1.10, then the Tenant shall at its option be entitled to terminate this Lease whereupon all rights and obligations under this Lease shall terminate. If Landlord will not, in the reasonable opinion of a mutually acceptable local contractor, architect or other competent advisor, substantially complete such restoration and reconstruction within one-hundred eighty (180) days of the date of physical possession by the condemning authority, or if Landlord fails to substantially complete such restoration or reconstruction within such time, Tenant may at its option terminate this Lease by delivering written notice of termination to Landlord, whereupon all rights and obligations of this Lease shall cease to exist.

8.3 Condemnation Proceeds. All compensation awarded for any Taking (or the proceeds of private sale in lieu thereof), whether for the whole or a part of the Leased Premises, shall be the property of Landlord (whether such award is compensation for damages to Landlord's or Tenant's interest in the Leased Premises), and Tenant hereby assigns all of its interest in any such award to Landlord; provided, however, Landlord shall have no interest in any award made to Tenant for loss of business or for Taking of Tenant's fixtures and other property within the Leased Premises if a separate award for such items is made to Tenant.

ARTICLE 9 - ASSIGNMENT OR SUBLEASE

9.1 Assignment; Sublease.

(a) Tenant shall not assign or sublet this Lease without the prior written consent of Landlord, which shall not be unreasonably or arbitrarily withheld or delayed, and in no event shall any such assignment or sublease release Tenant or any guarantor from any obligation or liability hereunder. The foregoing notwithstanding, Tenant shall have to the right to allow use and occupancy of the Leased Premises by its Community Partners (as defined in the Application) for purposes of programs and activities consistent with those set forth in the Application and such use and occupancy shall not constitute a sublease for purposes of this Lease.

(b) Landlord represents and warrants to Tenant that there is no mortgage or deed of trust lien presently encumbering the Property. Tenant agrees to subordinate its interest under this Lease to any mortgage or deed of trust lien hereafter placed on the Property, provided, that as a condition to such subordination, the party to whose interest Tenant subordinates its interest hereunder shall execute and deliver to Tenant a non-disturbance agreement in the form reasonably satisfactory to Tenant.

9.2 Landlord Assignment. Landlord shall have the right to sell, transfer or assign, in whole or in part, its rights and obligations under this Lease and in the Property. No such sale, transfer or assignment shall release Landlord from any liabilities under this Lease.

9.3 Estoppel Certificates. Each party agrees to furnish, from time to time, within ten (10) days after receipt of a request from the other, an estoppel statement certifying such matters regarding this Lease as may be reasonably required by the other.

ARTICLE 10 - LIENS

10.1 **Lien Waiver.** Landlord hereby waives and releases any lien, statutory, constitutional or

otherwise, on any property of Tenant.

ARTICLE 11 - DEFAULT AND REMEDIES

11.1 Default by Tenant. The following shall be deemed to be events of default by Tenant under this Lease: (1) Tenant shall fail to pay any installment of rent or any other payment required pursuant to this Lease and such default is not cured within thirty (30) days after receipt by Tenant of written notice thereof from Landlord; (2) Tenant shall file a petition or be adjudged bankrupt or insolvent under any applicable federal or state bankruptcy or insolvency law or admit that it cannot meet its financial obligations as they become due, or a receiver or trustee shall be appointed for all or substantially all of the assets of Tenant, and the same shall not be lifted or stayed within ninety (90) days thereafter; (3) Tenant shall make a transfer in fraud of creditors or shall make an assignment for the benefit of creditors; or (4) Tenant shall be in default of any other term, provision or covenant of this Lease, other than those specified in subparts (1) through (3) above, and such default is not cured within thirty (30) days after receipt of written notice thereof from Landlord, provided that it shall not be an event of default if, as to defaults not reasonably capable of being cured within such thirty (30) days, Tenant is diligently and continuously (subject to force majeure) prosecuting a cure of such default beyond such thirty (30) day cure period.

11.2 Remedies for Tenant's Default. Upon the occurrence and continuance beyond any applicable cure period of any event of default set forth in this Lease, Landlord may terminate this Lease, in which event Tenant shall immediately surrender the Leased Premises to Landlord. Tenant agrees to pay on demand the amount of all loss and damage which Landlord may suffer for any reason due to the termination of this Lease under this **Section 11.2**, including (without limitation) loss and damage due to the failure of Tenant to maintain and/or repair the Leased Premises as required hereunder and/or due to the inability of Landlord to relet the Leased Premises on satisfactory terms or otherwise.

In addition to any other remedy set forth in this Lease, Landlord shall have all rights and remedies available pursuant to the laws of the State of New York. Notwithstanding anything contained in this Lease to the contrary, this Lease may be terminated by Landlord only by written notice of such termination of Tenant given in accordance with **Section 13.4** below, and no other act or omission of Landlord shall be construed as a termination of this Lease.

11.3 Remedies Cumulative. All rights and remedies of Landlord and Tenant, respectively, herein or existing at law or in equity are cumulative and the exercise of one or more rights or remedies shall not be taken to exclude or waive the right to the exercise of any other.

11.4 Default by Landlord. Unless otherwise provided herein, if Landlord defaults in the performance of any term, covenant or condition required to be performed by Landlord under this Lease, Landlord shall have thirty (30) days following the receipt of written notice from Tenant specifying such default to cure such default.

11.5 Tenant's Remedies. If Landlord shall default in the performance of its obligations hereunder and such default shall continue following the expiration of applicable cure periods expressly provided for in the preceding Section, Tenant may exercise one or more of the following remedies:

(a) Perform Landlord's obligations hereunder, and offset the reasonable costs and expenses incurred by Tenant in doing so against rentals thereafter coming due hereunder;

(b) Sue Landlord for damages suffered by Tenant as a consequence of Landlord's

default; and

(c) Notwithstanding any other provisions of this Lease, if Landlord's defaults(s) shall render all or any portion of the Leased Premises or the Property untenantable for those uses incidental to or customarily associated with a school for more than sixty (60) days, Tenant shall be entitled a fair and reasonable rental abatement during the time that all or a portion of the Leased Premises are so rendered unsuitable, or Tenant may terminate this Lease and Tenant shall have no further obligation or liability hereunder.

11.6 Mitigation. If there is a default or event of default by one party, the other party shall use reasonable commercial efforts to mitigate its damages.

ARTICLE 12 -SIGNS

12.1 Signs. Tenant may, with Landlord's prior written consent, install, repair, maintain and replace such signs as it desires on the Building or Property, so long as it complies with applicable Laws. Landlord shall not grant signage rights to any other tenant or user of the Property that would materially interfere with the visibility of any of Tenant's signs without Tenant's prior written consent. If Tenant changes its name at any time, Tenant shall have the right to make such changes to its signage as are necessary to reflect the changed name, and may modify or change existing signs to do so.

ARTICLE 13 - MISCELLANEOUS

13.1 Act of God. Neither party shall be required to perform any covenant or obligation in this Lease, or be liable in damages to the other party, so long as the performance or non-performance of the covenant or obligation is delayed, caused or prevented by an act of God, by force majeure or by the other party ("force majeure"); provided however, that the foregoing shall not apply to or excuse the payment of rent or any other sum of money owing under this Lease. An "act of God" or "force majeure" is defined for purposes of this Lease as strikes, lockouts, sit-downs, material or labor restrictions by any governmental authority, unusual transportation delays, riots, floods, washouts, explosions, earthquakes, fire, storms, weather (including wet grounds or inclement weather which prevents construction), acts of the public enemy, wars, insurrections, and/or any other cause not reasonably within the control of Landlord or Tenant, as the case may be, or which by the exercise of due diligence Landlord or Tenant, as the case may be, is unable wholly or in part, to prevent or overcome.

13.2 Attorney's Fees. If any action is brought by either Landlord or Tenant against the other relative to the enforcement of the terms, provisions covenants and conditions of this Lease or in regard to any other matter relating to this Lease, the party in whose favor final judgment shall be entered shall be entitled to recover court costs incurred and reasonable attorney's fees.

13.3 Successors. This Lease shall be binding upon and inure to the benefit of Landlord and Tenant and their respective heirs, personal representatives, successors and assigns.

13.4 Notices. All notices, requests, consents, approvals, payments in connection with this Lease, or communications that either party desires or is required or permitted to give or make to the other party under this Lease shall only be deemed to have been given, made and delivered, when made or given in writing and personally served, or deposited in the United States mail, certified or registered mail, postage prepaid, or, sent by reputable overnight courier (*e.g.*, Federal Express) and addressed to the parties as follows: If to Tenant, at the address(es) as specified for Tenant in the definitions section of this Lease, or

to such other place as Tenant may from time to time designate in a notice to Landlord given in the manner set forth in this **Section 13.4**; if to Landlord, at the address(es) specified for Landlord in the definitions section of this Lease or to such other places as Landlord may from time to time designate in a notice to Tenant given in the manner set forth in this **Section 13.4**.

13.5 Exhibits. All exhibits referred to in this Lease are attached hereto and incorporated herein by this reference.

13.6 Reasonable Actions. Each party shall act reasonably and promptly in connection with giving or withholding any consent, approval or similar action under this Lease.

13.7 Interpretation. Whenever used in this Lease, the word "including" (and variations thereof) shall mean "including but not limited to." The parties have negotiated the terms of this Lease. The parties intend this Lease to be interpreted according to the fair meaning of its provisions and not against the party who is alleged to have drafted it or any particular portion of it.

13.8 Holdover. If Tenant does not vacate the Property upon the expiration or earlier termination of this Lease and Landlord thereafter accepts rent from Tenant, Tenant's occupancy of the Property shall be a "month-to-month" tenancy, subject to all of the terms of this Lease applicable to a month-to-month tenancy, except that the Base Rent then in effect shall be increased by twenty-five percent (25%).

13.9 Surrender. At the end of the Lease Term, Tenant shall surrender the Leased Premises to Landlord in good condition and repair, subject to **Articles 7** and **8** (regarding casualty and condemnation) and to reasonable wear and tear. Tenant shall have the right at any time to remove any and all of the trade fixtures and personal property placed or installed by Tenant on the Property (and the following shall be deemed to be included as part of Tenant's trade fixtures and personal property, regardless of the manner in which they are installed: computers, computer related equipment or property, cabling, tubing, halon systems, security systems, communications equipment referred to above and other equipment or property useful to Tenant in its operations), but Tenant shall repair any damage caused by the removal.

13.10 Quiet Enjoyment. If Tenant pays the rent and complies with all other terms of this Lease, Landlord warrants and covenants Tenant may occupy and enjoy the Leased Premises for the full Lease Term, subject to the provisions of this Lease.

13.11 Lease Memorandum. Tenant may have executed by Landlord and recorded in the Register of Deeds office of the County in which the Property is located, a short term memorandum of this Lease.

13.12 Landlord and Tenant OFAC Representations. Landlord and Tenant each represents to the other that neither it nor any of its subsidiaries or, to its knowledge, any of its directors, officers, employees, agents affiliates or representatives is an individual or entity ("Person") currently the subject of any sanctions administered or enforced by the United States Department of Treasury's Office of Foreign Assets Control ("***OFAC***"), or other relevant sanctions authority (collectively, "***Sanctions***"), nor is it located, organized or resident in a country or territory that is the subject of Sanctions; and Landlord and Tenant each represents and covenants that it has not knowingly engaged in, is not now knowingly engaged in, and shall not engage in, any dealings or transactions with any Person, or in any country or territory, that is the subject of Sanctions.

13.13 Digital Images. The parties agree to accept a digital image of this Lease and any amendments thereto, as executed, as true and correct originals and admissible as best evidence for the

purposes of State law, Federal Rule of Evidence 1002, and the like statutes and regulations.

13.14 **Time of the Essence**. Time is of the essence in each and every provision of this Lease.

13.15 **Governing Law**. This Lease shall be governed by the laws of the State of New York, without regard to conflict of laws principles.

13.15 **Counterparts; PDF**. This Lease may be executed in any number of counterparts with the same force and effect as if all signatures were appended to one document, each of which shall be deemed an original. Signatures of this Lease may be delivered by PDF.

13.16 **Authority**. Landlord and the person signing this Lease on Landlord's behalf represent and warrant to Tenant that (i) Landlord is the sole owner in fee simple of the Premises; (ii) Landlord has full right and authority to execute and perform its obligations under this Lease; (iii) that such person is duly authorized to execute this Lease on Landlord's behalf without further consent or approval by anyone. Landlord shall deliver to Tenant promptly upon request all documents reasonably requested by Tenant to evidence the foregoing.

13.17 **No Brokers**. Landlord and Tenant each represents and warrants to the other that neither Landlord nor Tenant has dealt with any real estate broker, salesperson, or finder in connection with this Lease, and no such person initiated or participated in the negotiation of this Lease. Landlord and Tenant agree to indemnify, defend and hold each other harmless from and against any and all liabilities, claims, commissions, fees and other costs (including without limitation reasonable attorney fees) arising out of a breach of the foregoing representations.

[Remainder of page intentionally blank]

This Lease is executed by Landlord and Tenant as of the date first set forth on page 1 of this Lease.

LANDLORD:

NEW YORK CITY MISSION SOCIETY,
a New York not-for-profit corporation

By: _____
Name: _____
Title: _____

TENANT:

MINISINK CHARTER SCHOOL,
a New York education corporation

By: _____
Name: _____
Title: _____

EXHIBIT "A"

Legal Description of the Land

Food Services

The founders of Minisink believe that at-risk students deserve the healthiest food options available. For that reason, though we expect reimbursement from the Federal school meals program, we have budgeted to pay a premium to hire a vendor that can provide organic meals for our students. We have considered a number of options and been in discussion with Butter Beans, one such vendor that currently works with charter schools in New York and understands city, state and federal guidelines for public school food services. It cooks meals from scratch, using local and seasonal ingredients as much as possible, and delivers them to the school.

Butter Beans estimates in Year 1 a per student cost of $2.00 for breakfast, $4.00 for lunch, and $0.98 for snack, rising in Year 5 to $2.21 for breakfast, $4.42 for lunch, and $1.08 for snack, which we have used to calculate our costs once Federal free and reduced meal reimbursements are considered. We expect the vast majority of students will be eligible for free meals and intend to serve meals to all students free of charge.

As noted in Response 16ac – Facility, the Minisink building already has a full-scale kitchen, which will be renovated by the Mission Society to accommodate the school and its needs.

Another reason we have elected to pursue a vendor rather than go with DOE Food Services is the opportunity to connect food to our education program, our values and our mission. For example, in addition to cooking meals, Butter Beans includes the following initiatives:

- Composting food scraps in a commissary kitchen
- Working with schools to ensure that they have dishwashing capabilities so that all small wares can be reusable
- Providing schools with compostable small wares if dishwashing is not available
- Supporting local food economies by sourcing meat, produce, and dairy products as local as possible
- Supporting the Meatless Monday campaign
- Educating school lunch participants about the journey of food from seed to plate, and the importance of supporting local farms
- Supporting schools' sustainability and greening initiatives

We also plan to make connections between our aquaponics lab farm and meals, eventually having students involved in growing the food that is ultimately served. We will also work to connect students to related extra-curricular and summer activities. For example, Butter Beans operates a food and garden summer camp, which is a complete farm-to-table summer experience for New York City children ages 6-10.

In addition, two local providers have agreed to support parent engagement and student empowerment efforts that will be facilitated through the aquaponics laboratory. Belle Harlem, a unique 12-seat chef's table restaurant in Central Harlem, and Settepani, an exciting local restaurant offering an acclaimed Italian/Mediterranean cuisine, will provide food preparation and cooking classes to students and their families. Students will have food-related educational

opportunities such as planting seeds, harvesting fresh food, cooking seasonal summer lunches, and writing cookbooks.

The Director of Operations will be responsible for coordinating food services. Our school will operate with an “allergy aware” policy. The school nurse and cafeteria staff will be made aware of student allergies, identify potential allergens in meals and, if necessary, segregate students for their safety, e.g., nut free table. Parents and guardians of a child with allergies will be asked to complete the requisite medical forms in order for their children to receive the proper care for their allergies, and medication may be kept with the Nurse, e.g., epi-pens, and school staff will be trained in their use. The Minisink building already has a functioning kitchen that has passed inspection and includes a stove, oven, and commercial refrigerator.

Health Services

Minisink will employ a nurse who will coordinate the health services at the school, including disbursement of medication, treatment for students with minor illness or injury, and maintenance of health records and related correspondence. The nurse will be a Registered Nurses (RNs) or Licensed Practical Nurses (LPNs) serving under the supervision of a RN.
We have budgeted for a nurse for all five years of the charter term, but will request a free nurse from the Office of School Health when we grow to meet minimum enrollment requirements.

The nurse will ensure that each student has a certificate of immunization at the time of enrollment or within the acceptable time frame after enrollment. The school will adhere to New York State requirements for immunization before a new student can attend the school. Parent/guardians will be required to provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunizations.

The Nurse will have a secure office that includes secure storage (both cabinets and refrigeration), running water, and Internet and phone access. The Nurse will maintain all health records, including medical forms and documentation of all office visits.

During summer professional development staff will receive training regarding school health policies and procedures, including the storage and administration of medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. The school will also install and maintain automated external defibrillators (AEDs) and will ensure that at least two staff members are certified in their operation and use.

Prior to beginning each school year, Minisink will secure parental consent to identify students with health risks and provide accommodations to them and staff when appropriate. The school will set and communicate strict policies and procedures regarding the safe and secure administration of medication, including only administering medication that is necessary to maintain students in school and which must be given during school hours. Only the nurse or licensed practical nurses under the direction of the nurse may administer prescribed medication.

The school will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Medications may not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The

licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication.

Transportation

We expect Minisink to be a community school with many students living in close proximity, including in the many public housing units in the neighborhood where we will target recruitment and provide a weighted preference in our lottery. We also expect some students will come from farther afield, including the Bronx. Fortunately, Minisink Charter School will be located near multiple subway and bus routes, including the 3 Train and 1, 2, 7, 10, 19, 33 and 102 Buses, as well as major thoroughfares and bridges, e.g., the 145th Street Bridge.

Minisink will provide students with the same transportation services for which they would be eligible in any other NYCDOE public school. Eligibility for busing and Metrocards is based on age and distance from the school. The Director of Operations will work with the DOE Office of Pupil Transportation (OPT) to establish and maintain transportation for our students. Students that have transportation addressed in their IEP or 504 Plan will receive those services as well by OPT as required under federal and state law. For students that are not eligible for transportation, the school will work with families to coordinate car-pools and other means of ensuring students get to and from school in a timely manner.

We have also allocated funds for student transportation for four field trips per year, i.e., other extracurricular programming and events that are otherwise not covered by OPT.

Insurance

Minisink will obtain insurance that includes adequate insurance coverage for liability, property loss and personal injury to students. The school will provide coverage for non-owned automobile liability and will carry a comprehensive set of Directors and Officers liability protection. We have consulted with the Mission Society's insurance broker, Sobel Affiliates Brown & Brown Company, which has provided Minisink with an estimated, non-binding quote for insurance coverage that is summarized below. The insurance cost of $38,500 from this quote has been incorporated in the budget templates.

