



Replication Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	212
Year 2	K-2	249
Year 3	K-3	428
Year 4	K-4	536
Year 5	K-5	644

Proposed Opening Date Proposed Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City State Zip Code

Office Phone # Cell Phone # E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) 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 of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By: Date Received:

Replication Proposal Summary Form

1. Proposed Charter School Name

Brooklyn Ascend Charter School 2

2. Name of Existing Education Corporation

Canarsie Ascend Charter School

3. Charter Replication Type

Single Education Corporation with Multiple Schools

4. Proposed Charter School Location

15 Snyder Ave, Brooklyn, NY 11203

5. Management Organization Name (if applicable)

Ascend Learning, Inc.

6. Other Partner Organization(s) (if applicable)

N/A

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	K-1	212
Year 5	2019-2020	K-5	644

8. Applicant(s)

	Name	Bio & Education Corporation Affiliation
X	Steven F. Wilson	<p>Steven F. Wilson, founder and chief executive officer of Ascend Learning, is also a senior fellow at Education Sector, a Washington think tank, and formerly, the John F. Kennedy School of Government at Harvard. He is the former CEO of Advantage Schools, an urban school management company that enrolled nearly 10,000 students, and a former executive vice president of Edison Schools.</p> <p>Earlier, Wilson was special assistant for strategic planning for Massachusetts Governor William Weld and co-executive director of the Pioneer Institute, where he wrote the Massachusetts charter school law. He is the author of two books: Learning on the Job: When Business Takes on Public Schools and Reinventing the Schools: A Radical Plan for Boston. He is the board president of Building Excellent Schools, a national training program for aspiring charter school founders, and a graduate of Harvard University.</p>

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Kay Alleyne	<p>Kay Alleyne is a tests and measurement specialist at the New York City Department of Citywide Administrative Services, whose primary responsibility is developing civil service examinations. Formerly, Alleyne worked in human resources for the Target Corporation, and earlier she served as an admissions and career counselor at New York City College of Technology at the City University of New York. Alleyne began her career as a teacher at St. Mark's Day School in Brooklyn. She earned a bachelor's degree in psychology at Hunter College of the City University of New York and graduated magna cum laude with a master's degree from Brooklyn College of the City University of New York.</p>
X	Theodore J. Coburn	<p>Ted Coburn serves as the executive director of The Dwight Schools, a network of independent schools serving students from preschool to grade 12 with campuses in Canada, the UK, Korea, and China.</p> <p>Previously, Ted spent 30 years in corporate finance and has worked in the following disciplines: developmental stage finance and growth capital, global capital markets and equity underwriting, securities marketing and distribution, and mutual fund development. He established Coburn Greenberg Partners and Coburn Capital which focused on corporate finance and merger and acquisition advisory services and strategic advisory services.</p> <p>Additionally, throughout his career he has worked with various entrepreneurs pursuing public service initiatives. Coburn is active in the not-for-profit community, and during the 1990s he worked in various social services settings with at-risk youth. He was a founding team member of one of the first state-appointed charter schools in Massachusetts and a Harvard-based intervention and after-school program.</p> <p>Coburn received his B.S. from the University of Virginia and an MBA from Columbia University. He received a M. Divinity, M. Ed in Counseling Psychology, and a Certificate of Advanced Studies in Cognitive Development from Harvard University. Among his academic and research interests is adolescent moral development, with a particular focus on psycho-socio developmental resilience.</p>

X	Amanda Craft	<p>Amanda Craft is a recruiting research analyst at Bridgewater Associates, an investment company that oversees \$120 billion in international investments for diverse clients, including foreign governments, university endowments, and charitable foundations. After graduating from Columbia University with a bachelor's degree in Russian language and literature, Craft served as a regional recruitment fellow for Teach For America (TFA) in New York City. Later, she served as the managing director of strategy in TFA's human assets department. At the TFA Summer Institute, Craft worked as director of data management, devising systems for improving corps member training. Craft has also taught business English in St. Petersburg, Russia. In the New York community, Craft has worked for eight years as a youth group coordinator of the Village Church. She lives in Brooklyn.</p>
X	Stephanie Mauterstock	<p>Stephanie Mauterstock is the former chief operating officer of the Manhattan Charter Schools. Having inherited a failing school, she managed its turnaround and growth; wrote the school's renewal application; and secured full, five-year charter renewal in July 2010. She also applied for and was granted a charter to open Manhattan Charter Schools 2. Mauterstock also provides consulting services on projects relating to charter schools, accountability, funding, and grants. She previously worked for Edison Schools, where she served as a grants compliance manager and later as a strategy and market research analyst. Mauterstock began her career as a program officer at the Institute of International Education. A graduate of Tufts University, she has also studied in Paris and the Yunnan Province of China.</p>
X	Kathleen Quirk	<p>Kathleen Quirk currently works as a program manager of Corporate Citizenship at IBM. She completed her MBA at Duke's Fuqua School of Business in 2013, and was formerly chief operating officer of Cambridge Leadership Associates (CLA), where she focused on management operations and refining CLA's business development strategies to meet clients' needs.</p> <p>Prior to joining CLA, Quirk worked for the New York City Department of Education (NYCDOE) as special assistant to chancellor Joel Klein and later as associate director of knowledge management. In these roles, she managed the 2006-2007 district-wide winning application for the Broad Prize in Urban Education and also worked closely with NYCDOE's governing body, the Panel for Education Policy. She previously held positions at the University of California Berkeley in student affairs and served as a Jesuit/AmeriCorps volunteer in an elementary school in West Oakland, California. Quirk has been an active member of the New York City Coro Leadership Center, and an onsite support staff member for a volunteer community in Bedford Stuyvesant.</p> <p>Quirk is a former Coro Fellow in New York City and holds a Bachelor of Arts in English from the College of the Holy Cross.</p>