Insurance Coverage

Insurance	Coverages
General Liability:	$1,000,000/$3,000,000
Professional Liability:	$1,000,000/$3,000,000
Abuse Liability:	$1,000,000/$3,000,000
Employee Benefits Liability:	$1,000,000/$3,000,000
Hired/Non Owned Auto Liability	$1,000,000/$3,000,000
Umbrella Liability	$10,000,000/$10,000,000
Director's & Officers' Liability	$5,000,000
Workers Compensation	Statutory Coverage
NYS Disability	Statutory Coverage

A copy of the insurance quote may be found in Response 23b - Supplemental Attachments.

Fiscal Soundness

a. Budget Narrative

A unique feature and key design element is our target enrollment of 12 students per class. While we intend to overenroll at the beginning of the school year up to 14 students per class, based on local charter school experience we expect that through attrition our class sizes will settle at 12 students per class for most of the school year and under our admissions policy we will backfill all empty seats up to 12 students per class.

Admittedly, the 12 student per class budget is tight in the initial years of operation, though it is not substantially different from the many other charter elementary schools that offer co-taught classes with 24 students. We project an approximately $90,000 surplus in Year 1, rising to about $279,000 in Year 2, and eventually getting to a robust surplus of about $585,000 in Year 5. With the plan for over-enrollment at the beginning of the year, our revenue estimates should be somewhat higher, providing more cushion in the early years. Under this scenario, the school has ample surplus for contingencies after the first two years, and the school will have access to a $250,000 line of credit from the Mission Society in case of lower than expected revenue or unanticipated costs. Because the Mission Society will be responsible for much of the facility costs aside from the lease for the first three years, we believe our contingency plans are reasonable to support our key design element of 12 students per class.

We openly acknowledge that founding an innovative school such as Minisink will require significant investment and support from the Mission Society in the beginning years of operation, but our budgets show that by Year 4, as the school's overall enrollment size grows, the school is largely funded by per pupil and entitlement funds rather than philanthropy. We understand the concern that this school might not be initially viable in the absence of the Mission Society, but believe our accompanying Business Plan ably demonstrates the history, commitment, reputation, capacity and resources of the Mission Society to support this endeavor. We strongly believe it worth the risk to found such an innovative new school model designed specifically to serve a disadvantaged student population.

The Mission Society will provide significant in-kind services to the Minisink Charter School over the charter term. Mission staff members will devote varying percentages of their time to supporting the school, including HR, financial management and accounting, community engagement, academic program advising, and facility management. Aside from salary, Mission also plans to contribute a state-of-the-art aquaponics lab as well as building utilities, custodial services, furniture, maintenance, and telephone/Internet for some or all of the charter period.

School Budget: We have constructed conservative budgets for the school that assume no increase in per pupil funding over five years. In one budget we include only the base amount of CSP funding. In the second budget requested without CSP funding, the Mission Society will cover those start-up costs. Neither of these budgets include additional revenue from fundraising and contributions, but our board has a history of generosity and effective fundraising from other sources that could be tapped if necessary.

Below is discussion of the various budgets in the accompanying budget template:

- **Planning Year:** In addition to in-kind support from the Mission Society, our only source of planning year revenue will be from the CSP grant. It will be spent on half a year of salary for the Head of School with benefits, consulting services from CSBM for financial policies and procedures and pre-audit activities, website design and student information system development, and staff and student recruitment. With additional CSP funds we would probably hire the Head of School and other staff earlier than planned.
- **Pre-Opening Cash Flow:** The budget demonstrates positive ending cash balance for each month. Should CSP revenue be delayed, we can delay payment for some items, such as consulting services, and obtain a small short-term loan from the Mission Society to cover salary costs. We anticipate a balanced budget at the end of the year.
- **Year 1 Budget:** For revenue, we assume a per pupil funding rate of $18,340 plus 30% of that in rental assistance. We also anticipate revenue for students with disabilities: 15% of students receive 20-60% services at a rate of $10,390 per student and 4% of students receive 60%+ services at a rate of $19,049 per student. Under IDEA we also assume $800 per student with disability receiving 20-100% services. While we expect a larger percentage of students will be economically disadvantaged, for funding purposes we conservatively estimate 80% are eligible for Title I at $543 per student. We plan to allocate the largest portion of our CSP grant in Year 1. We also assume we will be eligible for $78 per student in NYSTL funding and receive E-rate funding. Total revenue in Year 1 is estimated at $2,281,404.

  The bulk of expenditures go to wages, benefits (12% of salaries), payroll taxes (another 10% of salaries), and retirement plan match (5% of salaries). We plan to hire our entire leadership team in Year 1 as well as teachers in all subjects except foreign language. We also plan to spend nearly $76,000 in contracted services for our annual audit, food services, special education, payroll services, and IT and website. The largest line items for School Operations include classroom and teacher supplies to support our hands-on learning model, as well as textbooks and other supplies (including student uniforms). We also include $9,600 for field trips. While much of our professional development will be provided by internal expertise, we still include $30,000 for external PD opportunities. We have a quote from the Mission Society's insurance broker for approximately $40,000 for comprehensive school insurance. (The Mission Society will cover facility-related expenses in Year 1.) We also put aside $25,000 for dissolution.

- **Year 1 Cash Flow:** We have a positive cash balance each month. Again, should cash flow result in a negative cash balance at any point during the year we will negotiate with vendors to delay payments, delay non-critical purchases, and consider short-term loans with access to a $250,000 line of credit from the Mission Society.
- **5 Year Budget:** We maintain per pupil revenue at $18,340 each year as well as 30% of per pupil for rental assistance. We also assume our student demographics will remain constant for the purpose of calculating special education and Title I revenues. Thus revenue growth is primarily a function of increasing enrollment.

  Our biggest increase in expenses is salary and benefits and assume salaries will grow approximately 1.5% each year. As we grow over five years, we hire additional classroom teachers and economies of scale allow us to hire additional support staff, including additional Learning Specialists and a Foreign Language Teacher, and a Facilities Supervisor in Year 5. At full capacity Minisink will employ three special education teachers, or one for every two grades. We assume increased contract costs commensurate with increased student enrollment, e.g., special education, food services, etc. We plan to begin paying an administrative management fee to the Mission Society set at 8% of per pupil funding in Year 4 and 10% in Year 5. In Year 3 the school will begin paying increasing amounts for facility-related expenses, including repairs and maintenance, janitorial, and utilities, which will have been covered by the Mission Society in the intervening years. In Year 4 the school will begin paying lease costs for the facility. The school will also put $25,000 in escrow each year for the first three years as a dissolution fund.

  We anticipate a positive net income each year of the charter term, with our cash balance growing from $90,908 in Year 1 to $584,806 in Year 5 under the 12 student model.

Contingency Plans: As noted, this proposed budget rests on very conservative assumptions, including flat per pupil revenue and full participation in benefits and retirement plan. In the event that expenditures do exceed revenue, we have a number of options to balance our budget. We have assumed revenue for 12 students per class, but could enroll up to 14 students per class throughout the school year to boost revenue. We also assume limited fundraising, so could initiate a development plan to solicit funds or write grants. There are also a number expenditures that could be reduced. For example, we assume $400 per student for classroom supplies and another $200 per student for textbooks, but could instead seek out more public domain curriculum resources. Staff development rises each year, but we could rely more heavily on internal staff and send fewer people for external PD. Finally, we could avail ourselves of a $250,000 line of credit from the Mission Society and/or work with the Mission Society to reduce or delay payment of the administrative management fee.

b. Financial Planning

Budget Development: The Head of School will be responsible for preparing and reporting on the school budget. The budgeting process will begin formally in January of each year and the

budget will be finalized by the May Board meeting. The Mission Society will work closely with the Head of School and will prepare the annual operating and capital budget as well as cash flow projections based on needs identified by the school's leadership team. The Mission Society's fiscal management and the Head of School with input of the Director of Operations will work together to arrive at various revenue and cost assumptions. Such assumptions and the draft budgets are then reviewed in detail by the Minisink Board's Finance Committee. Subsequent to the approval and any revisions of the draft, the Finance Committee presents the budget to the full Board. Once approved by the Board the budget is adopted by Minisink staff to guide all financial matters during the school year. Throughout the fiscal year the Finance Committee will monitor budget to actuals and may make recommendations to the full Board to revise the budget mid-year if necessary to balance individual line items.

Financial Management: We will contract with the Mission Society for fiscal management functions to carry out the day-to-day responsibilities of implementing the school's financial operations. The Mission Society's Finance Department is led by Sharada Singh, who has served for over 20 years as Mission Society's Chief Financial Officer, and is responsible for managing and overseeing the accounting, auditing, and budgeting functions as well as the Program Quality and Evaluations unit and the Facilities and IT departments. The Mission Society will work closely with the school's Director of Operations to manage the school's finances, which will be maintained separate and distinct from the Mission Society. The school's Board will adopt Financial Policies and Procedures that will be reviewed and revised regularly to align with accounting and auditing standards as well as SED's audit guide. The school will contract with CSBM in the planning year for charter expertise and assistance in developing appropriate policies and procedures, establishing the chart of accounts and setting up systems for compliance reporting. The school will have procedures in place for implementing and documenting procurement, payments, and asset tracking.

Financial Oversight: The Minisink Board of Trustees will have a standing Finance Committee that is responsible for recommending the annual budget and monitoring revenues and expenditures to ensure they align with the budget. The Finance Committee will include Board members with expertise in finance as well as the school's Director of Operations and the Mission Society's Chief Finance Officer. It will receive monthly reports detailing budget to actuals, cash flow, and account balances. It will also maintain a five year projected budget to identify upcoming needs and inform strategic planning, including fundraising, hiring, facilities, and budget development and revision. The school's Financial Policies and Procedures will also establish internal controls to ensure segregation of duties and safeguard funds. For example, multiple signatures, including a Board member, will be required on significant expenditures. In addition, every expenditure will be reconciled with bank statements.

Record Keeping: Minisink Charter School will maintain its own budget and bank account completely distinct from the Mission Society. Minisink, with support from the Mission Society, will be responsible for maintaining secure and private records, including student data and personal information, personnel records, and financial records. Private information will be stored in locked filing cabinets or password protected computers with only relevant access. Moreover, all staff will be training in FERPA requirements. The Recruitment/Admissions Associate and Data Specialist will be responsible for maintaining student attendance records.

We have also budgeted for payroll services that will include documentation of payments and taxes.

c. Fiscal Audits

Minisink will be responsible for hiring an independent auditor to perform the annual audit of the financial statements prepared by management. The Board's Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the school board's Finance Committee will meet with the auditors to discuss the report and any findings. A corrective action plan will be implemented by management, overseen by the Finance Committee, to correct any findings by the auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Minisink Board prior to it being sent to the school's authorizer.

d. Dissolution Procedures

The Minisink Charter School will put $75,000 in escrow over the first three years of operation in order to have available the required designated funds to cover legal, auditing and other expenses related to the dissolution and closure of the school should that occur. In the event of closure and dissolution of the Minisink Charter School, the school will follow all procedures required by Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by the SUNY Charter Schools Institute.

The Minisink Charter School Board shall delegate to the Head of School and the Director of Operations, with support from the Mission Society, the responsibility to manage the dissolution process in accordance with Education Law and SUNY requirements. The dissolution process will begin with a meeting of the leadership team that will include at least the Board Chair, Head of School, Director of Operations, The Mission Society's Senior Vice Presidents for Finance & Administration and for Human Resources, and Minisink Charter School's legal counsel. The purpose of this meeting is to review and approve the dissolution plan and timeline developed by Minisink Charter School's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Head of School and Board Chair will meet with representatives from the SUNY Charter Schools Institute, NYCDOE charter school office or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting shall be the adoption of a detailed final dissolution plan and timeline that will be used to manage the dissolution process of the Minisink Charter School that shall cause the school to comply with all Education Law and SUNY requirements including without limitation, ensuring that families/guardians of to-be-displaced students are notified and provided with information regarding placement, notice of closure to the NYCDOE and NYCDOE principals likely to receive the to-be-displaced students, transfer of student records to NYCDOE, developing and implementing a plan to complete payment for all of the Minisink Charter School's outstanding debts (if any) and transfer all of Minisink Charter School's remaining assets (with support from the Mission Society and legal counsel).

The dissolution timeline will generally conform to these parameters:

Within 10 Days:

- Minisink Charter School will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
- Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.
- The Director of Operations will work to settle all outstanding financial obligations. In addition, the Director of Operations will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.
- The Head of School, Director of Operations, and Board Treasurer will work to begin producing final financial statements through the closure and a preliminary process for identifying assets required for transfer.
- The Head of School and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
- School leaders will hold student meetings and share information about the school closure and the placement process.
- The Minisink Charter School will host information sessions for families and students about other school opportunities and assist students in the application process.
- The Minisink Charter School will post all official closure information on its website.

Within 20 Days:

- The Minisink Charter School staff will meet with each student and their parents/guardians to determine placement options.
- The school will notify local public and private schools of the planned closure and placement needs of students.
- The Director of Operations will provide a status report to the Head of School and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:

- The Minisink Charter School staff will continue to meet with each student and their parents until placement is determined.
- The school will transfer students records to the schools in which students are subsequently enrolled.
- Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.

- The Director of Operations will provide a final report to the Head of School and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:

- The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
- Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which is furnished to the authorizer.
- Available assets after all debts have been met will then be distributed to the charter school selected by the Board of Trustees.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses			**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)			**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment			**72**	**108**	**144**	**180**	**216**	
			Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue		Basic Tuition (2023-24)						
PRIMARY School District:	New York City Department of Education	18,340	1,320,480	1,980,720	2,640,960	3,301,200	3,961,440	Based on per pupil rate for 2023-2024. Assumes rate remains flat
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	1,320,480	1,980,720	2,640,960	3,301,200	3,961,440	
Special Education Revenue			171,437	242,436	342,874	413,873	503,921	District 5 SWD population is 29%. We assume 15% or 11 students receive 20-60% services at a rate of $10,390 per student and 4% or 3 students receive 60% + service at a rate of $19,049 per student.
NYC DoE Rental Assistance			396,144	594,216	792,288	990,360	1,188,432	Facilities Reimbursement - based on per pupil private facility funding. Based on 30% of the per pupil fund or annual rent amount (whichever is less).
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,888,061	2,817,372	3,776,122	4,705,433	5,653,793	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			15,200	23,200	30,400	38,400	46,400	Assume $800 per 20% - 100% + students
Title I			31,277	46,915	62,554	78,192	93,830	Assume $543 per student for 77 or 80% of total students
Title Funding - Other			3,600	5,400	7,200	9,000	10,800	Assume $50 per student
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			326,850	-	-	-	-	Assume $500,000 of CSP funding (implementation period)
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			376,927	75,515	100,154	125,592	151,030	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			10,800	5,400	5,400	5,400	5,400	Erate reimbursement is based on $150 per new student
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			5,616	8,424	11,232	14,040	16,848	Assume NYSTL library fund of $78 per student
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			16,416	13,824	16,632	19,440	22,248	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
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Total Expenses	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
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Budgeted Student Enrollment	**72**	**108**	**144**	**180**	**216**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
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		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	145,000	147,175	149,383	151,623	153,898	Head of School - Annual Salary of $145K
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	2.00	170,000	172,550	175,138	177,765	180,432	Dean of Instructions @ $90K and Dean of School Culture @ $80K
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	80,910	82,124	83,356	84,606	166,785	Dir. of Operations and Dir of Facilities Operations in Year 5
Administrative Staff	2.00	126,000	127,890	129,808	131,755	133,732	Recruitment / Admissions @ $61k and Data Specialist @ $65K
TOTAL ADMINISTRATIVE STAFF	6.00	521,910	529,739	537,685	545,750	634,846	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	426,000	645,390	868,071	1,094,092	1,323,503	Lead teachers salary ranges from $79K - $65K
Teachers - SPED	1.00	75,000	76,125	152,267	229,551	232,994	Special Education Teacher @75K
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	5.00	340,000	481,100	556,317	632,661	642,151	Gym @ $58K; Science/Reading Writing / Math / Art Spanish @$70K
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	65,000	65,975	66,965	67,969	68,989	Social Worker at $65K
Other	-	-	-	-	50,000	100,750	Part-time Arts Specialst @ $50K and Music Specialist @ $50K
TOTAL INSTRUCTIONAL	13.00	906,000	1,268,590	1,643,619	2,074,273	2,368,387	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	65,000	65,975	66,965	67,969	68,989	Nurse @65K Annual
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	Director of Facilities @$84,820
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	65,000	65,975	66,965	67,969	68,989	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,492,910	1,864,304	2,248,268	2,687,992	3,072,222	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		149,291	186,430	224,827	268,799	307,222	10% of total salaries - FICA; SUI; Worker's Comp; ST Disability
Fringe / Employee Benefits		179,149	223,716	292,275	376,319	460,833	12% of total salaries - Medical; Dental; Life; LT Disability
Retirement / Pension		74,646	93,215	112,413	134,400	153,611	5% Employer Pension Contribution to 403 B Pension Plan
TOTAL PAYROLL TAXES AND BENEFITS		403,086	503,362	629,515	779,518	921,667	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,895,996	2,367,666	2,877,783	3,467,510	3,993,889	
CONTRACTED SERVICES							
Accounting / Audit		10,000	10,450	10,682	15,000	15,300	Annual Audit Fees
Legal		5,000	5,000	5,000	5,000	5,000	Legal services / will also have Pro bono legal services
Management Company Fee		-	-	-	202,917	275,183	Administrative Management Fees for Accounting and Human Resources services
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		25,800	31,200	36,600	42,000	47,400	Food service costs associated with providing organic and hormone free food. Assume $150 per student. Also include $15K per year for student and family events.
Payroll Services		10,000	10,150	10,302	10,457	10,614	Payroll Processing Fees - Paycom - includes 3% increase
Special Ed Services		10,000	15,000	20,000	25,000	30,000	Speech/OT/PT Services - includes additional $5K per to accommodate increase in hours.
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		15,000	15,150	15,302	15,457	15,614	Consulting associated with Financial / HR /Database
TOTAL CONTRACTED SERVICES		75,800	86,950	97,886	315,831	399,111	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment	**72**	**108**	**144**	**180**	**216**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
SCHOOL OPERATIONS						
Board Expenses	3,000	3,090	3,183	3,278	3,377	Assume $175 per month for training an snacks for meeting. 3% increase per year.
Classroom / Teaching Supplies & Materials	20,160	30,240	40,320	50,400	60,480	Assume $350 per student for support hands-on-activities / inquiry-based learning / STEM
Special Ed Supplies & Materials	5,040	7,560	10,080	12,600	15,120	20% of the above
Textbooks / Workbooks	14,400	22,248	29,664	46,350	88,992	Assume $200 per student with 3% icrease. Rate at $250 in Year 4 and $300 in Year 5
Supplies & Materials other	5,400	8,100	10,800	13,500	16,200	Teacher's supplies at $75 per student
Equipment / Furniture	3,000	3,090	3,183	3,278	13,377	Copier and Postage machine rental fees
Telephone	3,500	3,605	12,000	12,360	20,731	Costs for telephone and voice system
Technology	3,600	5,400	7,200	9,000	10,800	Assume $50 per student
Student Testing & Assessment	3,600	5,400	7,200	9,000	10,800	Assume $50 per student
Field Trips	9,600	14,400	19,200	24,000	57,600	Bus rental - Four field trips per grade level at $800 per bus
Transportation (student)	-	-	-	-	-	
Student Services - other	14,400	21,600	28,800	36,000	43,200	Student Uniforms @$200 per student
Office Expense	-	-	-	-	-	
Staff Development	30,000	34,500	43,500	51,000	58,500	Assume $1,500 annually per staff for conferences and workshops; consultant training.
Staff Recruitment	10,000	10,300	10,609	10,927	11,255	Job posting; job advertisement; flyers - 3% increase
Student Recruitment / Marketing	10,000	10,300	10,609	10,927	11,255	Costs for marketing and Public relations; Postage and Printing of informational materials - 3% increase
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	3,000	3,600	4,500	5,250	6,000	Staff travel reimbursement for trips to outside meetings. Assume $150 per staff.
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	138,700	183,433	240,848	297,870	427,687	
FACILITY OPERATION & MAINTENANCE						
Insurance	40,000	40,600	41,209	42,445	45,000	General Liability & Director and Officer Insurance based on carrier quote. Assume 3% increase in Year 1-4. Base increase in Year 5.
Janitorial	-	-	-	-	-	Mission Society provided in-kind for cleaning supplies; paper towels; trash bags
Building and Land Rent / Lease / Facility Finance Interest	-	-	450,000	504,900	608,634	Mission Provided In-kind services for 100% for the first two years and then 55%, 50% % 40% in the years 3, 4 & 5.Space rental in Minisink Building located at 646 Malcolm X Blvd. Based on rental agreement: Year 1 - 18,000 Sq @ $25; Year 2 - 25,500 Sq @ $25.50; Year 3 - 28,500 @ $30; Year 4 - 28,500 @ $30.60; Year 5 - 28,500 @ $31.21
Repairs & Maintenance	-	-	-	73,152	118,716	Mission Society provide in-kind in Year 1-3; Repairs and maintenance for 28,500 Sq of space for Year 4 & 5.
Equipment / Furniture	-	-	-	-	-	
Security	15,000	15,450	15,914	16,391	16,883	Allocate for security cost and Mission Society will provide in-kind services for additional security
Utilities	-	-	-	75,000	112,500	Mission Societ provide in-kind in Year 1-3; Annual cost for gas and electric associated with 28,500 Sq of space.
TOTAL FACILITY OPERATION & MAINTENANCE	55,000	56,050	507,123	711,888	901,733	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	Dissolution Escrow is based on requirement.
TOTAL EXPENSES	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
NET INCOME	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment	**72**	**108**	**144**	**180**	**216**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	72	108	144	180	216	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**72**	**108**	**144**	**180**	**216**	
REVENUE PER PUPIL	**31,686**	**26,914**	**27,034**	**26,947**	**26,977**	
EXPENSES PER PUPIL	**30,424**	**25,177**	**26,032**	**26,628**	**26,493**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Beginning Cash Balance	-	90,908	278,521	422,789	480,154	
ENDING CASH BALANCE	**90,908**	**278,521**	**422,789**	**480,154**	**584,806**	

YEAR 1 BUDGET AND ASSUMPTION			MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue			**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses			**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income			**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment			**72**	**-**				**72**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2023-24)							
PRIMARY School District:	New York City Department of Education	18,340	1,320,480					1,320,480	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	1,320,480					1,320,480	Based on per pupil rate for 2023-2024. Assumes rate remains flat
Special Education Revenue				171,437				171,437	District 5 SWD population is 29%. We assume 15% or 11 students receive 20-60% services at a rate of $10,390 per student and 4% or 3 students receive 60% + service at a rate of $19,049 per student.
NYC DoE Rental Assistance			-	-	-	-	396,144	396,144	Facilities Reimbursement - based on per pupil private facility funding. Based on 30% of the per pupil fund or annual rent amount (whichever is less). Assume 30% of the per pupil fund for the budget application. Assume 70% RE; 20% SE; 10% M&E
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,320,480	171,437	-	-	396,144	1,888,061	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			15,200	-	-			15,200	Assume $800 per 20% - 100% + students
Title I			31,277	-	-			31,277	Assume $543 per student for 77 or 80% of total students
Title Funding - Other			3,600	-	-			3,600	Assume $50 per student
School Food Service (Free Lunch)			-	-	-			-	
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			50,077	-	-	-	-	50,077	
LOCAL and OTHER REVENUE									
Contributions and Donations			326,850	-	-	-	-	326,850	Assumes that Mission Society will contribute $326,850 for the school start up.
Fundraising			-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Erate Reimbursement	10,800	-	-	-	-	10,800	Erate reimbursement is based on $150 per new student
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	5,616	-	-	-	-	5,616	Assume NYSTL library fund of $78 per student
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	343,266	-	-	-	-	343,266	
TOTAL REVENUE	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	

YEAR 1 BUDGET AND ASSUMPTION		MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses		**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income		**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment		**72**	**-**				**72**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	-	-	-	-	145,000	145,000	Head of School - 100% M&G
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	2.00	-	-	-	-	170,000	170,000	Dean of Instruction & Dean of School Culture - Assume: 100% M&G
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	80,910	80,910	Director of Operations - Assume: 100% M&G
Administrative Staff	2.00	-	-	-	-	126,000	126,000	Recruitment Admission Associate and Data Specialist - Assume: 100% M&G
TOTAL ADMINISTRATIVE STAFF	6.00	-	-	-	-	521,910	521,910	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6.00	426,000	-	-	-	-	426,000	Lead Teachers (salary range $65K - $79K)
Teachers - SPED	1.00	-	75,000	-	-	-	75,000	Special Educaion Teacher @$75K
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	5.00	272,000	68,000	-	-	-	340,000	Gym, Science, Arts, Reading & Writing; Math; Art / Spanish; Foreigh Language Teachers - Assumen 80% RE; 20% SE
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	-	65,000	-	-	-	65,000	Social Worker assume 80% RE and 20% SE
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	13.00	698,000	208,000	-	-	-	906,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	52,000	13,000	-	-	-	65,000	Nurse assume 80% RE and 20% SE
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	52,000	13,000	-	-	-	65,000	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	750,000.00	221,000	-	-	521,910	1,492,910	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		75,000	22,100	-	-	52,191	149,291	10% of total salaries - FICA; SUI; Worker's Comp; ST Disability
Fringe / Employee Benefits		90,000	26,520	-	-	62,629	179,149	12% of total salaries - Medical; Dental; Life; LT Disability
Retirement / Pension		37,500	11,050	-	-	26,096	74,646	5% Employer Pension Contribution to 403 B Pension Plan
TOTAL PAYROLL TAXES AND BENEFITS		202,500	59,670	-	-	140,916	403,086	
TOTAL PERSONNEL SERVICE COSTS	20.00	952,500	280,670	-	-	662,826	1,895,996	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	10,000	10,000	$10K for CSBM Financial support service. Mission Society will provide in-kind services for Accounting and Human Resources.
Legal		-	-	-	-	5,000	5,000	Legal services cost outside of Pro bono services
Management Company Fee		-	-	-	-	-	-	Mission Society will provide in-kind services for facilities; IT; HR and Finance.
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		20,640	5,160	-	-	-	25,800	Food service vendor - additional cost for organic food
Payroll Services		-	-	-	-	10,000	10,000	Payroll processing fees - Paycom

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Special Ed Services	-	10,000	-	-	-	10,000	Speech / OT / PT Services
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	10,000	-	-	-	5,000	15,000	$5K for CSBM Finance Conultant/ $10K for annual website & student database Maintenance
TOTAL CONTRACTED SERVICES	30,640	15,160	-	-	30,000	75,800	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	3,000	3,000	Assume $175 per month for 12 months (snacks, supplies, training)
Classroom / Teaching Supplies & Materials	20,160	-	-	-	-	20,160	Assume $350 per student to support hands-on-activities / inquiry-based learning; STEM - Assume 80% RE
Special Ed Supplies & Materials	-	5,040	-	-	-	5,040	Assume 20% of classroom / teaching supplies and materials
Textbooks / Workbooks	11,520	2,880	-	-	-	14,400	Text books; work books; curriculm workbooks @ $200 per student - Assume 80% RE and 20% SE
Supplies & Materials other	4,320	1,080	-	-	-	5,400	Teacher's supplies ($75 per student)
Equipment / Furniture	2,400	600	-	-	-	3,000	Mission Society will provide classroom furniture and computer equipment. The $3,000 is based on $250 per month for copier and postage machine rental fees.
Telephone	2,450	700	-	-	350	3,500	Telepohne and voice system assume 70% RE; 20% SE; 10% M&G
Technology	2,880	720	-	-	-	3,600	Based on $50 per student - assume 80% RE; 20% SE
Student Testing & Assessment	2,880	720	-	-	-	3,600	Based on $50 per student - assume 80% RE; 20% SE
Field Trips	7,680	1,920	-	-	-	9,600	Bus rental for field trips - 4 field trips per grade at $800 per bus.
Transportation (student)	-	-	-	-	-	-	
Student Services - other	11,520	2,880	-	-	-	14,400	Student Uniiforms $200 per student
Office Expense	-	-	-	-	-	-	
Staff Development	24,000	6,000	-	-	-	30,000	Includes training workshops by external educational consultants ($1,500 per teacher) Professional subscriptions; journals . Assume 80% RE and 20% SE
Staff Recruitment	10,000	-	-	-	-	10,000	Job advertisement; fee for job posting
Student Recruitment / Marketing	8,000	2,000	-	-	-	10,000	Costs for marketing and public relations; postage and printing of informational materials. Assume 80% RE and 20% SE
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	3,000	-	-	-	-	3,000	Travel costs for teachers to attend meetings; trainins and home visits etc.
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	110,810	24,540	-	-	3,350	138,700	
FACILITY OPERATION & MAINTENANCE							
Insurance	28,000	8,000	-	-	4,000	40,000	Commercial liability / Directors & Officer / - Based on Insurance carrier quote - Assume 80% RE; 20% SE; 10% M&G
Janitorial	-	-	-	-	-	-	Mission Society will provide in-kind Janitorial supplies
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	Mission Society will provide in-kind services for space
Repairs & Maintenance	-	-	-	-	-	-	Mission Society will provide in-kind services for repairs & maintenance
Equipment / Furniture	-	-	-	-	-	-	Mission Society will provide in-kind services for equipment / furniture
Security	-	-	-	-	15,000	15,000	Allocate $15K for security cost and Mission Society will provide in-kind services for additional security
Utilities	-	-	-	-	-	-	Mission Society will provide in-kind services for utilities
TOTAL FACILITY OPERATION & MAINTENANCE	28,000	8,000	-	-	19,000	55,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000	Dissolution escrow and reserves based on requirement.
TOTAL EXPENSES	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
NET INCOME	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: New York City Department of Education	72					72	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**72**					**72**	
REVENUE PER PUPIL	**23,803**					**31,686**	
EXPENSES PER PUPIL	**15,930**					**30,424**	

CREDIT AGREEMENT

dated as of

January ___, 2019

between

MINISINK CHARTER SCHOOL CORPORATION,
as Borrower,

and

NEW YORK CITY MISSION SOCIETY,
as Lender

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CREDIT AGREEMENT dated as of January ___, 2019 (this "Agreement"), between MINISINK CHARTER SCHOOL CORPORATION, as Borrower, and NEW YORK CITY MISSION SOCIETY, as Lender.

The Borrower (as defined below) has requested that the Lender extend credit to the Borrower, and the Lender is willing to do so on the terms and conditions set forth herein. In consideration of the mutual covenants and agreements herein contained, the parties hereto agree as follows:

ARTICLE I

DEFINITIONS

SECTION 1.01 Defined Terms. As used in this Agreement, the following terms have the meanings specified below:

"Affiliate" means, with respect to a specified Person, another Person that directly or indirectly through one or more intermediaries, Controls or is Controlled by or is under common Control with the Person specified.

"Agreement" has the meaning specified in introductory paragraph hereof.

"Applicable Law" means, as to any Person, all applicable Laws binding upon such Person or to which such a Person is subject.

"Borrower" means Minisink Charter School Corporation, a New York education corporation.

"Borrowing" means a borrowing of a Loan.

"Borrowing Request" means a request for a Borrowing in such form as the Lender may approve.

"Business Day" means any day that is not a Saturday, Sunday or other day that is a legal holiday under the laws of the State of New York or is a day on which banking institutions in such state are authorized or required by Law to close.

"Closing Date" means the first date all the conditions precedent in Section 4.01 are satisfied or waived.

"Code" means the Internal Revenue Code of 1986.

"Commitment" means Two Hundred Fifty Thousand and 00/100 Dollars ($250,000.00).

"Commitment Termination Date" means the fifth (5^{th}) anniversary of the Closing Date (except that, if such date is not a Business Day, the Commitment Termiantion Date shall be the next preceding Business Day).

"Contractual Obligation" means, as to any Person, any provision of any security issued by such Person or of any agreement, instrument or other undertaking to which such Person is a party or by which it or any of its property is bound.

"Control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management or policies of a Person, whether through the ability to exercise voting power, by contract or otherwise. "Controlling" and "Controlled" have meanings analogous thereto.

"Debtor Relief Laws" means the Bankruptcy Code of the United States of America, and all other liquidation, conservatorship, bankruptcy, assignment for the benefit of creditors, moratorium, rearrangement, receivership, insolvency, reorganization, or similar debtor relief Laws of the United States or other applicable jurisdictions from time to time in effect.

"Debtor Relief Plan" means a plan of reorganization or plan of liquidation pursuant to any Debtor Relief Laws.

"Default" means any event or condition that constitutes an Event of Default or that, with the giving of any notice, the passage of time, or both, would be an Event of Default.

"Dollar" and "$" mean lawful money of the United States.

"Event of Default" has the meaning specified in Article VII.

"Governmental Authority" means the government of the United States of America or any other nation, or of any political subdivision thereof, whether state or local, and any agency, authority, instrumentality, regulatory body, court, central bank or other entity exercising executive, legislative, judicial, taxing, regulatory or administrative powers or functions of or pertaining to government.

"Laws" means, collectively, all international, foreign, federal, state and local statutes, treaties, rules, guidelines, regulations, ordinances, codes and administrative or judicial precedents or authorities, including the interpretation or administration thereof by any Governmental Authority charged with the enforcement, interpretation or administration thereof, and all applicable administrative orders, directed duties, requests, licenses, authorizations and permits of, and agreements with, any Governmental Authority, in each case whether or not having the force of law.

"Lender" means New York City Mission Society.

"Lien" means any mortgage, pledge, hypothecation, collateral assignment, deposit arrangement, encumbrance, lien (statutory or other), charge, or preference, priority or other security interest or preferential arrangement of any kind or nature whatsoever (including any conditional sale or other title retention agreement, any easement, right of way or other encumbrance on title to real property, and any financing lease having substantially the same economic effect as any of the foregoing).

"Loan" means a loan by the Lender to the Borrower under Article II.

"Loan Documents" means, collectively, this Agreement, any promissory notes issued pursuant to Section 2.08(b), and any other documents entered into in connection herewith.

"Material Adverse Effect" means (a) a material adverse change in, or a material adverse effect on, the operations, business, properties, liabilities (actual or contingent) or condition (financial or otherwise) of the Borrower; or (b) a material adverse effect on (i) the ability of the Borrower to perform its Obligations, (ii) the legality, validity, binding effect or enforceability against the Borrower of any Loan Document to which it is a party or (iii) the rights, remedies and benefits available to, or conferred upon, the Lender or Lender under any Loan Documents.

"Obligations" means all advances to, and debts, liabilities, obligations, covenants and duties of, the Borrower arising under any Loan Document or otherwise with respect to any Loan, whether direct or indirect (including those acquired by assumption), absolute or contingent, due or to become due, now existing or hereafter arising.

"Organizational Documents" means (a) as to any corporation, the charter or certificate or articles of incorporation and the bylaws (or equivalent or comparable constitutive documents with respect to any non-U.S. jurisdiction), (b) as to any limited liability company, the certificate or articles of formation or organization and operating or limited liability agreement and (c) as to any partnership, joint venture, trust or other form of business entity, the partnership, joint venture or other applicable agreement of formation or organization and any agreement, instrument, filing or notice with respect thereto filed in connection with its formation or organization with the applicable Governmental Authority in the jurisdiction of its formation or organization and, if applicable, any certificate or articles of formation or organization of such entity.

"PATRIOT Act" means the USA PATRIOT Act (Title III of Pub. L. 107-56 (signed into law October 26, 2001)).

"Person" means any natural Person, corporation, limited liability company, trust, joint venture, association, company, partnership, Governmental Authority or other entity.

"Related Parties" means, with respect to any Person, such Person's Affiliates and the partners, directors, officers, employees, agents, trustees, administrators, managers, advisors and representatives of such Person and of such Person's Affiliates.

"Responsible Officer" means (a) the chief executive officer, president, executive vice president or a Financial Officer of the Borrower, (b) solely for purposes of the delivery of incumbency certificates and certified Organizational Documents and resolutions pursuant to Section 4.01, any vice president, secretary or assistant secretary of the Borrower and (c) solely for purposes of Borrowing Requests, prepayment notices and notices for Commitment terminations or reductions given pursuant to Article II, any other officer or employee of the Borrower so designated from time to time by one of the officers described in clause (a) in a notice to the Lender (together with evidence of the authority and capacity of each such Person to so act in form and substance satisfactory to the Lender). Any document delivered hereunder that is signed by a Responsible Officer of the Borrower shall be conclusively presumed to have been authorized by all necessary corporate, partnership or other action on the part of the Borrower and such Responsible Officer shall be conclusively presumed to have acted on behalf of the Borrower.

"Solvent" means, as to any Person as of any date of determination, that on such date (a) the fair value of the property of such Person is greater than the total amount of liabilities, including contingent liabilities, of such Person, (b) the present fair saleable value of such Person is not less than the amount that will be required to pay the probable liability of such Person on its debts as they become absolute and matured, (c) such Person does not intend to, and does not believe that it will, incur debts or liabilities beyond such Person's ability to pay such debts and liabilities as they mature and (d) such Person is not engaged in a business or a transaction, and is not about to engage in a business or a transaction, for which such Person's property would constitute an unreasonably small capital. The amount of any contingent liability at any time shall be computed as the amount that, in light of all of the facts and circumstances existing at such time, represents the amount that can reasonably be expected to become an actual or matured liability.