X	Christine Schlendorf	Architect Christine Schlendorf is a principal at Perkins Eastman with more than 15 years of experience in creating beautiful and innovative educational spaces. She has been responsible for numerous public and private school projects in the United States and overseas, including Mott Haven Campus in the Bronx, a 2,200-student campus containing two high schools, one intermediate school, one charter school, and a performing arts center. Prior to joining Perkins Eastman, Schlendorf was an architect with the firm Louise A. Agnes AIA of Northport, New York. She earned a Bachelor of Architecture at Syracuse University.
X	Lisa Smith	Lisa Smith is a parent of a Bushwick Ascend scholar and a longtime resident of the community. She has worked for nearly a 17 years at Infotech Solutions, a recruiting firm for IT professionals, most recently as office manager. Previously, she worked for the New York Transit Authority as traffic checker and as a clerk for Merlite Industries. She holds certificates of achievement from CEC Computer Educational Consultants.

Add New Trustee

10. Overview of the Proposed Program

Brooklyn Ascend Charter School 2's mission is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in the middle and high schools; and graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields. The unique college-preparatory school design combines elements of the SABIS educational system, in-house and other curricula aligned to the Common Core, and a focus on the Ascend culture of joy and rigor to fuel K-12 charter schools that close the achievement gap and place every student on the path to college. The SABIS educational system encompasses a tightly interlocking array of intellectual property, including books, weekly electronic assessments, pedagogical protocols, and advanced software. Other curricula, including Ascend-developed materials, focus on critical skills measured by the Common Core aligned assessments, including close reading of literary texts and deep conceptual understanding of math skills.

In the Ascend culture, school leaders, teachers, and students insist that every child is destined for college and adopt unrelentingly high expectations for student performance in an atmosphere of joy, enthusiasm, intellectual excitement, and rigor. Ascend schools have adopted the Responsive Classroom model, a research-based practice that helps students develop social and emotional competencies in a strong, safe, and warm school community, that allow them to succeed academically and socially.

Given the demographics of the resident district, the founders expect nearly all Brooklyn Ascend 2 students will be from low-income families. Currently, most families have few, if any, affordable alternatives to the district public schools. Brooklyn Ascend 2 will offer a free, rigorously academic education, and a path to college through a program profoundly different from that used in schools governed by the New York City Department of Education and other districts in the state. Its innovative features include relatively large class sizes and a unique blend of integrated explicit, whole-class instruction and inquiry learning; weekly exit tickets (assessments) consisting of both curriculum-referenced items covering content recently taught and Common Core-style state exam questions that provide teachers with immediate feedback on student mastery of concepts; the use of student prefects to assist their peers and the teacher; an Intensives Program to fill learning gaps

quickly, including those resulting from language barriers; specific, concrete, and actionable techniques to raise academic and behavioral expectations that make the most efficient use of classroom time, create a strong and vibrant culture, and build character and trust; and integrated cultural and academic software that relieves teachers of many time-consuming tasks, permitting them to focus on delivering clear, vibrant, and engaging lessons. If these innovative approaches are successful in radically raising student achievement levels and closing the economic and racial achievement gap, as indicated by the early results of schools based on a similar model, they will spur improvements in surrounding schools.

The Ascend educational model includes a detailed, college-preparatory curriculum linked to an assessment system, innovative pedagogical protocols, tools for building a "warm/strict" school culture, and state-of-the-art school management software. Over the course of 180 days of instruction, students will receive relatively more time on task, with the school day running from 8:00 am to 4:00 pm four days a week, Monday through Thursday, and 8:00 am to 2:00 pm on Friday. Each student will have eight periods of instruction a day.

Through the remedial program, students substantially behind in English, math, or both, will receive instruction in small groups, focusing only on the essential concepts necessary to succeed in the general education classroom with their peers. A program of Structured English Immersion will prepare English language learners (ELL) to join their peers successfully as quickly as possible. Students with little or no English will rapidly acquire English language skills in a remedial-style classroom, taught by teachers with ELL certification. The school will use supplemental materials specifically designed for ELL that focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals.

The Ascend design has yielded promising early results in other Ascend schools when implemented under the management of Ascend Learning, a nonprofit organization based in Brooklyn, and curricular adjustments to the design to ensure it more closely aligns with skills measured by the NYS Common Core assessments augur even more promising results. Brooklyn Ascend 2's proposed board of trustees plans to engage Ascend in a five-year management contract, under which Ascend will report to the board and be responsible for providing the school's educational program; selecting and acquiring instructional materials; recruiting and recommending school directors to the board for hire; and developing the school staff and day-to-day operations, including business administration, contracted services, human resources, and maintenance of the school's facilities. Ascend will assist the school director with recruiting and training of the school's leadership team, faculty, and staff. For these services, the school will pay Ascend annually 9 percent of the sum of general education operating funds and revenues from federal special education entitlement grants (IDEA).

Reporting to Ascend and the board, the school director will be ultimately responsible for the quality of instruction in the school and the academic progress of the student body; he or she will be, above all, the school's instructional leader. The school's leadership team, composed of a dean of instruction, a dean of students, and a director of operations, will report directly to the school director. The dean of instruction and dean of students will oversee instructional staff, with the former concentrated on academic program implementation and the latter on the implementation of the Ascend culture; and the director of operations will oversee non-instructional staff. Teachers will be accountable for student results as they track their students' progress in mastering required skills and concepts.