"Taxes" means all present or future taxes, levies, imposts, duties, deductions, withholdings (including backup withholding), assessments, fees or other charges imposed by any Governmental Authority, including any interest, additions to tax or penalties applicable thereto.

"United States" and "U.S." mean the United States of America.

"U.S. Person" means any Person that is a "United States Person" as defined in Section 7701(a)(30) of the Code.

SECTION 1.02 Terms Generally. The definitions of terms herein shall apply equally to the singular and plural forms of the terms defined. Whenever the context may require, any pronoun shall include the corresponding masculine, feminine and neuter forms. The words "include," "includes" and "including" shall be deemed to be followed by the phrase "without limitation." The word "will" shall be construed to have the same meaning and effect as the word "shall." Unless the context requires otherwise (a) any definition of or reference to any agreement, instrument or other document herein shall be construed as referring to such agreement, instrument or other document as from time to time amended, supplemented or otherwise modified (subject to any restrictions on such amendments, supplements or modifications set forth herein), (b) any reference herein to any Person shall be construed to include such Person's successors and assigns, (c) the words "herein," "hereof" and "hereunder," and words of similar import, shall be construed to refer to this Agreement in its entirety and not to any particular provision hereof, (d) all references herein to Articles, Sections, Exhibits and Schedules shall be construed to refer to Articles and Sections of, and Exhibits and Schedules to, this Agreement, (e) any reference to any law or regulation herein shall, unless otherwise specified, refer to such law or regulation as amended, modified or supplemented from time to time, and (f) the words "asset" and "property" shall be construed to have the same meaning and effect and to refer to any and all tangible and intangible assets and properties, including cash, securities, accounts and contract rights.

SECTION 1.03 Accounting Terms. Except as otherwise expressly provided herein, all accounting terms not otherwise defined herein shall be construed in conformity with GAAP.

ARTICLE II

COMMITMENT AND CREDIT EXTENSIONS

SECTION 2.01 Commitment. Subject to the terms and conditions set forth herein, the Lender agrees to make Loans to the Borrower from time to time on any Business Day in an aggregate principal amount that will not result in an amount outstanding at any time exceeding the Commitment. Within the foregoing limits and subject to the terms and conditions set forth herein, the Borrower may borrow, prepay and reborrow Loans.

SECTION 2.02 Loans and Borrowings.

(a) Borrowings. Each Loan shall be made as part of a Borrowing consisting of Loans made by the Lender.

(b) Minimum Amounts. Each Borrowing shall be in an aggregate amount of $5,000 or a larger multiple of $1,000.

SECTION 2.03 Borrowing Requests.

(a) Notice by Borrower. Each Borrowing shall be made upon the Borrower's irrevocable notice to the Lender. Each such notice shall be in the form of a written Borrowing Request,

appropriately completed and signed by a Responsible Officer of the Borrower, or may be given by telephone to the Lender (if promptly confirmed by such a written Borrowing Request consistent with such telephonic notice) and must be received by the Lender not later than 11:00 a.m. (New York City time) one Business Day prior to the date of the requested Borrowing.

(b) Content of Revolving Borrowing Requests. Each Borrowing Request for a Borrowing pursuant to this Section shall specify the following information in compliance with Section 2.02: (i) the aggregate amount of the requested Borrowing; (ii) the date of such Borrowing (which shall be a Business Day); and (iii) the location and number of the Borrower's account to which funds are to be disbursed.

SECTION 2.04 Funding of Borrowings; Funding by Lender. Lender shall make the amount of each Borrowing to the Borrower in immediately available funds on the proposed date thereof by wire transfer of such funds in accordance with the instructions provided in the applicable Borrowing Request.

SECTION 2.05 Prepayments.

(a) Optional Prepayments. The Borrower may, upon notice to the Lender, at any time and from time to time prepay any Borrowing in whole or in part without premium or penalty.

(b) Notices. Each such notice pursuant to this Section shall be in the form of a written Prepayment Notice, appropriately completed and signed by a Responsible Officer of the Borrower, or may be given by telephone to the Lender (if promptly confirmed by such a written Prepayment Notice consistent with such telephonic notice) and must be received by the Lender, not later than 11:00 a.m. (New York City time) one Business Day before the date of prepayment. Each Prepayment Notice shall specify (x) on the prepayment date and (y) the principal amount of each Borrowing or portion thereof to be prepaid.

SECTION 2.06 Termination or Reduction of Commitment. Optional. The Borrower may, upon notice to the Lender, terminate the unused portion of the Commitment, or from time to time reduce the unused Commitment; provided that (a) each such notice shall be in writing and must be received by the Lender at least three Business Days prior to the effective date of such termination or reduction, and shall be irrevocable and (b) the Borrower shall not terminate or reduce the Commitment if, after giving effect thereto and to any concurrent prepayments hereunder, the total of the Loans then outstanding would exceed the total Commitment.

SECTION 2.07 Repayment of Loans.

(a) Revolving Loans. The Borrower shall repay to the Lender on the Commitment Termination Date the aggregate principal amount of all Loans outstanding on such date; provided, however, that no such payment shall be required unless a majority of those members of the Board of Trustees of Borrower who are not also trustees, directors, officers or employees of the Lender determine that Borrower has sufficient funds to make such repayment and conduct its business and meet its other obligations as they become due..

SECTION 2.08 Evidence of Debt.

(a) Maintenance of Records. Lender shall maintain in accordance with its usual practice records evidencing the indebtedness of the Borrower to Lender resulting from each Loan made by Lender. The entries made in the records maintained pursuant to this paragraph (a) shall be *prima facie* evidence absent manifest error of the existence and amounts of the obligations recorded therein. Any

failure of Lender to maintain such records or make any entry therein or any error therein shall not in any manner affect the obligations of the Borrower under this Agreement and the other Loan Documents.

(b) Promissory Notes. Upon the request of the Lender, the Borrower shall prepare, execute and deliver to Lender a promissory note of the Borrower payable to Lender in a form approved by the Lender, which shall evidence Lender's Loans in addition to such records.

SECTION 2.09 Payments Generally; Several Obligations of Lender.

(a) Payments by Borrower. All payments to be made by the Borrower hereunder and the other Loan Documents shall be made without condition or deduction for any counterclaim, defense, recoupment or setoff. Except as otherwise expressly provided herein, all such payments shall be made to the Lender, at the Lender's office in immediately available funds not later than 12:00 noon (New York City time) on the date specified herein. All amounts received by the Lender after such time on any date shall be deemed to have been received on the next succeeding Business Day and any applicable interest or fees shall continue to accrue. If any payment to be made by the Borrower shall fall due on a day that is not a Business Day, payment shall be made on the next succeeding Business Day. Except as otherwise expressly provided herein, all payments hereunder or under any other Loan Document shall be made in Dollars.

ARTICLE III

REPRESENTATIONS AND WARRANTIES

The Borrower represents and warrants to the Lender that:

SECTION 3.01 Existence, Qualification and Power. The Borrower (a) is duly organized or formed, validly existing and, as applicable, in good standing under the Laws of the jurisdiction of its incorporation or organization, (b) has all requisite power and authority and all requisite governmental licenses, authorizations, consents and approvals to (i) own or lease its assets and carry on its business and (ii) execute, deliver and perform its obligations under the Loan Documents to which it is a party, and (c) is duly qualified and is licensed and, as applicable, in good standing under the Laws of each jurisdiction where its ownership, lease or operation of properties or the conduct of its business requires such qualification or license.

SECTION 3.02 Authorization; No Contravention. The execution, delivery and performance by the Borrower of each Loan Document to which it is party have been duly authorized by all necessary corporate or other organizational action, and do not and will not (a) contravene the terms of its Organizational Documents, (b) conflict with or result in any breach or contravention of, or the creation of any Lien under, or require any payment to be made under (i) any material Contractual Obligation to which the Borrower is a party or affecting the Borrower or the properties of the Borrower or any Subsidiary or (ii) any material order, injunction, writ or decree of any Governmental Authority or any arbitral award to which the Borrower or any Subsidiary or its property is subject or (c) violate any Law in any material respect.

SECTION 3.03 Governmental Authorization; Other Consents. No approval, consent, exemption, authorization, or other action by, or notice to, or filing with, any Governmental Authority or any other Person is necessary or required in connection with the execution, delivery or performance by, or enforcement against, the Borrower of this Agreement or any other Loan Document, except for such approvals, consents, exemptions, authorizations, actions or notices that have been duly obtained, taken or made and in full force and effect.

SECTION 3.04 Execution and Delivery; Binding Effect. This Agreement has been, and each other Loan Document, when delivered hereunder, will have been, duly executed and delivered by the Borrower. This Agreement constitutes, and each other Loan Document when so delivered will constitute, a legal, valid and binding obligation of the Borrower, enforceable against the Borrower in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, receivership, moratorium or other Laws affecting creditors' rights generally and by general principles of equity.

SECTION 3.05 Litigation. There are no actions, suits, proceedings, claims, disputes or investigations pending or, to the knowledge of the Borrower, threatened, at Law, in equity, in arbitration or before any Governmental Authority, by or against the Borrower or any Subsidiary or against any of their properties or revenues that (a) either individually or in the aggregate could reasonably be expected to have a Material Adverse Effect or (b) purport to affect or pertain to this Agreement or any other Loan Document or any of the transactions contemplated hereby.

ARTICLE IV

CONDITIONS

SECTION 4.01 Closing Date. The obligation of Lender to make Loans hereunder is subject to the satisfaction (or waiver) of the following conditions (and, in the case of each document specified in this Section to be received by the Lender, such document shall be in form and substance satisfactory to the Lender):

(a) Executed Counterparts. The Lender shall have received from each party hereto a counterpart of this Agreement signed on behalf of such party (or written evidence satisfactory to the Lender (which may include telecopy transmission of a signed signature page to this Agreement) that such party has signed a counterpart of this Agreement).

(b) Certificates. The Lender shall have received such customary certificates of resolutions or other action, incumbency certificates and/or other certificates of Responsible Officers of the Borrower as the Lender may require evidencing the identity, authority and capacity of each Responsible Officer thereof authorized to act as a Responsible Officer in connection with the Loan Documents.

(c) Corporate Documents. The Lender shall have received such other documents and certificates (including Organizational Documents and good standing certificates) as the Lender may reasonably request relating to the organization, existence and good standing of the Borrower and any other legal matters relating to the Borrower, the Loan Documents or the transactions contemplated thereby.

SECTION 4.02 Conditions to All Credit Extensions. The obligation of the Lender to make a Loan (including its initial Loan) is additionally subject to the satisfaction of the following conditions:

(a) the Lender shall have received a written Borrowing Request, as applicable, in accordance with the requirements hereof;

(b) the representations and warranties of the Borrower set forth in this Agreement and in any other Loan Document shall be true and correct in all material respects (or, in the case of any such representation or warranty already qualified by materiality, in all respects) on and as

of the date of such Loan (or, in the case of any such representation or warranty expressly stated to have been made as of a specific date, as of such specific date); and

(c) no Default shall have occurred and be continuing or would result from such Loan or from the application of proceeds thereof.

Each Borrowing Request, as applicable, by the Borrower hereunder and each Loan shall be deemed to constitute a representation and warranty by the Borrower on and as of the date of the applicable Loan as to the matters specified in clauses (b) and (c) above in this Section.

ARTICLE V

AFFIRMATIVE COVENANTS

Until the Commitment has expired or been terminated, all Obligations shall have been paid in full, the Borrower covenants and agrees with the Lender that:

SECTION 5.01 Notices. The Borrower will promptly notify the Lender and each Lender of:

(a) the occurrence of any Default; and

(b) any matter or development that has had or could reasonably be expected to have a Material Adverse Effect.

Each notice delivered under this Section shall be accompanied by a statement of a Responsible Officer of the Borrower setting forth the details of the occurrence requiring such notice and stating what action the Borrower has taken and proposes to take with respect thereto.

SECTION 5.02 Preservation of Existence, Etc. The Borrower will (a) preserve, renew and maintain in full force and effect its legal existence and good standing under the Laws of the jurisdiction of its organization; (b) take all reasonable action to maintain all rights, licenses, permits, privileges and franchises necessary or desirable in the normal conduct of its business, except to the extent that failure to do so could not reasonably be expected to have a Material Adverse Effect; and (c) preserve or renew all of its registered patents, trademarks, trade names and service marks, the non-preservation of which could reasonably be expected to have a Material Adverse Effect.

SECTION 5.03 Maintenance of Insurance. The Borrower will maintain with financially sound and reputable insurance companies, insurance with respect to its properties and business against loss or damage of the kinds customarily insured against by Persons engaged in the same or similar business, of such types and in such amounts (after giving effect to any self-insurance reasonable and customary for similarly situated Persons engaged in the same or similar businesses as the Borrower) as are customarily carried under similar circumstances by such Persons.

SECTION 5.04 Books and Records. The Borrower will maintain proper books of record and account, in which full, true and correct entries shall be made of all financial transactions and matters involving the assets and business of the Borrower.

ARTICLE VI

EVENTS OF DEFAULT

SECTION 6.01 Events of Default. If any of the following events (each, an "Event of Default") shall occur:

(a) the Borrower shall fail to pay any principal of any Loan when and as the same shall become due and payable, whether at the due date thereof or at a date fixed for prepayment thereof or otherwise;

(b) any representation or warranty made or deemed made by or on behalf of the Borrower in or in connection with this Agreement or any other Loan Document shall prove to have been incorrect in any material respect when made or deemed made;

(c) the Borrower shall fail to observe or perform any covenant, condition or agreement contained in this Agreement or any other Loan Document (other than those specified in clause (a) or (b) of this Section) and such failure shall continue unremedied for a period of 30 or more days after notice thereof by the Lender to the Borrower;

(d) an involuntary proceeding shall be commenced or an involuntary petition shall be filed seeking (i) liquidation, reorganization or other relief in respect of the Borrower or its debts, or of a substantial part of its assets, under any Debtor Relief Law now or hereafter in effect or (ii) the appointment of a receiver, trustee, custodian, sequestrator, conservator or similar official for the Borrower or for a substantial part of its assets, and, in any such case, such proceeding or petition shall continue undismissed for a period of 60 or more days or an order or decree approving or ordering any of the foregoing shall be entered;

(e) the Borrower shall (i) voluntarily commence any proceeding or file any petition seeking liquidation, reorganization or other relief under any Debtor Relief Law now or hereafter in effect, (ii) consent to the institution of, or fail to contest in a timely and appropriate manner, any proceeding or petition described in clause (g) of this Section, (iii) apply for or consent to the appointment of a receiver, trustee, custodian, sequestrator, conservator or similar official for the Borrower or for a substantial part of its assets, (iv) file an answer admitting the material allegations of a petition filed against it in any such proceeding, (v) make a general assignment for the benefit of creditors or (vi) take any action for the purpose of effecting any of the foregoing; or

(f) the Borrower shall become unable, admit in writing its inability or fail generally to pay its debts as they become due;

then, and in every such event, and at any time thereafter during the continuance of such event, the Lender may, by notice to the Borrower, take any or all of the following actions, at the same or different times:

(i) terminate the Commitment, and thereupon the Commitment shall terminate immediately;

(ii) declare the Loans then outstanding to be due and payable in whole (or in part, in which case any principal not so declared to be due and payable may thereafter be declared to be due and payable), and thereupon the principal of the Loans so declared to be due and payable, together with accrued interest thereon and all fees and other Obligations of the Borrower accrued hereunder, shall become due and payable immediately, without presentment, demand, protest or other notice of any kind, all of which are hereby waived by the Borrower; and

(iii) exercise on behalf of itself, the Lender all rights and remedies available to it, the Lender under the Loan Documents and Applicable Law.

ARTICLE VII

MISCELLANEOUS

SECTION 7.01 Notices; Public Information.

(a) Notices Generally. Except in the case of notices and other communications expressly permitted to be given by telephone (and except as provided in paragraph (b) below), all notices and other communications provided for herein shall be in writing and shall be delivered by hand or overnight courier service, mailed by certified or registered mail or sent by facsimile or email as follows:

(i) if to the Borrower, to it at [redacted] and

(ii) if to the Lender, to NYC Mission Society at 6[redacted]

Notices sent by hand or overnight courier service, or mailed by certified or registered mail, shall be deemed to have been given when received; notices sent by facsimile shall be deemed to have been given when sent (except that, if not given during normal business hours for the recipient, shall be deemed to have been given at the opening of business on the next business day for the recipient). Notices delivered through electronic communications, to the extent provided in paragraph (b) below, shall be effective as provided in said paragraph (b).

(b) Electronic Communications. Notices and other communications to the Lender hereunder may be delivered or furnished by electronic communication (including e-mail, FpML, and Internet or intranet websites) pursuant to procedures approved by the Lender. The Lender or the Borrower may, in its discretion, agree to accept notices and other communications to it hereunder by electronic communications pursuant to procedures approved by it; provided that approval of such procedures may be limited to particular notices or communications.

Unless the Lender otherwise prescribes, (i) notices and other communications sent to an e-mail address shall be deemed received upon the sender's receipt of an acknowledgement from the intended recipient (such as by the "return receipt requested" function, as available, return e-mail or other written acknowledgement), and (ii) notices or communications posted to an Internet or intranet website shall be deemed received upon the deemed receipt by the intended recipient, at its e-mail address as described in the foregoing clause (i), of notification that such notice or communication is available and identifying the website address therefor; provided that, for both clauses (i) and (ii) above, if such notice, email or other communication is not sent during the normal business hours of the recipient, such notice or communication shall be deemed to have been sent at the opening of business on the next business day for the recipient.

(c) Change of Address, etc. Any party hereto may change its address or facsimile number for notices and other communications hereunder by notice to the other parties hereto.

SECTION 7.02 Waivers; Amendments.

(a) No Waiver; Remedies Cumulative; Enforcement. No failure or delay by the Lender in exercising any right, remedy, power or privilege hereunder or under any other Loan Document shall operate as a waiver thereof, nor shall any single or partial exercise of any such right, remedy, power

or privilege, or any abandonment or discontinuance of steps to enforce such a right remedy, power or privilege, preclude any other or further exercise thereof or the exercise of any other right remedy, power or privilege. The rights, remedies, powers and privileges of the Lender hereunder and under the Loan Documents are cumulative and are not exclusive of any rights, remedies, powers or privileges that any such Person would otherwise have.

SECTION 7.03 Successors and Assigns.

(a) Successors and Assigns Generally. The provisions of this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns permitted hereby, except that the Borrower may not assign or otherwise transfer any of its rights or obligations hereunder without the prior written consent of the Lender, and Lender may not assign or otherwise transfer any of its rights or obligations hereunder without the prior written consent of the Borrower. Nothing in this Agreement, expressed or implied, shall be construed to confer upon any Person (other than the parties hereto, their respective successors and assigns permitted hereby, any legal or equitable right, remedy or claim under or by reason of this Agreement.