PROPOSED CHARTER SCHOOL NAME:

DESIRED OPENING DATE:

A		B			C	D	
	Are you incorporating this response by reference?		Charter Information		Specific response, attachment, or exhibit incorporated by reference	This response applies to:	
	No (go to Column D)	Yes with no revisions	Yes with minor revisions	Charter Approval Date		Most recent material revision date, if applicable	All Schools in Ed. Corp.
1 (a-c) – Community Description, Need, Impact	<i>All applicants must provide Responses to these Requests.</i>						
2(a) – Mission and Vision							
2(b) – Key Design Elements							
2(c) – Accountability Plan	<i>All applicants must provide a Response to this Request.</i>						
3(a-c) – Proposal History	<i>All applicants must provide Responses to these Requests.</i>						
4 – School Enrollment	<i>All applicants must provide a Response to this Request.</i>						
5(a) – Curriculum and Selection Processes							
5(b) – Assessment System							
5(c) – Instructional Methods							
5(d) – Course Overview							
5(e) – Promotion and Graduation Policy							
6(a-b) – Calendar and Schedules	<i>All applicants must provide Responses to these Requests.</i>						
7(a) – At-risk Students							
7(b) – Special Education Students							
7(c) – English Language Learners							
7(d) – Advanced and/or Gifted Students							
8(a) – Instructional Leadership Roles							
8(b) – On-going Teacher Supervision and Support							
8(c) – Professional Development							
8(d) – Teacher Evaluation and Accountability							

PROPOSED CHARTER SCHOOL NAME:

DESIRED OPENING DATE:

	A			B			C	D		
	Are you incorporating this response by reference?			Charter Information			Specific response, attachment, or exhibit incorporated by reference	This response applies to:		
	No (go to Column D)	Yes with no revisions	Yes with minor revisions	School Name	Charter Approval Date	Most recent material revision date, if applicable		All Schools in Ed. Corp.	Proposed School Only	N/A
9(a) – School Culture and Discipline										
9(b) – Discipline Policy										
9(c) - Special Education Policy										
9(d) – Dress Code Policy										
10 – Organization Chart	<i>All applicants must provide a Response to this Request.</i>									
11(a) – Staffing Charter and Rationale	<i>All applicants must provide a Response to this Request.</i>									
11(b) – Qualifications and Responsibilities										
11(c) – School Leadership and Management Structure	<i>All applicants must provide a Response to this Request.</i>									
11(d) – Staff Recruitment and Retention	<i>All applicants must provide a Response to this Request.</i>									
11(e) – Personnel Policies										
12(a-b) – Partner Organizations	<i>Responses required only if the school would have a significant relationship with a partner organization. Response are are not included.</i>									
13(a) – Ed. Corp. Board Roles and Responsibilities										
13(b) – School Board Design										
13(c) – Current or Proposed BoT	<i>All applicants must provide a Response to this Request.</i>									
13(d) – Stakeholder Participation										
13(e) – By-laws										
13(f) – Code of Ethics										
13(g) – Board Member Information										
14(a-c) – Community Relations	<i>All applicants must provide Responses to these Requests.</i>									
15(a-b) – Student Demand	<i>All applicants must provide Responses to these Requests.</i>									
15(c) – Evidence of Demand	<i>All applicants must provide a Response to this Request.</i>									

PROPOSED CHARTER SCHOOL NAME:

DESIRED OPENING DATE:

	A			B			C	D		
	Are you incorporating this response by reference?			Charter Information			Specific response, attachment, or exhibit incorporated by reference	This response applies to:		
	No (go to Column D)	Yes with no revisions	Yes with minor revisions	School Name	Charter Approval Date	Most recent material revision date, if applicable		All Schools in Ed. Corp.	Proposed School Only	N/A
15(d) – Admissions Policy										
16(a-c) – Facilities	<i>All applicants must provide Responses to these Requests.</i>									
16(d) – Additional Facility Information	<i>All applicants must provide a Response to this Request.</i>									
17 – Food Services	<i>All applicants must provide a Response to this Request.</i>									
18 – Health Services	<i>All applicants must provide a Response to this Request.</i>									
19 - Transportation	<i>All applicants must provide a Response to this Request.</i>									
20 – Insurance										
21 – Programmatic Audits	<i>All applicants must provide a Response to this Request.</i>									
22(a-c) – Budget, Financial Planning and Fiscal Audits	<i>All applicants must provide Responses to these Requests.</i>									
22(d) – Dissolution Procedures										
22(e) – Budget Template	<i>All applicants must provide a Response to this Request.</i>									
22(f) – Letters of Commitment	<i>All applicants must provide Responses to this Request.</i>									
23 – Action Plan	<i>Optional Response. Please indicate whether you have or have not included a response.</i>									
24(a-b) – Supplemental Information	<i>Optional Responses. Please indicate whether you have or have not included responses.</i>									

1. Community Description, Need and Proposed School Impact

(a) Community Description and Need:

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

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

School Location and Target Population

The applicant plans to locate Brooklyn Ascend Charter School 2 in Community School District (CSD) 17. The target population would be children from the greater Flatbush community who are eligible to attend kindergarten and first grade. As the school grows, the population will extend through the twelfth grade. It is expected that the large majority of students will be from low-income families.

Community Description

Offering a rigorous college-preparatory program, Brooklyn Ascend Charter School 2 has been designed to serve the targeted neighborhood of greater Flatbush, starting with kindergarten and grade 1, and growing one grade per year through grade 12. Admission to the school shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

Given the demographic and the performance data on schools in the target community, the applicants expect that many students will arrive to school performing below state standards, with unique needs and learning deficits (including limited English proficiency). It is expected that the new school's student population will be predominantly African-American and low-income.