SECTION 7.04 Survival. All covenants, agreements, representations and warranties made by the Borrower herein and in any Loan Document or other documents delivered in connection herewith or therewith or pursuant hereto or thereto shall be considered to have been relied upon by the Lender and shall survive the execution and delivery hereof and thereof and the making of the Loan hereunder, regardless of any investigation made by any such other party or on its behalf and notwithstanding that the Lender may have had notice or knowledge of any Default at the time of any Loan, and shall continue in full force and effect as long as any Loan or any other Obligation hereunder shall remain unpaid or unsatisfied and so long as the Commitment has not expired or been terminated.

SECTION 7.05 Counterparts; Integration; Effectiveness; Electronic Execution.

(a) Counterparts; Integration; Effectiveness. This Agreement may be executed in counterparts (and by different parties hereto in different counterparts), each of which shall constitute an original, but all of which when taken together shall constitute a single contract. This Agreement and the other Loan Documents constitute the entire contract among the parties relating to the subject matter hereof and supersede any and all previous agreements and understandings, oral or written, relating to the subject matter hereof. Except as provided in Section 4.01, this Agreement shall become effective when it shall have been executed by the Lender and when the Lender shall have received counterparts hereof that, when taken together, bear the signatures of each of the other parties hereto. Delivery of an executed counterpart of a signature page of this Agreement by facsimile or in electronic (e.g., "pdf" or "tif") format shall be effective as delivery of a manually executed counterpart of this Agreement.

(b) Electronic Execution of Assignments. The words "execution," "signed," "signature," and words of like import in any Assignment and Assumption shall be deemed to include electronic signatures or the keeping of records in electronic form, each of which shall be of the same legal effect, validity or enforceability as a manually executed signature or the use of a paper-based recordkeeping system, as the case may be, to the extent and as provided for in any Applicable Law, including the Federal Electronic Signatures in Global and National Commerce Act, the New York State Electronic Signatures and Records Act, or any other similar state laws based on the Uniform Electronic Transactions Act.

SECTION 7.06 Severability. If any provision of this Agreement or the other Loan Documents is held to be illegal, invalid or unenforceable, (a) the legality, validity and enforceability of the remaining provisions of this Agreement and the other Loan Documents shall not be affected or impaired thereby and (b) the parties shall endeavor in good faith negotiations to replace the illegal, invalid

or unenforceable provisions with valid provisions the economic effect of which comes as close as possible to that of the illegal, invalid or unenforceable provisions. The invalidity of a provision in a particular jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction.

SECTION 7.07 Governing Law; Jurisdiction; Etc.

(a) Governing Law. This Agreement and the other Loan Documents and any claims, controversy, dispute or cause of action (whether in contract or tort or otherwise) based upon, arising out of or relating to this Agreement or any other Loan Document (except, as to any other Loan Document, as expressly set forth therein) and the transactions contemplated hereby and thereby shall be governed by, and construed in accordance with, the law of the State of New York.

(b) Jurisdiction. The Borrower irrevocably and unconditionally agrees that it will not commence any action, litigation or proceeding of any kind or description, whether in law or equity, whether in contract or in tort or otherwise, against the Lender in any way relating to this Agreement or any other Loan Document or the transactions relating hereto or thereto, in any forum other than the courts of the State of New York sitting in New York County, and of the United States District Court of the Southern District of New York, and any appellate court from any thereof, and each of the parties hereto irrevocably and unconditionally submits to the jurisdiction of such courts and agrees that all claims in respect of any such action, litigation or proceeding may be heard and determined in such New York State court or, to the fullest extent permitted by Applicable Law, in such federal court. Each of the parties hereto agrees that a final judgment in any such action, litigation or proceeding shall be conclusive and may be enforced in other jurisdictions by suit on the judgment or in any other manner provided by law. Nothing in this Agreement or in any other Loan Document shall affect any right that the Lender may otherwise have to bring any action or proceeding relating to this Agreement or any other Loan Document against the Borrower or its properties in the courts of any jurisdiction.

(c) Waiver of Venue. The Borrower irrevocably and unconditionally waives, to the fullest extent permitted by Applicable Law, any objection that it may now or hereafter have to the laying of venue of any action or proceeding arising out of or relating to this Agreement or any other Loan Document in any court referred to in paragraph (b) of this Section. Each of the parties hereto hereby irrevocably waives, to the fullest extent permitted by Applicable Law, the defense of an inconvenient forum to the maintenance of such action or proceeding in any such court.

(d) Service of Process. Each party hereto irrevocably consents to service of process in the manner provided for notices in Section 7.01. Nothing in this Agreement will affect the right of any party hereto to serve process in any other manner permitted by Applicable Law.

SECTION 7.08 WAIVER OF JURY TRIAL. EACH PARTY HERETO HEREBY IRREVOCABLY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN ANY LEGAL PROCEEDING DIRECTLY OR INDIRECTLY ARISING OUT OF OR RELATING TO THIS AGREEMENT OR ANY OTHER LOAN DOCUMENT OR THE TRANSACTIONS CONTEMPLATED HEREBY OR THEREBY (WHETHER BASED ON CONTRACT, TORT OR ANY OTHER THEORY). EACH PARTY HERETO (A) CERTIFIES THAT NO REPRESENTATIVE, AGENT OR ATTORNEY OF ANY OTHER PERSON HAS REPRESENTED, EXPRESSLY OR OTHERWISE, THAT SUCH OTHER PERSON WOULD NOT, IN THE EVENT OF LITIGATION, SEEK TO ENFORCE THE FOREGOING WAIVER AND (B) ACKNOWLEDGES THAT IT AND THE OTHER PARTIES HERETO HAVE BEEN INDUCED TO ENTER INTO THIS AGREEMENT AND THE OTHER LOAN DOCUMENTS BY, AMONG OTHER THINGS, THE MUTUAL WAIVERS AND CERTIFICATIONS IN THIS SECTION.

SECTION 7.09 Headings. Article and Section headings and the Table of Contents used herein are for convenience of reference only, are not part of this Agreement and shall not affect the construction of, or be taken into consideration in interpreting, this Agreement.

SECTION 7.10 PATRIOT Act. Each Lender subject to the PATRIOT Act hereby notifies the Borrower that, pursuant to the requirements of the PATRIOT Act, it may be required to obtain, verify and record information that identifies the Borrower, which information includes the name and address of the Borrower and other information that will allow such Lender to identify the Borrower in accordance with the PATRIOT Act.

(Signature pages to follow)

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their respective authorized officers as of the day and year first above written.

MINISINK CHARTER SCHOOL CORPORATION

By_____
Name:
Title:

NEW YORK CITY MISSION SOCIETY

By_____
Name:
Title:

Non-SUNY Financials

Request is not applicable

Action Plan

Key:

BOT = Board of Trustees **HOS = Head of School** **DI = Dean of Instruction**
MS = Mission Society **DO = Director of Operations** **DSC = Dean of School Culture**

Planning Period July 2019 to August 2025

Task	Start	Complete	Responsibility
CURRICULUM			
Collect and review New York State standards and curriculum guides	Jan 2025	Feb 2025	HOS
Research commercial curriculum materials and resources	Jan 2025	Apr 2025	HOS
Order sample materials	Jan 2025	Mar 2025	HOS
Select and order curriculum materials: Singapore Math, Wilson Fundations, CGI materials, etc.	Jan 2025	Jul 2025	HOS, MS
Finalize aquaponics curriculum	Jul 2025	Aug 2025	HOS, MS, DI
Develop scope and sequences, curriculum maps and unit plans	June 2025	Aug 2025	HOS, MS, DI
Establish lesson plan templates	July 2025	Jul 2025	HOS, DI
Create assessments and lessons for first unit	July 2025	Aug 2025	DI
Develop Project Based Learning protocols	July 2025	Aug 2025	
FACILITIES			
Negotiate and sign lease	July 2019	Dec 2019	BOT
Create improvement timeline	July 2019	Jan 2025	HOS
Carry out improvements	Feb 2025	June 2025	BOT, HOS
Purchase furniture	Mar 2025	June 2025	MS
Install food service equipment	April 2025	June 2025	MS
Install security equipment	Mar 2025	Jun 2025	MS
Secure certificate of occupancy	Mar 2025	June 2025	MS
Obtain authorizer approval	Jul 2025	Aug 2025	MS
Establish security protocols	Jul 2025	Aug 2025	HOS
Conduct alarm checks	Aug 2025	Aug 2025	MS
Install AED equipment	Jul 2025	Aug 2025	DO
Set up classrooms	Aug 2025	Aug 2025	DI, DSC
ENROLLMENT			
Develop marketing materials	Dec 2019	Jan 2025	HOS
Develop application	Dec 2019	Jan 2025	HOS
Translate materials and applications	Jan 2025	Jan 2025	HOS
Disseminate materials to ally organizations	Jan 2025	Mar 2025	HOS
Join common application	Jan 2025	Jan 2025	HOS
Canvas neighborhoods	Jan 2025	Mar 2025	HOS
Meet with local Head Start, day care programs	Jan 2025	Mar 2025	HOS
Hold open houses	Jan 2025	Mar 2025	HOS
Set lottery date	Jan 2025	Jan 2025	HOS

Task	Start	Complete	Responsibility
Identify and secure lottery location	Jan 2025	Feb 2025	HOS
Hold lottery	Apr 2025	Apr 2025	HOS
Submit transportation list	Apr 2025	Apr 2025	HOS
Create enrollment forms	Mar 2025	Apr 2025	HOS
Mail admissions and waitlist letters	Apr 2025	Apr 2025	HOS
Hold orientation meetings with admitted families	Apr 2025	Jun 2025	HOS
Collect enrollment forms	Apr 2025	Jul 2025	HOS
Contact families that have not responded	Apr 2025	Aug 2025	HOS, DO
Collect student records from previous schools/programs	May 2025	Jul 2025	HOS, DO
Submit rosters via ATS	Aug 2025	Aug 2025	DO
SCHOOL LEADER HIRING (for Jan 2025 start)			
Appoint hiring committee	Oct 2024	Oct 2024	BOT
Finalize job descriptions	Oct 2024	Oct 2024	BOT
Post job openings (contingent on school authorization)	Oct 2024	Nov 2024	MS
Screen resumes	Nov 2024	Nov 2024	BOT
Conduct phone interviews	Nov 2024	Nov 2024	BOT
Conduct in-person interviews	Nov 2024	Nov 2024	BOT
Review writing samples	Nov 2024	Nov 2024	BOT
Conduct reference checks	Nov 2024	Dec 2024	MS
Conduct social media checks	Nov 2024	Dec 2024	MS
Conduct background check	Nov 2024	Dec 2024	MS
Conduct Board interview with finalist	Nov 2024	Dec 2024	BOT
Make job offers	Nov 2024	Dec 2024	BOT
Secure signed offer letter	Nov 2024	Jan 2025	BOT
STAFF HIRING			
Finalize job descriptions	Jan 2025	Feb 2025	HOS
Post job openings	Feb 2025	Jun 2025	HOS
Screen resumes	Feb 2025	Jun 2025	HOS
Conduct phone interviews	Feb 2025	Jun 2025	HOS
Conduct demonstration lessons	Feb 2025	Jun 2025	HOS
Contact references	Feb 2025	Jun 2025	HOS
Screen social media	Feb 2025	Jun 2025	HOS
Conduct background checks	Feb 2025	Aug 2025	HOS, DO
Make job offers	Feb 2025	Aug 2025	HOS
Secure signed offer letters	Feb 2025	Aug 2025	HOS, DO
Draft and finalize Staff Handbook	Jan 2025	May 2025	HOS, BOT
Secure insurance plans	Feb 2025	Mar 2025	HOS
Establish direct deposit system	Mar 2025	Apr 2025	HOS, DO
Establish 403(b) plans	Mar 2025	Jun 2025	HOS, DO
TECHNOLOGY			
Create and approve technology plan	Feb 2025	Mar 2025	HOS
Install ATS	Mar 2025	Jun 2025	HOS, MS

Task	Start	Complete	Responsibility
Create RFP for equipment and installation	Mar 2025	Jun 2025	HOS, MS
Solicit bids for technology services	Mar 2025	Jun 2025	HOS, MS
Purchase and/or lease equipment	Mar 2025	Jun 2025	HOS, MS
Develop asset tracking system	Mar 2025	Jun 2025	HOS, MS
Develop terms of use policy	Mar 2025	Jun 2025	HOS, MS
Install infrastructure (e.g., wireless network)	Mar 2025	Jun 2025	HOS, MS
Map website design	Jan 2025	Mar 2025	HOS, MS
Secure Internet provider	Mar 2025	May 2025	HOS, MS
Install software	Mar 2025	Jun 2025	HOS, MS
Establish user accounts	Jul 2025	Aug 2025	HOS, MS
Conduct orientations for staff	Jul 2025	Aug 2025	HOS, MS
FINANCE			
Secure federal ID	Nov 2024	Dec 2024	MS
Secure 501(c)3 status	Nov 2024	Dec 2024	MS
Create chart of accounts	Nov 2024	Dec 2024	MS
Establish bank accounts	Nov 2024	Dec 2024	MS
Draft and approval Financial Policies and Procedures	Nov 2024	Dec 2024	BOT
Hire payroll company	Nov 2024	Jan 2025	MS
Set up accounting system	Dec 2024	Jan 2024	MS
Create and adopt development plan	Nov 2024	Jan 2025	BOT
Establish 403(b) accounts	Dec 2024	Jan 2025	MS
Develop asset tracking system	Dec 2024	Jan 2025	MS
Develop receipt tracking system	Dec 2024	Jan 2025	MS
Create reporting calendar	Jan 2024	Mar 2025	MS
Research and select audit firm	Mar 2024	May 2025	MS
PROFESSIONAL DEVELOPMENT			
Create annual PD plan	Mar 2025	Jul 2025	HOS
Research PD providers	Jan 2025	May 2025	HOS
Select PD providers	Mar 2025	Jul 2025	HOS
Identify orientation topics	May 2025	Jul 2025	HOS, DI, DSC
Create summer orientation agenda	Jun 2025	Jul 2025	HOS
Develop orientation materials	Jun 2025	Jul 2025	HOS, DI, DSC
Create observation and feedback protocols and forms	Jun 2025	Aug 2025	HOS, DI, DSC
Conduct staff orientation	Aug 2025	Aug 2025	HOS, DI, DO
Conduct staff needs assessment	Aug 2025	Aug 2025	HOS, DI DO
GOVERNANCE			
Negotiate and sign charter agreement	Oct 2024	Oct 2024	BOT
Adopt by-laws and code of ethics	Oct 2024	Oct 2024	BOT
Conduct Board training	Oct 2024	Ongoing	BOT
Elect officers	Oct 2024	Oct 2024	BOT
Appoint committee chairs	Nov 2024	Nov 2024	BOT
Set annual board meeting calendar	Nov 2024	Nov 2024	BOT

Task	Start	Complete	Responsibility
Adopt school policies	Jan 2025	Aug 2025	BOT
Create meeting agendas	Oct 2024	ongoing	BOT
Draft and disseminate minutes	Nov 2024	ongoing	BOT
Recruit additional members (as needed)	Nov 2024	ongoing	BOT
Orient new members	Nov 2024	ongoing	BOT
Create board development plan	Nov 2024	Dec 2024	BOT
Establish annual school goals	Jan 2025	May 2025	BOT, HOS
Adopt annual budget	Feb 2025	May 2025	BOT
Establish leader evaluation process	Jan 2025	Mar 2025	BOT, HOS
SCHOOL CULTURE			
Create building and classroom norms	Jul 2025	Aug 2025	DI, DSC
Finalize code of conduct	Mar 2025	Aug 2025	HOS, BOT
Draft and finalize Family Handbook	Mar 2025	Aug 2025	HOS
Develop referral protocol and forms	Jul 2025	Aug 2025	DSC
Plan and conduct parent orientation	Jul 2025	Aug 2025	DSC
Plan and conduct student orientation	Jul 2025	Aug 2025	DSC
Create parent communication plan	May 2025	Aug 2025	HOS, DSC
Plan and implement parent organization	Jul 2025	Aug 2025	DSC
ASSESSMENT AND DATA			
Develop plan for common assessments (diagnostic, benchmark, summative)	Jan 2025	Aug 2025	HOS, DI
Collect assessment exemplars and items	Jan 2025	Aug 2025	HOS, DI
Develop calendar for grading and assessment cycles	Apr 2025	Aug 2025	HOS, DI
Develop grading policy	Jun 2025	Aug 2025	HOS, DI
Develop protocols for data meetings	Jul 2025	Aug 2025	DI
Install data system	Jul 2025	Aug 2025	DO
Train staff on data system	Aug 2025	ongoing	DI
SPECIAL NEEDS			
Develop RTI and academic coaching process	May 2025	Aug 2025	HOS, DI
Develop progress monitoring system	Jun 2025	Aug 2025	HOS, DI
Create intervention resource and strategy library for teachers	May 2025	Aug 2025	HOS, DI
Develop Child Study Team referral process and protocols	Jul 2025	Aug 2025	DSC
Obtain IEPs	May 2025	Aug 2025	HOS, DSC, DO
Meet with CSE to review IEPs and placement options	Jun 2025	Aug 2025	HOS, DSC
Revise IEPs as necessary	Jun 2025	Aug 2025	HOS, DSC
Create IEP summaries for teachers	Jul 2025	Aug 2025	DSC
Conduct home language surveys	Jun 2025	Aug 2025	HOS, DSC
Administer NYSITELL	Jul 2025	Aug 2025	DSC
Train teachers on intervention strategies resources	Aug 2025	Aug 2025	DSC
Identify students likely in need of interventions	Aug 2025	Aug 2025	DI, DSC

Task	Start	Complete	Responsibility
OPERATIONS			
Purchase or lease office equipment and furniture	Jan 2025	Jun 2025	MS
Install office equipment	Apr 2025	Aug 2025	MS
Create record-keeping systems	Mar 2025	Jul 2025	MS
Establish FERPA protocols	Mar 2025	Jun 2025	MS, HOS
Create attendance system	Jun 2025	Aug 2025	HOS, DO
Negotiate agreement with food vendor	Jan 2025	Mar 2025	HOS
Establish food service procedures	Apr 2025	Aug 2025	MS, DO
Establish relationship with Office of Pupil Transportation and Office of School Food and Nutrition Services	April 2025	ongoing	MS, DO
Obtain metro-cards	Jul 2025	Aug 2025	DO
Create reception protocols	Mar 2025	May 2025	HOS
Draft and adopt school safety plan	Apr 2025	Jun 2025	HOS
Establish fire drill procedures	Jun 2025	Aug 2025	HOS, DO
Establish lock down procedures	Jun 2025	Aug 2025	HOS, DO

Minisink Charter School Proposal

Response 23a - Supplemental Narrative

Please find attached the following documents to supplement the requested responses:

1. **2025 SUNY Minisink Charter School 5 Year Budget with CSP Grants:** This Excel workbook outlines Minisink Charter School's five year budget, including CSP Grants.

2. **2025 SUNY Minisink Charter School Budget 5 Year Budget without CSP Grants:** This Excel workbook outlines Minisink Charter School's five year budget without CSP Grants.

3. **Preference Scoring Overview:** This document provides evidence showing that the Minisink Charter School proposal amply meets almost all of the criteria for points under the SUNY preference scoring rubric.

4. **Mathematics Performance Task Rubric:** As referenced in R-06af Curriculum and Instruction, this rubric is adapted from the New York Performance Standards Consortium Mathematics Performance Assessment Rubric and provides an example of how student mathematical performance tasks will be assessed.

5. **Observation Recording Sheet for Listening and Speaking:** As referenced in R-06af Curriculum and Instruction, this rubric is adapted from the New York City Learning Record for Young Children template and provides an example of how to take notes when observing students while engaged in problem-solving activities.

6. **Sample Performance Task:** As referenced in R-06af Curriculum and Instruction, this sample task is Common Core-aligned and multidisciplinary to provide a sample of the types of performance tasks that will be used to assess student learning.

7. **Day in the Life Examples:** These examples provide a snapshot into possible experiences of different Minisink students depending on performance level - below, at, or above grade-level.

8. **Danielson Framework for Teacher Evaluation:** The Danielson Framework will be used to guide and assess teacher professional development.

9. **Insurance Quote:** This document provides an estimated statement of insurance costs for the Minisink Charter School.

10. **Updated R-04 Evidence of Support:** This document includes additional letters of support for Minisink Charter School that were acquired after the July 15th submission deadline.

11. **Updated R04abc – Community Outreach, Support, and Demand:** This document includes additional evidence of Community Outreach, Support, and Demand which occurred after the July 15th submission deadline.

12. **Updated R04f – Evidence of Demand Outreach Chart:** This chart has been updated to include additional outreach efforts conducted after the July 15th submission deadline.

13. **Updated R04f – Evidence of Demand:** This document was updated to include additional outreach efforts that occurred following the July 15th deadline. A flyer about Minisink Charter School that was distributed to potential families and community members was handed out during these outreach efforts.

14. **Responses to Minisink Charter School Interest Survey:** This survey was distributed to community members in 2024 to gather information around interest in Minisink Charter School.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses			**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)			**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment			**72**	**108**	**144**	**180**	**216**	
			Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue		Basic Tuition (2023-24)						
PRIMARY School District:	New York City Department of Education	18,340	1,320,480	1,980,720	2,640,960	3,301,200	3,961,440	Based on per pupil rate for 2023-2024. Assumes rate remains flat
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	1,320,480	1,980,720	2,640,960	3,301,200	3,961,440	
Special Education Revenue			171,437	242,436	342,874	413,873	503,921	District 5 SWD population is 29%. We assume 15% or 11 students receive 20-60% services at a rate of $10,390 per student and 4% or 3 students receive 60% + service at a rate of $19,049 per student.
NYC DoE Rental Assistance			396,144	594,216	792,288	990,360	1,188,432	Facilities Reimbursement - based on per pupil private facility funding. Based on 30% of the per pupil fund or annual rent amount (whichever is less).
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,888,061	2,817,372	3,776,122	4,705,433	5,653,793	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			15,200	23,200	30,400	38,400	46,400	Assume $800 per 20% - 100% + students
Title I			31,277	46,915	62,554	78,192	93,830	Assume $543 per student for 77 or 80% of total students
Title Funding - Other			3,600	5,400	7,200	9,000	10,800	Assume $50 per student
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			326,850	-	-	-	-	Assume $500,000 of CSP funding (implementation period)
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			376,927	75,515	100,154	125,592	151,030	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			10,800	5,400	5,400	5,400	5,400	Erate reimbursement is based on $150 per new student
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			5,616	8,424	11,232	14,040	16,848	Assume NYSTL library fund of $78 per student
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			16,416	13,824	16,632	19,440	22,248	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment	**72**	**108**	**144**	**180**	**216**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
TOTAL REVENUE	**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses		**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)		**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment		**72**	**108**	**144**	**180**	**216**	
		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	145,000	147,175	149,383	151,623	153,898	Head of School - Annual Salary of $145K
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	2.00	170,000	172,550	175,138	177,765	180,432	Dean of Instructions @ $90K and Dean of School Culture @ $80K
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	80,910	82,124	83,356	84,606	166,785	Dir. of Operations and Dir of Facilities Operations in Year 5
Administrative Staff	2.00	126,000	127,890	129,808	131,755	133,732	Recruitment / Admissions @ $61k and Data Specialist @ $65K
TOTAL ADMINISTRATIVE STAFF	6.00	521,910	529,739	537,685	545,750	634,846	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	426,000	645,390	868,071	1,094,092	1,323,503	Lead teachers salary ranges from $79K - $65K
Teachers - SPED	1.00	75,000	76,125	152,267	229,551	232,994	Special Education Teacher @75K
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	5.00	340,000	481,100	556,317	632,661	642,151	Gym @ $58K; Science/Reading Writing / Math / Art Spanish @$70K
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	65,000	65,975	66,965	67,969	68,989	Social Worker at $65K
Other	-	-	-	-	50,000	100,750	Part-time Arts Specialst @ $50K and Music Specialist @ $50K
TOTAL INSTRUCTIONAL	13.00	906,000	1,268,590	1,643,619	2,074,273	2,368,387	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	65,000	65,975	66,965	67,969	68,989	Nurse @65K Annual
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	Director of Facilities @$84,820
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	65,000	65,975	66,965	67,969	68,989	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,492,910	1,864,304	2,248,268	2,687,992	3,072,222	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		149,291	186,430	224,827	268,799	307,222	10% of total salaries - FICA; SUI; Worker's Comp; ST Disability
Fringe / Employee Benefits		179,149	223,716	292,275	376,319	460,833	12% of total salaries - Medical; Dental; Life; LT Disability
Retirement / Pension		74,646	93,215	112,413	134,400	153,611	5% Employer Pension Contribution to 403 B Pension Plan
TOTAL PAYROLL TAXES AND BENEFITS		403,086	503,362	629,515	779,518	921,667	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,895,996	2,367,666	2,877,783	3,467,510	3,993,889	
CONTRACTED SERVICES							
Accounting / Audit		10,000	10,450	10,682	15,000	15,300	Annual Audit Fees
Legal		5,000	5,000	5,000	5,000	5,000	Legal services / will also have Pro bono legal services
Management Company Fee		-	-	-	202,917	275,183	Administrative Management Fees for Accounting and Human Resources services
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		25,800	31,200	36,600	42,000	47,400	Food service costs associated with providing organic and hormone free food. Assume $150 per student. Also include $15K per year for student and family events.
Payroll Services		10,000	10,150	10,302	10,457	10,614	Payroll Processing Fees - Paycom - includes 3% increase
Special Ed Services		10,000	15,000	20,000	25,000	30,000	Speech/OT/PT Services - includes additional $5K per to accommodate increase in hours.
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		15,000	15,150	15,302	15,457	15,614	Consulting associated with Financial / HR /Database
TOTAL CONTRACTED SERVICES		75,800	86,950	97,886	315,831	399,111	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment	**72**	**108**	**144**	**180**	**216**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
SCHOOL OPERATIONS						
Board Expenses	3,000	3,090	3,183	3,278	3,377	Assume $175 per month for training an snacks for meeting. 3% increase per year.
Classroom / Teaching Supplies & Materials	20,160	30,240	40,320	50,400	60,480	Assume $350 per student for support hands-on-activities / inquiry-based learning / STEM
Special Ed Supplies & Materials	5,040	7,560	10,080	12,600	15,120	20% of the above
Textbooks / Workbooks	14,400	22,248	29,664	46,350	88,992	Assume $200 per student with 3% icrease. Rate at $250 in Year 4 and $300 in Year 5
Supplies & Materials other	5,400	8,100	10,800	13,500	16,200	Teacher's supplies at $75 per student
Equipment / Furniture	3,000	3,090	3,183	3,278	13,377	Copier and Postage machine rental fees
Telephone	3,500	3,605	12,000	12,360	20,731	Costs for telephone and voice system
Technology	3,600	5,400	7,200	9,000	10,800	Assume $50 per student
Student Testing & Assessment	3,600	5,400	7,200	9,000	10,800	Assume $50 per student
Field Trips	9,600	14,400	19,200	24,000	57,600	Bus rental - Four field trips per grade level at $800 per bus
Transportation (student)	-	-	-	-	-	
Student Services - other	14,400	21,600	28,800	36,000	43,200	Student Uniforms @$200 per student
Office Expense	-	-	-	-	-	
Staff Development	30,000	34,500	43,500	51,000	58,500	Assume $1,500 annually per staff for conferences and workshops; consultant training.
Staff Recruitment	10,000	10,300	10,609	10,927	11,255	Job posting; job advertisement; flyers - 3% increase
Student Recruitment / Marketing	10,000	10,300	10,609	10,927	11,255	Costs for marketing and Public relations; Postage and Printing of informational materials - 3% increase
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	3,000	3,600	4,500	5,250	6,000	Staff travel reimbursement for trips to outside meetings. Assume $150 per staff.
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	138,700	183,433	240,848	297,870	427,687	
FACILITY OPERATION & MAINTENANCE						
Insurance	40,000	40,600	41,209	42,445	45,000	General Liability & Director and Officer Insurance based on carrier quote. Assume 3% increase in Year 1-4. Base increase in Year 5.
Janitorial	-	-	-	-	-	Mission Society provided in-kind for cleaning supplies; paper towels; trash bags
Building and Land Rent / Lease / Facility Finance Interest	-	-	450,000	504,900	608,634	Mission Provided In-kind services for 100% for the first two years and then 55%, 50% % 40% in the years 3, 4 & 5.Space rental in Minisink Building located at 646 Malcolm X Blvd. Based on rental agreement: Year 1 - 18,000 Sq @ $25; Year 2 - 25,500 Sq @ $25.50; Year 3 - 28,500 @ $30; Year 4 - 28,500 @ $30.60; Year 5 - 28,500 @ $31.21
Repairs & Maintenance	-	-	-	73,152	118,716	Mission Society provide in-kind in Year 1-3; Repairs and maintenance for 28,500 Sq of space for Year 4 & 5.
Equipment / Furniture	-	-	-	-	-	
Security	15,000	15,450	15,914	16,391	16,883	Allocate for security cost and Mission Society will provide in-kind services for additional security
Utilities	-	-	-	75,000	112,500	Mission Societ provide in-kind in Year 1-3; Annual cost for gas and electric associated with 28,500 Sq of space.
TOTAL FACILITY OPERATION & MAINTENANCE	55,000	56,050	507,123	711,888	901,733	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	Dissolution Escrow is based on requirement.
TOTAL EXPENSES	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
NET INCOME	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**2,281,404**	**2,906,711**	**3,892,908**	**4,850,465**	**5,827,071**	
Total Expenses	**2,190,496**	**2,719,099**	**3,748,640**	**4,793,099**	**5,722,419**	
Net Income (Before Cash Flow Adjustments)	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Budgeted Student Enrollment	**72**	**108**	**144**	**180**	**216**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	72	108	144	180	216	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**72**	**108**	**144**	**180**	**216**	
REVENUE PER PUPIL	**31,686**	**26,914**	**27,034**	**26,947**	**26,977**	
EXPENSES PER PUPIL	**30,424**	**25,177**	**26,032**	**26,628**	**26,493**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**90,908**	**187,612**	**144,268**	**57,366**	**104,652**	
Beginning Cash Balance	-	90,908	278,521	422,789	480,154	
ENDING CASH BALANCE	**90,908**	**278,521**	**422,789**	**480,154**	**584,806**	



YEAR 1 BUDGET AND ASSUMPTION			MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue			**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses			**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income			**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment			**72**	**-**				**72**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2023-24)							
PRIMARY School District:	New York City Department of Education	18,340	1,320,480					1,320,480	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	1,320,480					1,320,480	Based on per pupil rate for 2023-2024. Assumes rate remains flat
Special Education Revenue				171,437				171,437	District 5 SWD population is 29%. We assume 15% or 11 students receive 20-60% services at a rate of $10,390 per student and 4% or 3 students receive 60% + service at a rate of $19,049 per student.
NYC DoE Rental Assistance			-	-	-	-	396,144	396,144	Facilities Reimbursement - based on per pupil private facility funding. Based on 30% of the per pupil fund or annual rent amount (whichever is less). Assume 30% of the per pupil fund for the budget application. Assume 70% RE; 20% SE; 10% M&E
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,320,480	171,437	-	-	396,144	1,888,061	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			15,200	-	-			15,200	Assume $800 per 20% - 100% + students
Title I			31,277	-	-			31,277	Assume $543 per student for 77 or 80% of total students
Title Funding - Other			3,600	-	-			3,600	Assume $50 per student
School Food Service (Free Lunch)			-	-	-			-	
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			50,077	-	-	-	-	50,077	
LOCAL and OTHER REVENUE									
Contributions and Donations			326,850	-	-	-	-	326,850	Assumes that Mission Society will contribute $326,850 for the school start up.
Fundraising			-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Erate Reimbursement	10,800	-	-	-	-	10,800	Erate reimbursement is based on $150 per new student
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	5,616	-	-	-	-	5,616	Assume NYSTL library fund of $78 per student
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	343,266	-	-	-	-	343,266	
TOTAL REVENUE	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	

YEAR 1 BUDGET AND ASSUMPTION		MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses		**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income		**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment		**72**	**-**				**72**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	-	-	-	-	145,000	145,000	Head of School - 100% M&G
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	2.00	-	-	-	-	170,000	170,000	Dean of Instruction & Dean of School Culture - Assume: 100% M&G
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	80,910	80,910	Director of Operations - Assume: 100% M&G
Administrative Staff	2.00	-	-	-	-	126,000	126,000	Recruitment Admission Associate and Data Specialist - Assume: 100% M&G
TOTAL ADMINISTRATIVE STAFF	6.00	-	-	-	-	521,910	521,910	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6.00	426,000	-	-	-	-	426,000	Lead Teachers (salary range $65K - $79K)
Teachers - SPED	1.00	-	75,000	-	-	-	75,000	Special Educaion Teacher @$75K
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	5.00	272,000	68,000	-	-	-	340,000	Gym, Science, Arts, Reading & Writing; Math; Art / Spanish; Foreigh Language Teachers - Assumen 80% RE; 20% SE
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	-	65,000	-	-	-	65,000	Social Worker assume 80% RE and 20% SE
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	13.00	698,000	208,000	-	-	-	906,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	52,000	13,000	-	-	-	65,000	Nurse assume 80% RE and 20% SE
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	52,000	13,000	-	-	-	65,000	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	750,000.00	221,000	-	-	521,910	1,492,910	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		75,000	22,100	-	-	52,191	149,291	10% of total salaries - FICA; SUI; Worker's Comp; ST Disability
Fringe / Employee Benefits		90,000	26,520	-	-	62,629	179,149	12% of total salaries - Medical; Dental; Life; LT Disability
Retirement / Pension		37,500	11,050	-	-	26,096	74,646	5% Employer Pension Contribution to 403 B Pension Plan
TOTAL PAYROLL TAXES AND BENEFITS		202,500	59,670	-	-	140,916	403,086	
TOTAL PERSONNEL SERVICE COSTS	20.00	952,500	280,670	-	-	662,826	1,895,996	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	10,000	10,000	$10K for CSBM Financial support service. Mission Society will provide in-kind services for Accounting and Human Resources.
Legal		-	-	-	-	5,000	5,000	Legal services cost outside of Pro bono services
Management Company Fee		-	-	-	-	-	-	Mission Society will provide in-kind services for facilities; IT; HR and Finance.
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		20,640	5,160	-	-	-	25,800	Food service vendor - additional cost for organic food
Payroll Services		-	-	-	-	10,000	10,000	Payroll processing fees - Paycom

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Special Ed Services	-	10,000	-	-	-	10,000	Speech / OT / PT Services
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	10,000	-	-	-	5,000	15,000	$5K for CSBM Finance Conultant/ $10K for annual website & student database Maintenance
TOTAL CONTRACTED SERVICES	30,640	15,160	-	-	30,000	75,800	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**1,713,823**	**171,437**	**-**	**-**	**396,144**	**2,281,404**	
Total Expenses	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	3,000	3,000	Assume $175 per month for 12 months (snacks, supplies, training)
Classroom / Teaching Supplies & Materials	20,160	-	-	-	-	20,160	Assume $350 per student to support hands-on-activities / inquiry-based learning; STEM - Assume 80% RE
Special Ed Supplies & Materials	-	5,040	-	-	-	5,040	Assume 20% of classroom / teaching supplies and materials
Textbooks / Workbooks	11,520	2,880	-	-	-	14,400	Text books; work books; curriculm workbooks @ $200 per student - Assume 80% RE and 20% SE
Supplies & Materials other	4,320	1,080	-	-	-	5,400	Teacher's supplies ($75 per student)
Equipment / Furniture	2,400	600	-	-	-	3,000	Mission Society will provide classroom furniture and computer equipment. The $3,000 is based on $250 per month for copier and postage machine rental fees.
Telephone	2,450	700	-	-	350	3,500	Telepohne and voice system assume 70% RE; 20% SE; 10% M&G
Technology	2,880	720	-	-	-	3,600	Based on $50 per student - assume 80% RE; 20% SE
Student Testing & Assessment	2,880	720	-	-	-	3,600	Based on $50 per student - assume 80% RE; 20% SE
Field Trips	7,680	1,920	-	-	-	9,600	Bus rental for field trips - 4 field trips per grade at $800 per bus.
Transportation (student)	-	-	-	-	-	-	
Student Services - other	11,520	2,880	-	-	-	14,400	Student Uniiforms $200 per student
Office Expense	-	-	-	-	-	-	
Staff Development	24,000	6,000	-	-	-	30,000	Includes training workshops by external educational consultants ($1,500 per teacher) Professional subscriptions; journals . Assume 80% RE and 20% SE
Staff Recruitment	10,000	-	-	-	-	10,000	Job advertisement; fee for job posting
Student Recruitment / Marketing	8,000	2,000	-	-	-	10,000	Costs for marketing and public relations; postage and printing of informational materials. Assume 80% RE and 20% SE
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	3,000	-	-	-	-	3,000	Travel costs for teachers to attend meetings; trainins and home visits etc.
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	110,810	24,540	-	-	3,350	138,700	
FACILITY OPERATION & MAINTENANCE							
Insurance	28,000	8,000	-	-	4,000	40,000	Commercial liability / Directors & Officer / - Based on Insurance carrier quote - Assume 80% RE; 20% SE; 10% M&G
Janitorial	-	-	-	-	-	-	Mission Society will provide in-kind Janitorial supplies
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	Mission Society will provide in-kind services for space
Repairs & Maintenance	-	-	-	-	-	-	Mission Society will provide in-kind services for repairs & maintenance
Equipment / Furniture	-	-	-	-	-	-	Mission Society will provide in-kind services for equipment / furniture
Security	-	-	-	-	15,000	15,000	Allocate $15K for security cost and Mission Society will provide in-kind services for additional security
Utilities	-	-	-	-	-	-	Mission Society will provide in-kind services for utilities
TOTAL FACILITY OPERATION & MAINTENANCE	28,000	8,000	-	-	19,000	55,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
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Net Income	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	
Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000	Dissolution escrow and reserves based on requirement.
TOTAL EXPENSES	**1,146,950**	**328,370**	**-**	**-**	**715,176**	**2,190,496**	
NET INCOME	**566,873**	**(156,933)**	**-**	**-**	**(319,032)**	**90,908**	

YEAR 1 BUDGET AND ASSUMPTION	MINISINK PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
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Budgeted Student Enrollment	**72**	**-**				**72**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: New York City Department of Education	72					72	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**72**					**72**	
REVENUE PER PUPIL	**23,803**					**31,686**	
EXPENSES PER PUPIL	**15,930**					**30,424**	

Preference Scoring Minisink Charter School

Below we provide evidence showing that the Minisink Charter School proposal amply meets almost all of the criteria for points under the SUNY preference scoring rubric. The only criteria that do not apply relate to founding a middle school or high school or to expanding an existing school. The Minisink proposal benefits greatly from its partnership with the Mission Society, which provides strong resources and community leverage to support the school in the start-up phase and eventually grow into a K-12 school. In addition, Minisink is a completely innovative school model that furthers the Charter Laws purpose and objectives.