The New York State Report Card Accountability and Overview Reports for 2011-2012, published March 25, 2013, provide the student demographic profile of Community School Districts 17 and 22 where the target student populations reside. According to these reports, of the 25,437 students enrolled in District 17 during the 2011-2012 school year, 76 percent qualified for free lunch and six percent qualified for reduced-priced lunch; of the 34,842 students enrolled in District 22, 67 percent qualified for free or reduced-price lunch.¹

The percentage of people receiving some sort of government income assistance in Brooklyn Community District 14 (the borders of which include a significant area of western Flatbush)

increased from 37.3 percent in 2005 to 45.6 percent in 2012;ⁱⁱ in Brooklyn Community District 17 (East Flatbush) the percentage increased from 33.1 to 39.7.ⁱⁱⁱ

On the whole, families in Flatbush are working hard to make ends meet. Census data impute the percent of poverty status for families with children as 22.7 in the Flatbush zip code of 11226.^{iv}

Statistics also reveal a student population in public schools that is diverse in ethnicity, culture, and language. Below is a breakdown of student ethnic and limited English proficiency data, according to the New York State Report Card Accountability and Overview Reports for 2011-2012. Also included is the total percentage of students with Individualized Education Plans, according to the Special Education Integrated Services Center. (CSD 22 is a large school district, encompassing neighborhoods such as Marine Park, Mill Basin, Gerritsen Beach, Manhattan Beach, and Sheepshead Bay with predominantly Caucasian populations.)

CSD	African-American	Hispanic	Asian or Native Hawaiian/Other Pacific Islander	White	ELLs	Students with IEPs
17	83%	12%	2%	2%	10%	13.2
22	41%	14%	17%	27%	11%	13.2

The figures below from the New York City Department of City Planning website show the ethnic demographic information on the neighborhoods that comprise greater Flatbush.^v

Flatbush

Race/Hispanic Origin	2010	Change, 2000-2010
White	19.9% /21,030	+8.9%
Black	48.6% /51,470	-14.0%
Asian	9.2% /9,712	+22.6%
Hispanic	19.5% /20,659	+13.7%
Other (non-Hispanic)	0.8% /882	-14.3%
Two or more races (non-Hispanic)	1.9% /2,051	-55.0%
TOTAL	100.0% /105,804	+13.7%

Erasmus

Race/Hispanic Origin	2010 Percent	Change, 2000-2010
White	1.9% /557	+41.4%
Black	84.1% /25,166	-5.8%
Asian	1.8% /529	-3.6%
Hispanic	9.8% /2,923	+28.5%
Other (non-Hispanic)	0.8% /234	-1.7%
Two or more races (non-Hispanic)	1.8% /529	-56.2%
TOTAL	100.0% /29,938	-4.6%

East Flatbush-Farragut

Race/Hispanic Origin	2010 Percent	Change, 2000-2010
White	1.5% /753	-34.6%
Black	89.1% /44,883	-10.0%
Asian	1.1% /558	-1.1%
Hispanic	5.8% /2,897	+4.2%
Other (non-Hispanic)	0.7% /371	-12.1%
Two or more races (non-Hispanic)	1.8% /893	-29.0%
TOTAL	100.0% / 50,355	-10.1%

For many adults in the target community, college has remained an unattainable goal. The district's 2011-2012 Report Card indicates that the four-year graduation rate for the 2007 cohort was 61 percent in CSD 17, and 72 and 66 percent for the African-American and Hispanic student cohorts, respectively, in CSD 22—all failing to meet the state standard goal of an 80 percent graduation rate within four years of high school matriculation. The founders expect that the great majority of the school's students will be first-generation college aspirants, and as such they will likely require special support in preparing for higher education. The founders are dedicated to providing a rigorous, vibrant, college-bound curriculum and culture that includes families and all members of the school community. In 2012-2013, students in CSD 17 performed below the citywide and statewide averages on both the New York State math and English language arts (ELA) exams, as illustrated in the table below. Student academic performance in CSD 22 is varied in grades 4 and 8. In grade 4 ELA and grade 8 math, the proficiency percentages are on par with citywide and statewide averages, and in grade 4 math, the district performs better. However, it is important to note again that this school district includes the middle-class neighborhoods of Marine Park, Mill Basin, Gerritsen Beach, Manhattan Beach, and Sheepshead Bay, and the founders expect that the school's students residing in CSD 22 will come from the northern section of that CSD, including the greater Flatbush neighborhood.

2012-2013 New York State Test Results				
Performance Levels 3 and 4	CSD 17	CSD 22	Citywide	Statewide
Mathematics, Grade 4	25.1%	42.0%	35.2%	36.3%
Mathematics, Grade 8	14.3%	28.8%	25.7%	27.4%
ELA, Grade 4	18.0%	33.7%	27.2%	30.3%
ELA, Grade 8	17.4%	28.0%	25.4%	33.7%

The tables below highlight 2013 state test performance data on the surrounding schools. The three charter schools in Flatbush all performed below the citywide averages in grades 4 and 8 math and ELA. The traditional public schools generally performed below or on par with the citywide average.

Greater Flatbush Charter Schools

Race/Hispanic Origin	Fahari Academy CS (K726)	Census Tract 794	FRPL	Grade 8 ELA Proficiency	City Grade 8 ELA Proficiency	Grade 8 Math Proficiency	City Grade 8 Math Proficiency
White	0% / 0	1.5% / 28	62%	19.6%	39.0%	33.3%	55.2%
Black	95% / 243	84.5% / 1,576					
Asian	0% / 1	0.7% / 13					
Hispanic	4% / 10	11.6% / 216					
Two or more races (non-Hispanic)	0% / 0	0.9% / 17					
TOTAL	100% / 255	100% / 1,864					

Race/Hispanic Origin	New Hope Academy CS (K797)	Census Tract 946	FRPL	Grade 4 ELA Proficiency	City Grade 4 ELA Proficiency	Grade 4 Math Proficiency	City Grade 4 Math Proficiency
White	0% / 0	2.3% / 42	84%	26.0%	27.2%	10.2%	35.2%
Black	98% / 237	88.2% / 1,614					
Asian	0% / 0	1.1% / 21					
Hispanic	1% / 3	6.0% / 109					
American Indian or Alaska Native	0% / 1	N/A					
TOTAL	100% / 241	100% / 1,830					

Race/Hispanic Origin	Brooklyn Dreams CS (K791)	Census Tract 482	FRPL	Grade 4 ELA Proficiency	City Grade 4 ELA Proficiency	Grade 4 Math Proficiency	City Grade 4 Math Proficiency
White	3% / 7	50.6% / 2,695	86%	17.3%	27.2%	32.7%	35.2%
Black	69% / 168	7.2% / 386					
Asian	5% / 12	26.0% / 1,387					
Hispanic	21% / 52	12.6% / 673					
Two or more races (non-Hispanic)	2% / 5	2.9% / 155					
TOTAL	100% / 245	100% / 5,331					

Flatbush Traditional Public Schools

School Name	Black or Latino	FRPL	Grade 4 ELA Proficiency	City Grade 4 ELA Proficiency	Grade 4 Math Proficiency	City Grade 4 Math Proficiency
Midwood High School (K405)	47%	44%	N/A	27.2%	N/A	35.2%
P.S. 139 Alexine A. Fenty (K139)	72%	87%	26.4%	27.2%	31.5%	35.2%
P.S. 217 Colonel David Marcus School (K217)	33%	93%	26.2%	27.2%	43.1%	35.2%
P.S. 245 (K245)	98%	96%	33.3%	27.2%	63.3%	35.2%
P.S. 249 The Caton (K249)	93%	82%	47.7%	27.2%	73.3%	35.2%
P.S. 269 Nostrand (K269)	97%	90%	8.8%	27.2%	8.5%	35.2%
P.S. K134 (K134)	49%	85%	47.9%	27.2%	62.2%	35.2%
P.S. K315 (K315)	89%	74%	23.7%	27.2%	20.4%	35.2%
School of Science and Technology (K152)	89%	92%	22.1%	27.2%	17.2%	35.2%

Erasmus Traditional Public Schools

School Name	Black or Latino	FRPL	Grade 4/8 ELA Proficiency	City Grade 4/8 ELA Proficiency	Grade 4/8 Math Proficiency	City Grade 4/8 Math Proficiency
Academy for College Preparation and Career Exploration: A College Board School (K382)	99%	65%	8 - 11.8%	39.0%	8 - 9.8%	55.2%
Academy of Hospitality and Tourism (K408)	97%	72%	N/A	-	N/A	-
High School for Service and Learning at Erasmus (K539)	96%	72%	N/A	-	N/A	-
High School for Youth and Community Development at Erasmus (K537)	96%	78%	N/A	-	N/A	-
M.S. 246 Walt Whitman (K246)	98%	92%	8 - 5.2%	39.0%	8 - 0.5%	55.2%
P.S. 006 (K006)			4 - 25.9%	27.2%	4 - 28.9%	35.2%
P.S. 399 Stanley Eugene Clark (K399)	95%	92%	4 - 25.6%	27.2%	4 - 27.7%	35.2%
Science, Technology and Research Early College High School at Erasmus (K543)	94%	98%	8 - 31.9%	39.0%	8 - 30.6%	55.2%

East Flatbush Traditional Public Schools

School Name	Black or Latino	FRPL	Grade 4 ELA Proficiency	City Grade 4 ELA Proficiency	Grade 4 Math Proficiency	City Grade 4 Math Proficiency
P.S. 109 (K109)	97%	66%	8.3%	27.2%	13.9%	35.2%
P.S. 135 Sheldon A. Brookner (K135)	98%	87%	33.8%	27.2%	23.1%	35.2%
P.S. 181 Brooklyn (K181)	96%	76%	17.7%	27.2%	18.3%	35.2%
P.S. 198 Brooklyn (K198)	95%	73%	22.5%	27.2%	43.8%	35.2%
P.S. 208 Elsa Ebeling (K208)	95%	74%	22.2%	27.2%	27.4%	35.2%
P.S. 235 Lenox School (K235)	98%	75%	40.0%	27.2%	40.7%	35.2%
P.S. 361 East Flatbush Early Childhood School (K361)	98%	90%	N/A	27.2%	N/A	35.2%

Brooklyn Ascend Charter School 2 has been designed specifically to serve the students of Flatbush, mainly economically disadvantaged children of color, who are caught in underperforming schools yet aspire to college and successful adulthood.

(b) Programmatic Impact

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

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

Flatbush currently lacks a sufficient number of charter schools to serve the burgeoning demand for quality public education alternatives. The founders have targeted the neighborhood because of the underperformance of the district schools, the high rate of low income among families, and the lack of sufficient charter school options. The combination of these factors has left many families trapped in failing schools.

In the target greater Flatbush neighborhood (including East Flatbush), there are currently three charter schools operating: Fahari Academy Charter School, New Hope Academy Charter School, and The New American Academy Charter School.^{vi} In November, the Department of Education announced that it would be closing Fahari Academy Charter School (currently in its fifth year of operation) because the school scored an F on its 2013 Progress Report.

There is also only a limited number of private school options in the target community. Nine of the 17 non-public schools are religiously affiliated schools.^{vii} The private school population is approximately 2,671. (One school's enrollment information is not available.) The public school population is 18,630.^{viii}

The following table lists the schools of the target Flatbush community, providing the current and projected grade configuration of each.