1. Community Need and Outreach		
Primary Indicators	**Points**	**Minisink Evidence**
The proposal presents strong and credible evidence of a compelling need for the school in the specific community (or NYC CSD) where the school would locate. The proposed school would be located in a community with limited choice of high performing public schools (in NYC, this refers to specific CSD). The proposal includes evidence of effective efforts to inform the intended community about the proposed charter school. The proposal describes explicit efforts and concrete evidence of soliciting and receiving feedback from the community where the school intends to locate as to how the school will address the educational and programmatic needs of students. The proposal explains how the applicant incorporated feedback into the proposal.	**3**	Minisink is located in CSD 5, a district with low-performing schools serving predominantly disadvantaged students. Overall, only 1 out of 5 students was proficient in ELA or Math last year. See R01ac. In the southern part of District 5 a number of charter school exist. However, there are few in the northern portion of the District above 142nd St. In only one district elementary school did more than 40% of students achieve proficiency in ELA or Math last year; in seven schools not more than 20% were proficient in ELA or Math. Two elementary schools in CSD 5 are Renewal Schools, long-struggling schools targeted by the district for intervention. Also, there were See R01ac. Our application documents extensive outreach to Harlem parents, community organizations, and political, education and religion leaders. We distributed information through marketing materials, conversations, and public meetings. See R04abc. We collected over 300 surveys from families, held public meetings, discussed the proposal with numerous individuals, many of whom represent key constituencies in Harlem. See R04abc. We also received many letters of support from local community groups who have agreed to help further strengthen our outreach efforts. See Section 04abc.
2. District Relations & Partnerships		
The proposal includes a detailed plan with specific strategies for establishing an ongoing relationship with the district.	**3**	Our school partner, the Mission Society has strong existing relationships with the district via its ongoing work in the schools, i.e., operating after-school program and summer education programs. Mission will also open our state-of-the-art aquaponics lab this month that will be available to local district schools

The proposal includes support from the school district (in New York City this could include the Community Education Council "CEC") where the school seeks to locate. The proposal includes detailed plans with ongoing resources and supports for sharing best educational practices and innovations with low performing public schools in the area.		during the planning year and once the charter school opens. See R15. We have met repeatedly over the past year and have received support from Community Board 10, its Education Committee as well as from influential educators, including MacArthur Genius Award winning educator Debbie Meier and Michael Mulgrew, President of the UFT as well as many large community organizations. See R04. In addition to sharing our aquaponics lab, our application describes a range of strategies for collaboration with local schools, including shared professional development and school inter-visitations. See R15.
3. Curriculum & Instruction		
The school will acquire, adopt and use local, state and/or national instructional improvement systems (curriculum selection and revision, formative and summative assessments, student data analysis linked directly to well-resourced systems to support teacher instructional practices, etc.) to provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, overall effectiveness, and raise student achievement with the students they seek to serve. The school will increase student achievement and decrease student achievement gaps in reading/language arts and mathematics.	**3**	Continuous improvement is built into our Minisink school model. We will employ a data-driven culture, including a performance assessment system to inform curriculum selection and revision, differentiated small group instruction, RTI and Child Find processes, an integrated ENL program, and comprehensive professional development and supervision. We will employ a full-time Data Specialists to assist with assessment development and administration as well as data analysis and action planning. Grade teams will have dedicated time for data review led by Master Teachers. Teacher evaluation will be based on observation data and student performance results. See R06af, R08ad and R09ad. Our school model is specifically designed to accelerate the learning of disadvantaged students (our target population) and shrink the gaps for low-income, SWD and ELL students. Relevant key design elements include small class size, looping, immersive literacy, project based learning, and extended day and year. See R02ab.
4. High Quality Assessment System		
The school has a well-developed, high quality assessment system designed to measure students' knowledge, understanding of and ability to apply critical concepts through the use of a variety of item types and formats. The system includes specific actionable plans for using results to support teachers' work in improving student achievement.	**3**	Our application described a robust assessment system including diagnostic, formative and summative assessments. A transparent performance assessment system, designed to be effortlessly accessible to parents,,is a Minisink key design element with specific value for disadvantaged students, SWDs and ELL students, as well as for parent engagement. We include a Data Specialist on our staff and provide adults with time for review of data and action planning. See R06af

5. Special Populations		
The school has specific staffing structures, strategies, on-going supports and oversight to accelerate the achievement of at-risk students including students with disabilities, ELLs, and students struggling academically.	**3**	In addition to tiny class size, our school will employ from its first year, Learning Specialists (special ed teachers), Reading & Writing Specialists (bilingual and/or ENL experts), and a Math Specialist to provide targeted instruction for students and guidance for teachers. We have a structured RTI process organized around grade teams led by Master Teachers, a Child Find process that includes the Dean of School Culture, Learning Specialists and Social Worker, and integrated ENL program. Our school culture is also designed to support at-risk students with Responsive Classroom and social-emotional learning programs such as Mission:Success and Yale RULER to ensure students can participate fully in learning. Our extensive Board relationships with Scholastic Education allow us to work closely with the entire Scholastic/Yale Child Study Center Collaborative. Notably, our class-size model of 12 students was designed so we could support academically and emotionally most learning differences in a general ed. classroom with dual-certified teachers. This was one design feature most admired by local families whose have seen so many area children marginalized by district and charter schools alike. See R08ad.
6. School Leadership		
The school has a coherent professional development program with explicit plans to evaluate its effectiveness.	**3**	Minisink provides dedicated and differentiated time for professional development every summer, early dismissal every Wednesday during the school year, common time during the school day for grade team meetings, as well as periods for coaching meetings and data analysis. The school opens with a robust instructional leadership team, including Head of School, Dean of Instruction, Dean of School Culture, Master Teachers, and Data Specialists who will provide ongoing coaching and support as well as by our Board members at Scholastic Education. The school has a detailed teacher evaluation plan as well as strategies to use disaggregated data to evaluate programs. See R09ad.
7. Success for Every Student		
The school has a coherent, detailed and integrated plan for creating a sustained environment that promotes the positive growth and development of students and the adults that support them.	**3**	In our school culture section we detail specific schoolwide, classroom and individual student strategies for creating and maintaining an environment conducive to learning. This includes widespread use of MINISINK values, Responsive Classroom, Accountable Talk, social emotional

		learning programs, including Mission:Success and Yale RULER. Our pedagogy is also critical to school culture as it fosters student-centered learning through small group instruction, project-based learning and performance-based assessment. See R10a and R06af
8. Organizational Capacity & Fiscal Soundness		
The school has the capacity to sustain the implementation of quality management, leadership and governance systems necessary to overcome initial start-up problems and the ability to establish a thriving, academically, organizationally and financially viable new charter school.	**?**	Minisink will not start alone; it has the full backing of the Mission Society, an organization with over 200 years of service experience and deep roots in the Harlem community and extensive educational resources and connections, all of which will inure to Minisink's benefit. Mission Society has, among other things, pledged significant in-kind contributions and services to the school in our founding years, will provide an amazing facility at below-market rate, will leverage its relationships with numerous community assets, and has committed an interest-free $250,000 line of credit to the school. The school's governance and management structures are based on best practices in highly effective schools and the budget yields a healthy surplus with which to weather the unexpected. See R13a and Business Plan
The proposed/current education corporation board has the skill sets, structures, and procedures to provide rigorous oversight and support for a start-up organization or additional school(s).	**3**	Our proposed board of nine members includes people at the top of our field in non-profit management, real estate, business and finance, government and education. Over 78% of the board are from Harlem, are African-American and/or Latino and connected personally and/or professionally to Harlem. We speak the 6 languages, prevalent in Harlem, including Wolof. We intentionally wished to join Minisink to model for our students what Harlem-based excellence and genuine community service can look like. We possess many years of experience in governance and organizational accountability. Board structures and procedures are based on best practices in charter school governance, including committees, monthly meetings, clear conflict of interest policy. See R14ad.
The proposal contains a reasonable, feasible and achievable financial plan and a budget to sustain the creation of, or addition of, a new school.	**3**	We have submitted two budgets, one requested by SUNY Charter Schools Institute based on 14 students per class, which shows a large and growing surplus each year, and one based on our target of 12 students per class, which also shows a balanced budget each year with a healthy surplus after the first couple of years. In addition, the Mission Business Plan shows a partnership organization with ample capital and a facility to help the school with start-up, including generous in-kind contributions plus a $250,000 line of credit. See R13a and Business Plan
9. Increase Quality Options		

The school will open with a strong elementary program and grow to serve students K-12 in order to maximize the potential for success by setting a strong early foundation for students and creating pathways to grow seats in upper grades.	**6**	Minisink is proposed to serve K-5 in its first charter term and is intended from the start to eventually grow to a K-12 school. The Mission Society Business Plan outlines the steps already taken to found the middle and high school programs, including ongoing planning for additions to the existing building to house the middle school and another nearby building for the high school.
The school will open serving middle school grades and presents a detailed and viable plan for a successful transition to high school for those students.	**3**	N/A
The school will open serving high school grades with a strong plan for increasing high school graduation rates, a focus on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop outs, and students with academic skills below grade level.10	**3**	N/A
The school is necessary to expand or complete an existing K-12 pathway for a charter school/ not for profit education corporation currently operating in New York.	**3**	N/A

MINISINK CHARTER SCHOOL

Sample Performance Task
"Lettuce" Eat Together

Grade Level – 2

Background and Objectives

Throughout the year students have been looking at how food relates to culture, and have studied menus from different communities in their city and the United States.

Students will design a restaurant in teams of two. They will create a restaurant layout, menu, cooking guide, and written and/or oral review. This is a cross-curricular assessment project that incorporates math, science, aquaponics, art, language arts, and technology skills. The unit will end with a series of "Opening Day" simulations where students invite parents, other students and staff to experience their restaurant. During "Opening Day" students will be interviewed for a simulated news experience that will serve as an oral assessment.

Common Core Standards

ELA Grade 2 Common Core Learning Standard LITERACY.Writing.2.2
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Math Grade 2 Common Core Learning Standard 2
Students use their understanding of addition to develop fluency with addition and subtraction within 100.

Cross-Curricular Components

ELA and Social Studies: Student projects will include description of the following features:

- Type of food/restaurant theme
- Restaurant opening and closing time
- Location in New York City or the United States
- Reflection of student's sense of self and identify

Students will be interviewed to discuss their restaurant and describe how their restaurant might be different if located in a different community in New York City or the United States.

Aquaponics: Students will select two to three recipes for their menu. They will need to use at least one ingredient grown in the aquaponics laboratory for their recipe.

Math: Students will include prices for each menu item and explain how they decided the cost of each menu item. Students will create a receipt for one person, three people, five people and ten people eating at their restaurant and a number of their choosing. Students will be encouraged to use models to express their thinking.

Social Studies and Art: Students will create an image to display in their restaurant that showcases their identity. Students will be asked to write and/or verbally share an explanation of their art work. In art class students will create a mural of the combined images.

Scaffolding and Materials

Templates for project components such as menus that include price listings and sentence-starters for restaurant descriptions will be available to support students, as needed. Additionally students will have access to materials that include cookbooks or recipes, restaurant menus, restaurant receipts, and graph paper, play/monopoly-like money and a mock cash drawer, and cut-outs/shapes for their restaurant layout/diagram, among other supplies.

Student Work Products

1. Description of restaurant (written and/or oral)
2. Menus and receipts
3. Restaurant layout/diagram
4. Image to display in restaurant

Resources:

1. Georgia School Restaurant Task Plan
2. New York State K-8 Social Studies Framework

Day in the Life of a Student Performing on Grade Level

Michael is a Kindergarten student. As Michael approaches the doors of the school, he is greeted by the Head of School. Breakfast is served from 7:30 a.m. until 8:00 a.m.

After breakfast, Michael participates in Morning Meeting. Following Morning Meeting, the class begins guided reading and literacy centers. Michael reads with a small group of students, who are reading at his level, and his teacher.

During the Singapore Math lesson, he participates in a math game. His teacher stops by his desk to ask questions about his work.

In Social Studies, Michael works with a classmate to create a playground for the 3-D neighborhood the class is building. They create a sign for the park.

After Social Studies, Michael's class goes to Physical Education class. Students stretch and play an organized game.

At 11:20 a.m., Michael's class goes to the cafeteria for lunch. Michael enjoys a nutritious meal featuring spinach grown in the aquaponics lab. Following lunch, the class goes outside for recess.

Next, students participate in Writer's Workshop. Michael works on a "How To" book about skateboarding. His teacher talks to him about his ideas.

The teacher begins a phonics lesson. Michael repeats letter names and sounds when his teacher holds up letter cards.

Every afternoon, students have twenty minutes of Choice Time. Michael draws quietly at a table. Next, students eat snack.

Following snack, students participate in a reading lesson. After the mini-lesson, Michael reads a book at his instructional level.

During Project Based Learning Time, Michael draws a picture of his favorite place in the community. As Michael draws a picture of the park, his teacher asks him questions about his drawings and helps him label items in his drawing.

Next, Michael and his classmates go to Spanish & Art class, where they learn about primary colors. The lesson is focusing on teaching the color names in Spanish and English. Students will also learn to use verbs like "paint", "stir", and "mix" while working on their art. After art class, the students return to their class and prepare for dismissal.

Day in the Life of a Student Performing Above Grade Level

Adriana is a Kindergarten student. As she approaches Minisink Charter School, she is greeted by the Head of School. She walks to her classroom and eats her breakfast. After breakfast, Adriana goes to her classroom and participates in Morning Meeting.

Following Morning Meeting, the class begins guided reading and literacy centers. During guided reading, Adriana is grouped with other students who are reading above grade level. Literacy centers are differentiated for students performing above grade level.

During Singapore Math, Adriana completes her work early. Her teacher provides her with additional math problems to solve.

In Social Studies, the class is creating a 3-D model of their neighborhood. The teacher encourages Adriana to help her peers create signs for the buildings. She is asked to create a sign for the neighborhood.

In Physical Education, Adriana and her classmates stretch and play organized games.

At 11:20 a.m., Adriana's class has lunch. Adriana enjoys a nutritious meal featuring spinach grown in the aquaponics lab. Following lunch, the class goes outside for recess.

In Writer's Workshop, Adriana listens to a lesson about "How To" books. The reading and writing specialist asks Adriana to add more description to her writing and helps Adriana come up with sentences.

After Writer's Workshop, students participate in a phonics lesson. Adriana's teacher gives some students "challenge words" and encourages Adriana to spell more difficult words.

Every afternoon, students have twenty minutes of Choice Time. Adriana selects a book from the classroom library with the help of her teacher and reads quietly. Following Choice Time, students eat snack.

In a reading lesson, students participate in a mini-lesson and then have time to read independently. Adriana reads a book at her instructional level.

During Project Based Learning Time, students are working on an art project about their favorite place in their neighborhood. Adriana creates a mini-book about her favorite restaurant. Her teacher helps Adriana write sentences on each page.

Next, Adriana and her classmates go to Spanish & Art class, where they participate in a painting activity to learn about primary colors. The lesson is focusing on teaching the color names in Spanish and English. Students will also learn to use verbs like "paint", "stir", and "mix" while working on their art. After art class, students return to their classroom and prepare for dismissal.

Day in the Life of a Student Performing Below Grade Level

Madison is a Kindergarten student. She is greeted by the Head of School as she enters the school. She eats breakfast with her classmates.

After breakfast, Madison heads to her classroom and participates in Morning Meeting. Following Morning Meeting, the class begins guided reading and literacy centers. During guided reading, Madison is grouped with other students who are reading below grade level. Her teacher uses this time to teach early literacy skills.

At the beginning of the math lesson, the math specialist arrives at the classroom door and picks up Madison and a few other students. The math specialist takes the group to a quiet classroom and works on counting skills.

In Social Studies, the class is creating a 3-D model of their neighborhood. The teacher pairs Madison with another student. The two students work together to create signs for buildings in the 3-D community.

In Physical Education class, Madison and her classmates stretch and play organized games.

At 11:20 a.m., Madison's class goes to the cafeteria for lunch. Madison enjoys a nutritious meal featuring spinach grown in the aquaponics lab. Following lunch, the class goes outside for recess.

In Writer's Workshop, Madison listens to a lesson about "How To" books. The reading and writing specialist works with Madison and a few other students at a small table at the back of the classroom. The reading and writing specialist helps Madison use her knowledge of letter sounds to label her drawings.

Next, students participate in a phonics lesson. Madison benefits from explicit, systematic phonics instruction.

Every afternoon, students have twenty minutes of Choice Time. Madison draws and writes quietly at a desk. Students have the opportunity to have a snack.

Next, students participate in a reading lesson. After the mini-lesson, Madison works with the teacher and two other students at a table on early reading skills.

During Project Based Learning Time, students are working on an art project about their favorite place in their neighborhood. Madison draws a picture of her favorite place in the neighborhood and the teacher helps Madison label her drawing using phonetic spelling.

Next, the class goes to Art class, where they participate in a painting activity to learn about primary colors. The lesson is focusing on teaching the color names in Spanish and English. Students will also learn to use verbs like "paint", "stir", and "mix" while working on their art. After Art class, the class returns to the classroom to prepare for dismissal.

Framework for Teaching Evaluation Instrument

The Framework for Teaching is designed to help districts promote a common definition and understanding of excellence in teaching, one that everyone—teachers, administrators, and the larger community—can easily comprehend.