Local Schools and Grade Configurations						
School Name	Public, Private, or Charter	Current Grades	Current Enrollment	Projected Grades	Projected Enrollment	Open Enrollment Grades
Midwood High School	Public	9-12	3858	9-12	N/A	9
P.S. 139 Alexine A. Fenty	Public	PK-5	1048	PK-5	N/A	PK, K
P.S. 217 Colonel David Marcus School	Public	PK-5	1283	PK-5	N/A	PK, K
P.S. 245	Public	PK-5	297	PK-5	N/A	PK, K
P.S. 249 The Caton	Public	PK-4	898	PK-4	N/A	PK, K
P.S. 269 Nostrand	Public	3-5	400	3-5	N/A	3
P.S. K315	Public	PK-5	850	PK-5	N/A	PK, K
School of Science and Technology	Public	PK-5	902	PK-5	N/A	PK, K
Academy for College Preparation and Career Exploration: A College Board School	Public	6-12	529	6-12	N/A	6
Academy of Hospitality and Tourism	Public	9-12	300	9-12	N/A	9
High School for Service and Learning at Erasmus	Public	9-12	436	9-12	N/A	9

High School for Youth and Community Development at Erasmus	Public	9-12	357	9-12	N/A	9
M.S. 246 Walt Whitman	Public	6-8	613	6-8	N/A	6
P.S. 006	Public	K-5	707	K-5	N/A	K
P.S. 399	Public	K-5	498	K-5	N/A	K
Science and Technology and Research Early College High School at Erasmus	Public	6-12	536	6-12	N/A	6
P.S. 109	Public	K-8	540	K-8	N/A	K, 6
P.S. 135 Sheldon A. Brookner	Public	K-5	678	K-5	N/A	K
P.S. 181 Brooklyn	Public	PK-8	1042	PK-8	N/A	PK, K, 6
P.S. 198 Brooklyn	Public	K-5	508	K-5	N/A	K
P.S. 208 Elsa Ebeling	Public	K-5	478	K-5	N/A	K
P.S. 235 Lenox	Public	K-8	1227	K-8	N/A	K, 6
P.S. 361 East Flatbush Early Childhood School	Public	K-2	645	K-2	N/A	K
Charles Churn Christian Academy	Private	PK-12	96	PK-12	N/A	PK-12
Pope John Paul II Family Academy	Private	PK-6	100	PK-6	N/A	K-4
St. Frances Cabrini Catholic Academy	Private	PK-8	262	PK-8	N/A	PK-8

First Impressions (1) School	Private	PK	43	PK	N/A	PK
St. Gregory the Great Parish School	Private	PK-8	212	PK-8	N/A	PK-8
St. Jerome School	Private	PK-8	272	PK-8	N/A	PK-8
Battalion Christian Academy (religious)	Private	PK-5	164	PK-5	N/A	PK-5
Bible Speaks Academy (religious)	Private	K-12	45	K-12	N/A	K-12
Catherine McAuley High School (religious)	Private	9-12	250	9-12	N/A	9-12
Ebenezer Prep School (religious)	Private	PK-8	162	PK-8	N/A	PK-8
Excelsior Elementary School (religious)	Private	PK-12	208	PK-12	N/A	PK-12
Flatbush SDA School (religious)	Private	PK-5	101	PK-5	N/A	PK-5
Great Oak Elementary School (religious)	Private	K-8	113	K-8	N/A	K-8
Nazareth Regional High School (religious)	Private	9-12	308	9-12	N/A	9-12
Parkway Elementary School	Private	PK-8	73	PK-8	N/A	PK-8
Phyl's Academy Prep School	Private	K-5	262	K-5	N/A	K-5
St. Catherine Genoa – St Therese Lisieux (religious)	Private	PK-8	N/A	PK-8	N/A	N/A
Fahari Academy Charter School	Charter	5-8	326	5-12	> 800	5

The New American Academy Charter School	Charter	K-5	N/A	K-5	N/A	N/A
New Hope Academy Charter School	Charter	K-5	310	K-5	N/A	K

The proposed school will deploy an educational approach that is highly distinct from that of the existing public schools in the target community. The use of direct instruction and inquiry learning with relatively large class sizes, frequent assessment linked to instruction and to the Common Core to prevent “learning gaps,” advanced instructional data systems, and an Ascend culture of unrelentingly high behavioral and academic expectations are altogether novel methods. The applicants expect these methods and the achievement results they generate to provoke much-needed discussion within the Community School Districts’ schools as well as the broader community. School administrators, parents, and civic leaders will ask: Could such methods radically improve the academic performance of students in district schools? Could these results be achieved more broadly without additional financial resources? Could nearly every child be securely placed on the path to college?

As reported above, there are currently three charter schools in the target community. Nine of the 17 schools are religiously affiliated. The public school population in the target neighborhood of Flatbush totals 18,630. Assuming an equal distribution of students across grades, there are approximately 2,866 kindergartners and first-graders enrolled in public schools in the Flatbush neighborhood targeted for enrollment. Considering that there are currently 23 public elementary schools in the pertinent area serving kindergarten and first grade, the opening of Brooklyn Ascend Charter School 2 in September 2015 and its planned initial enrollment of 212 students in kindergarten and first grade would potentially reduce kindergarten-grade 1 enrollment at the public schools by seven percent, or an average of nine students at each school. However, this estimated decrease in student enrollment across Flatbush does not take into account the possibility of applications from other surrounding neighborhoods.