Charlotte Danielson developed the Framework for Teaching Evaluation Instrument in 2011 and further enhanced it in 2013 to facilitate evaluations, and consequently has enhanced the language of her original Framework throughout to be as clear as possible. In addition, beginning with the **2011 Edition**, she added critical attributes and possible examples of teaching at each performance level for each component. The definitions and expectations for each domain and component within each performance level are clear and precise, intentionally designed to be understood by all, regardless of role, position, or experience level.

The 2013 Edition

In addition to tighter language to assist evaluators in making clear distinctions between performance levels, the **2013 Edition** now includes specific language around the instructional implications of the Common Core State Standards. The Framework for Teaching has always been grounded in student learning and included the big concepts of the Common Core. Now the 2013 Edition includes specific rubric language, critical attributes, and teaching and learning examples that help schools and districts identify instruction that leads to student learning in the context of the Common Core.

An overview of how the Framework has evolved since 1996 and over the course of the Evaluation Instrument, 2011 and 2013 Editions, is provided in the table on the following page.

Teachscape Exclusive License

Any local education agency (LEA) or individual may download and use paper versions of the Framework for Teaching Evaluation Instrument, 2011 and 2013 Editions. However, [redacted] has granted Teachscape the exclusive digital rights to the 2011 and 2013 Editions. Our shared commitment to faithfully implementing the Framework for Teaching as part of a constructive, reflective evaluation process means Teachscape's is the only software platform that Charlotte Danielson has approved, endorsed, and authorized to be used in conjunction with the Evaluation Instrument, 2011 and 2013 Editions.

Teachscape and [redacted] share a dedication to build fair, transparent, and educative evaluation systems that are designed to support teachers and enhance teaching practice, and we look forward to continuing this important work in the years to come.

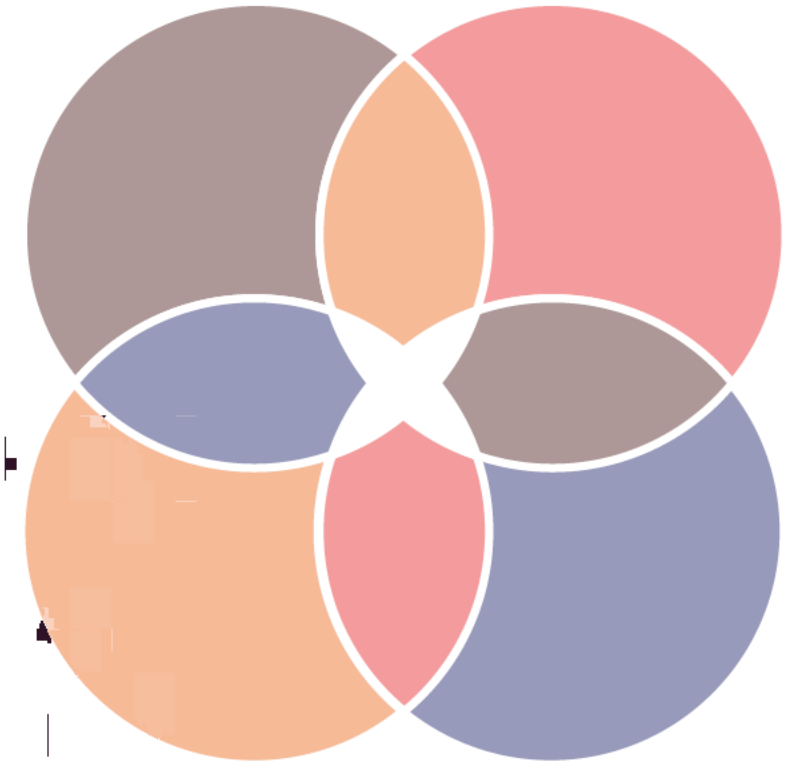
Evolution of the Framework for Teaching (FFT)

Version	1996 FFT	2007 FFT	FFT EVALUATION INSTRUMENT	
			2011 Edition	**2013 Edition**
Structure	**4 domains, 22 components, 76 elements**			
Needs addressed	Outgrowth of research compiled by ETS for PRAXIS III assessment for state licensing of new teachers Captures the spectrum of teaching skills at all levels of experience and expertise	Incorporated additional research Added recognition of state curriculum standards	Higher stakes, higher expectations require increased accuracy of observations with increasingly limited resources Incorporates learnings from MET project. Language tightened in 2011 for use in MET project, and further tightened in 2013 Incorporates instructional implications of the Common Core State Standards (2013 Edition)	
Defining characteristics		**Frameworks for non-classroom specialists added** (librarians, nurses, counselors) **Five components renamed**, mostly to clarify language 1f and 3d significant: 1f assigned the design of student assessments to Domain 1 (Planning & Prep) and Using Assessment in Instruction to Domain 3 (Instruction)	**Rubrics now written at component level** rather than element level. Easier to use in evaluation – now based on 22 components rather than 76 elements. **Critical attributes,** or essential characteristics of teaching, added for each level of performance within each component to help observers score with increased accuracy. **Examples of teaching** and learning at each level for each component added to illustrate meaning of rubrics language and what practice might look like in a range of settings; not meant to be all-encompassing.	**Even clearer rubric language** and descriptions for each performance level within each component to help observers make tighter distinctions between performance levels. **Instructional implications of the Common Core State Standards.** Additions to Domain 1 (mostly in examples) support curriculum and assessment. Additions and refinements in Domains 2 and 3 include more specific descriptions and critical attributes that support the primary Common Core themes of: • Academic language • Argumentation • Student strategies

THE FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON



The Danielson Group

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THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

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The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that "Contributing to the School and District" was an additional responsibility, not integral to the work of teaching; whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project, Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *"Critical attributes" for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications. Practitioners found that the enhancements not only made it easier to determine the level of

performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of *The Framework for Teaching Evaluation Instrument* was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that

teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

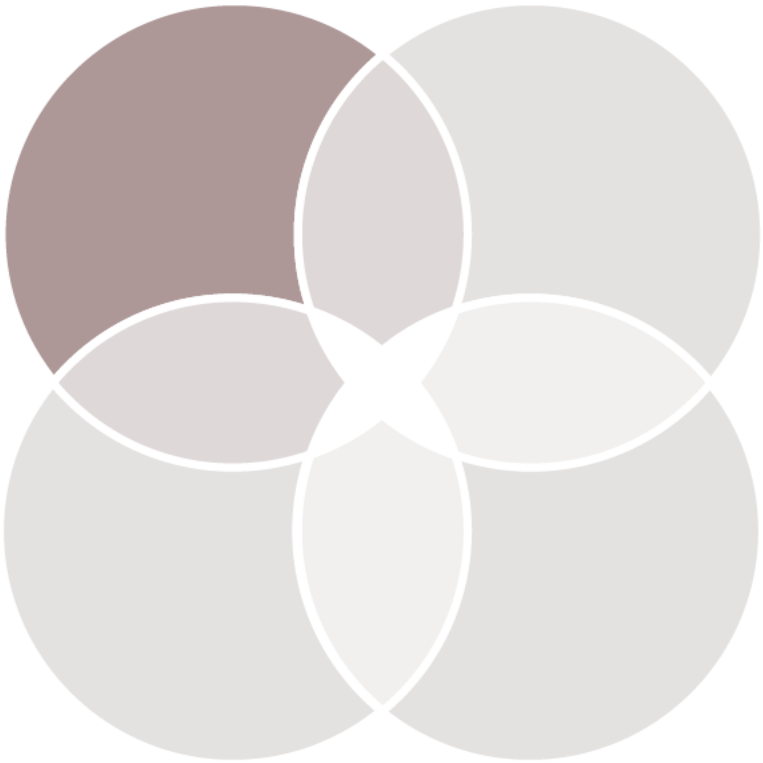
However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

DOMAIN 1



PLANNING AND PREPARATION

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

CRITICAL ATTRIBUTES

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

POSSIBLE EXAMPLES

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to students. In order to ensure *student* learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

What students are able to learn at any given time is influenced by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

CRITICAL ATTRIBUTES

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

POSSIBLE EXAMPLES

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- *And others...*

1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

Value, sequence, and alignment

Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

UNSATISFACTORY • LEVEL 1

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

BASIC • LEVEL 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

CRITICAL ATTRIBUTES

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

POSSIBLE EXAMPLES

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

PROFICIENT • LEVEL 3

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to "big ideas" of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

DISTINGUISHED • LEVEL 4

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

Resources for classroom use

Materials must align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials that can further teachers' professional knowledge must be available.

Resources for students

Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

CRITICAL ATTRIBUTES

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

POSSIBLE EXAMPLES

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:

Learning activities

Instruction is designed to engage students and advance them through the content.

Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

Instructional groups

Teachers intentionally organize instructional groups to support student learning.

Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

UNSATISFACTORY • LEVEL 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

POSSIBLE EXAMPLES

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

BASIC • LEVEL 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

CRITICAL ATTRIBUTES

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

POSSIBLE EXAMPLES

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

PROFICIENT • LEVEL 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

DISTINGUISHED • LEVEL 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

UNSATISFACTORY • LEVEL 1

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

CRITICAL ATTRIBUTES

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

POSSIBLE EXAMPLES

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

BASIC • LEVEL 2

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

CRITICAL ATTRIBUTES

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

POSSIBLE EXAMPLES

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

PROFICIENT • LEVEL 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

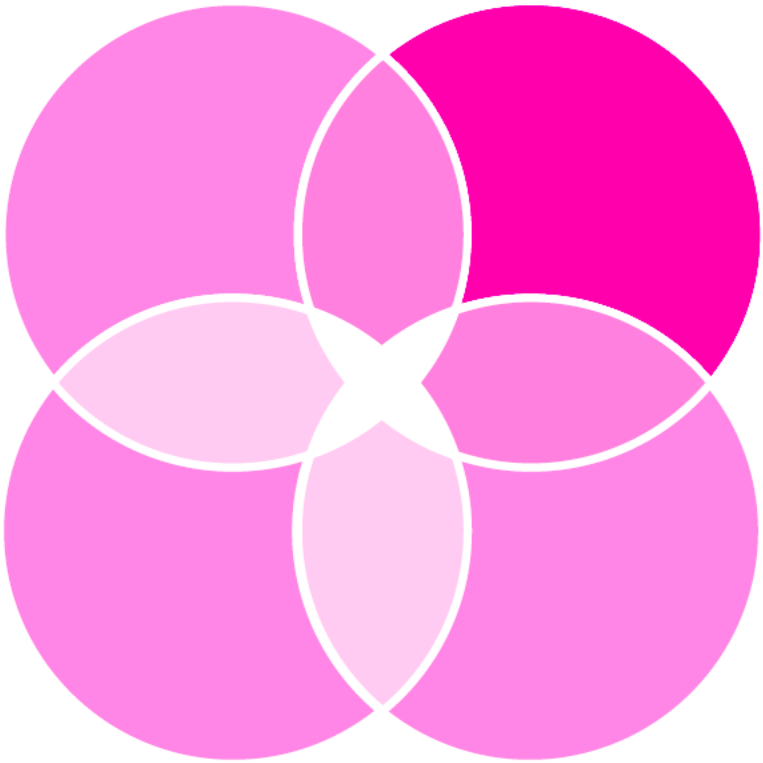
DISTINGUISHED • LEVEL 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*

DOMAIN 2



THE CLASSROOM ENVIRONMENT

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

UNSATISFACTORY • LEVEL 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Student body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

POSSIBLE EXAMPLES

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

BASIC • LEVEL 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

CRITICAL ATTRIBUTES

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

POSSIBLE EXAMPLES

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

PROFICIENT • LEVEL 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

DISTINGUISHED • LEVEL 4

Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

2b ESTABLISHING A CULTURE FOR LEARNING

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

CRITICAL ATTRIBUTES

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

POSSIBLE EXAMPLES

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

2c MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c are:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of classroom routines

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

UNSATISFACTORY • LEVEL 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.

POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

BASIC • LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

CRITICAL ATTRIBUTES

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.

POSSIBLE EXAMPLES

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

PROFICIENT • LEVEL 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

DISTINGUISHED • LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

CRITICAL ATTRIBUTES

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

POSSIBLE EXAMPLES

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

PROFICIENT • LEVEL 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

2e ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

UNSATISFACTORY • LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

BASIC • LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

CRITICAL ATTRIBUTES

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

POSSIBLE EXAMPLES

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

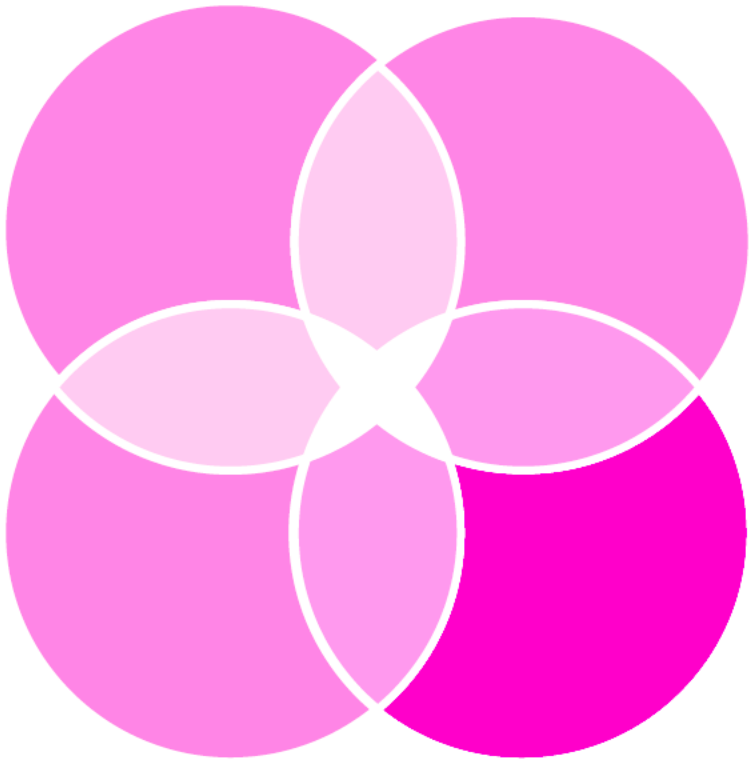
DISTINGUISHED • LEVEL 4

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

DOMAIN 3



INSTRUCTION

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others...*

BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

CRITICAL ATTRIBUTES

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

POSSIBLE EXAMPLES

- *The teacher mispronounces "_____."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to _____," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others...*

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others…*

DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix* in- *as in* inequality *means "not" and that the prefix* un- *also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the* hypotenuse."
- *And others…*

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

CRITICAL ATTRIBUTES

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

POSSIBLE EXAMPLES

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*

3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of component 3c are:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."

CRITICAL ATTRIBUTES

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

POSSIBLE EXAMPLES

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

UNSATISFACTORY • LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

BASIC • LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

CRITICAL ATTRIBUTES

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

POSSIBLE EXAMPLES

- *The teacher asks, "Does anyone have a question?*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

PROFICIENT • LEVEL 3

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

DISTINGUISHED • LEVEL 4

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

The elements of component 3e are:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students' interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

CRITICAL ATTRIBUTES

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

POSSIBLE EXAMPLES

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

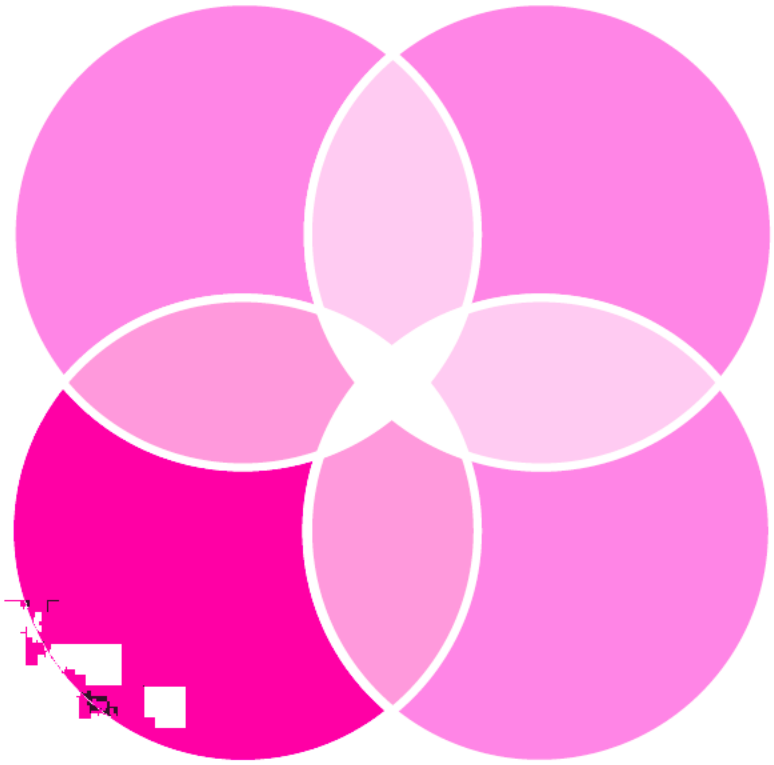
DISTINGUISHED • LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

DOMAIN 4



PROFESSIONAL RESPONSIBILITIES

4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments..

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

POSSIBLE EXAMPLES

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try _____ next time."*
- *And others...*

PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
• *The teacher says, "I wasn't pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson improvements.* • *And others...*	• *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.* • *And others...*

4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

UNSATISFACTORY • LEVEL 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

POSSIBLE EXAMPLES

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And others...*

BASIC • LEVEL 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

CRITICAL ATTRIBUTES

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

POSSIBLE EXAMPLES

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

Information about the instructional program

The teacher frequently provides information to families about the instructional program.

Information about individual students

The teacher frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

CRITICAL ATTRIBUTES

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

POSSIBLE EXAMPLES

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- *The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

UNSATISFACTORY • LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

CRITICAL ATTRIBUTES

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

POSSIBLE EXAMPLES

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

UNSATISFACTORY • LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

BASIC • LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

CRITICAL ATTRIBUTES

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

POSSIBLE EXAMPLES

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

POSSIBLE EXAMPLES

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*

[redacted]

July 17, 2024

[redacted]

RE: Minisink Charter School

Dear Sharada

Please see below summary of coverages and premium estimate for the Minisink Charter School. These are estimates only as coverage will have to be formerly quoted once we know the effective date of the policy and complete applications and underwriting information is obtained.

Coverage	Limit per Occurrence/Aggregate
General Liability:	$1,000,000/$3,000,000
Professional Liability:	$1,000,000/$3,000,000
Abuse Liability:	$1,000,000/$3,000,000
Employee Benefits Liability:	$1,000,000/$3,000,000
Hired/Non Owned Auto Liability	$1,000,000/$3,000,000
Umbrella Liability	$10,000,000/$10,000,000
Director's & Officers' Liability	$5,000,000
Workers Compensation	Statutory Coverage
NYS Disability	Statutory Coverage
Approximate Annual Premium:	$38,500

Please let me know if you have any questions or require any further information.

[redacted]