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- i. University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2011-12: New York Geographic District 17, 3, <https://reportcards.nysed.gov/files/2011-12/RC-2012-331700010000.pdf>; University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2011-12: New York Geographic District 22, 3, <https://reportcards.nysed.gov/files/2011-12/RC-2012-332200010000.pdf>.
 - ii. Department of City Planning, City of New York, Community District 14 (June 2013), 1. <http://www.nyc.gov/html/dcp/pdf/lucds/bk14profile.pdf>.
 - iii. Department of City Planning, City of New York, Community Districts 17 (June 2013), 1. <http://www.nyc.gov/html/dcp/pdf/lucds/bk17profile.pdf>.
 - iv. U.S. Census Bureau, Poverty Status in the Past 12 Months of Families: 2007-2011 American Community Survey 5-Year Estimates, <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.
 - v. Census Fact Finder: NYC Department of City Planning, <http://maps.nyc.gov/census/>.
 - vi. New York City Charter School Center: Charter School Search, <http://www.nyccharterschools.org/charter-school-search>.
 - vii. New York State Education Department: Directory of Public and Non-Public Schools and Administrators in New York State, Nonpublic Schools List, <http://www.p12.nysed.gov/irs/schoolDirectory/nonpublic/sectionI.pdf>.
 - viii. New York City Department of Education: School Search, <http://schools.nyc.gov/schoolsearch/Maps.aspx?grade=ALL&borough=ALL&q=>.

1. Community Description, Need and Proposed School Impact

(c) Fiscal Impact

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including;

- Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected Budget for the school district of location; and,
- Projected impact as a percentage of dollars of each sending district’s budget (with more than 10 students projected to attend the charter school) for each year.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District’s Overall Funding) (F / G = H)
2015–2016	212	\$13,798 ¹	\$2,925,078	\$205,917	\$3,130,995	\$19,800,000,000	0.016%
2016–2017	249	\$14,211 ²	\$3,538,655	\$246,296	\$3,784,951	\$19,800,000,000	0.019%
2017–2018	428	\$14,211	\$6,082,508	\$423,353	\$6,505,861	\$19,800,000,000	0.033%
2018–2019	536	\$14,780 ³	\$7,992,040	\$530,180	\$8,452,220	\$19,800,000,000	0.043%
2019–2020	644	\$14,780	\$9,518,320	\$637,007	\$10,155,327	\$19,800,000,000	0.051%

Note 1. Assumes a two percent increase from the 2013-2014 per-pupil Allocated Operating Expenses (AOE) of \$13,527.

Note 2. Assumes a three percent increase from the estimated 2014-2015 and 2015-2016 per-pupil Allocated Operating Expenses (AOE) of \$13,798.

Note 3. Assumes a four percent increase from the estimated 2016-2017 and 2017-2018 per-pupil Allocated Operating Expenses (AOE) of \$14,211.

Note 4. Assumes a zero percent annual increase from the 2013-2014 New York City Department of Education (NYCDOE) operating budget of \$19.8 billion.

The total fiscal impact of the charter school on the New York City public schools in the fifth year of the charter, 2019-2020, is projected to be \$10.2 million. This sum represents 0.051 percent of

the projected budget of the New York City public school district as a whole. The overall fiscal impact of the school on the district will therefore be minimal.

2. Addressing the Need

(b) Key Design Elements

If the proposed school is adopting the replicating school's key design elements, incorporate the Key Design Elements by reference per the instructions above. If applicable, note any changes to the original model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Any changes should not exceed five (5) pages in length.

Refer to “Response 05 – Key Design Elements” of the Williamsburg Ascend Charter School’s original charter.

Overview

The college-preparatory design of Brooklyn Ascend Charter School 2 couples the Ascend Education Program with the Ascend Culture to fuel a K-12 program that will close the achievement gap and place every student on the path to college. The model is designed primarily for students from low-income families, including those with special needs and limited English proficiency.

It reflects the founders’ belief that steady advances in student outcomes can only be achieved if students’ knowledge is, from the earliest grades, built like a house, floor by floor, with the certainty that every precursor concept has been demonstrably mastered before the next concept is taught. That, in turn, requires a systematic design in which each important concept or skill is identified and taught in proper succession, from kindergarten through grade 12; students are afforded sufficient practice; and students’ learning gaps are immediately identified and promptly remediated.

This systematic construction of knowledge and skills must be coupled, however, with pedagogies that foster deep conceptual understanding and critical thinking. In math, students must be able not only to apply a procedure but to understand why the procedure works. In English, they must be able to discern the deepest meaning of a text, and not merely the literal.

SABIS, an education company based in Beirut, Lebanon, offers a systematic approach to curriculum and assessment, and Ascend has licensed the SABIS system for its schools. It encompasses a tightly interlocking array of intellectual property that increases teacher productivity, including a detailed, college-preparatory curriculum that is tightly linked to an electronic assessment system, distinctive pedagogical protocols, and academic management software. Ascend couples SABIS with an array of original Ascend curricula designed to prepare students for the intellectual rigor of the new Common Core State Standards, as well as with other third-party curricula materials, such as TERC *Investigations* for math and FOSS science.

The Ascend model couples the most transformative element of successful No Excuses schools—the school’s consistently high expectations for student achievement and behavior, and the refusal to permit adults to invoke excuses, such as poverty and prior achievement, for why students cannot achieve at high levels with the Responsive Classroom model. In the Ascend culture, school leaders, teachers, and students insist that every child is destined for college and adopt

unrelentingly high expectations for student performance in an atmosphere of joy, enthusiasm, intellectual excitement, and rigor. Ascend schools have adopted the Responsive Classroom model, a research-based practice that helps students develop social and emotional competencies in a strong, safe, and warm school community, that allow them to succeed academically and socially.

The SABIS Educational System

The focus of the SABIS system is the mastery of an academically ambitious, sequential curriculum that spans phonics in kindergarten to advanced placement (AP) courses in high school. Each learning objective is taught to mastery, and frequent assessments let teachers know *immediately* if each concept they have taught has been mastered by their students—so learning gaps do not form that impede subsequent learning. Teaching is explicit, using a distinctive Teach-Practice-Check pedagogy, and permits relatively large classes. Students serve as academic prefects, assisting the learning of their peers and checking their work, and accelerating the pace of instruction. Students who fall behind receive small-group instruction in a tightly linked “intensives” program.

SABIS has developed and refined over 30 years this powerful, systematic approach to curriculum and assessment, and its teaching system regularly produces remarkable results abroad, even in schools with primarily low-income populations. In the United States, however, its potential has barely been tapped. In a few American schools where it has been soundly implemented, its power is confirmed, with the schools recognized as among the states’ top performing.

SABIS Educational System Components

At the heart of SABIS’s approach is a detailed, college-preparatory *curriculum* that is tightly linked to an *electronic assessment system*, distinctive *pedagogical protocols*, and *academic management software*. These elements function as a seamless whole. Rigorously implemented, the system enables students of average abilities to progress at an accelerated rate, especially in the middle- and high-school grades.

Specialized diagnostic tests, administered at the school’s launch to all students (and each year thereafter to new students), guide placement decisions and detect learning gaps that impede student progress. Several hundred short textbooks—spanning kindergarten through college-level AP classes—explicitly identify the “points” teachers cover in daily lessons. After the teacher presents each point, prefects—academically able students trained to help their peers learn—ensure that their classmates have grasped the point. Weekly computer-based tests assess students’ mastery of the material; academic management system reports results immediately to teachers and school administrators. Teachers address learning gaps by re-teaching material or arranging targeted peer tutoring. Crucially, the model extends through the high school grades, where it produces its most striking achievement outcomes—including, when implemented faithfully, nearly universal college admission.

Within one of the above elements, the school management software, consider just one module: the *SABIS Exam Generator*. Whether the subject is division in the third grade or second-year physics in the twelfth, by simply entering the range of pages on which students are to be tested,

the generator instantly compiles a complete exam, which can be administered and scored electronically, and is not limited to multiple-choice questions. Results are automatically entered into the student's grade book and averages. The generator draws from a large database of test items tightly keyed to the sequence and idiom of the curriculum.

Another software module, the *SABIS Scoreboard*, shows school leaders at a glance the instructional health of each classroom, with "traffic lights" showing whether students are proceeding on pace and with sufficient levels of mastery. By clicking on a grade, section, or even an individual student, users can pinpoint problem areas.

Central to the SABIS system are prefects, students who help their peers to learn. The prefect system dramatically accelerates the education process. By establishing a universal system of cooperative learning, the prefect system helps to create a school culture in which students help one another to learn, take responsibility for their own learning, and prize academic excellence.

Career educators can deploy the SABIS tools to post achievement levels among students from educationally disadvantaged families that are at least equal to those of their more affluent peers.

Ascend Education Program: English Language Arts Instruction

ELA instruction will occur over three daily periods: guided reading with phonics and grammar, literature circle, and anthology and writing.

Guided Reading with Phonics and Grammar

Guided reading with phonics and grammar will take place in a class with three centers and two teachers, one full teacher and one associate teacher. Four leveled groups of students, each consisting of between eight and 15 students, will rotate across the centers, with each group receiving both 30 minutes of phonics (or grammar, in grades 3-5) every other day and 30 minutes of guided reading. Phonics will be taught using SABIS Phonics and grammar with SABIS Grammar.

Literature Circle

Beginning in kindergarten, students will participate every day in "literature circles" as a class, as well as guided reading in small leveled groups, where they will engage in rich discussion of the finest children's literature. Students will learn to advance and exchange ideas, citing evidence from the text, as they drive toward the deepest meaning of the works.

All students in kindergarten through grade 5 will receive 25 minutes of literature circle daily using Ascend's existing program. Literature circle was piloted at Bushwick Ascend Lower School in 2012-2013, has been implemented at both Bushwick and Canarsie Ascend Lower School this year, and is being launched at Brooklyn and Brownsville Ascend this spring.

Anthology and Response to Literature

The hour-long anthology and writing period will combine the study of high-quality long text with shorter "shared text" activities. Writing instruction will be afforded by responding to the

literature. The SABIS Anthology program will be used with modifications to ensure curricular alignment.

Writing

In addition to the time provided daily for response to literature, students will have a dedicated writing period of 45 minutes four times a week. To bring new coherence to their studies, students will write in the genre they just studied. Students will study the same genre across the multiple periods of ELA instruction.

Class Libraries

Class libraries will be dramatically expanded, requiring not only a substantial one-time investment to acquire books but also a full-time, dedicated staff member at Ascend to evaluate and select books for acquisition at each grade level.

A full-time book buyer will join the Curriculum Team to evaluate, select, and procure the books. To encourage abundant reading and simplify classroom procedures, no check-out system will be used

Ascend Education Program: Mathematics Instruction

The school will employ two pedagogies for math instruction: (1) explicit, teacher-led instruction in math skills; and (2) an inquiry-based activity to further a deep conceptual understanding of math and foster scholars' ability to problem-solve and explain, orally and in writing, the rationale for their answers to math problems. Each component will comprise approximately 45 minutes each day.

The curriculum for the teacher-led instruction will be SABIS Math. The curriculum for the inquiry-based activity will be TERC Investigations. The TERC curriculum is exceptionally well-designed, with each grade's curriculum provided at the level of daily lesson plans, including teachers' guides with fully scripted "teacher talk." All manipulatives, game components, handouts, and other student supplies are provided by TERC. Each lesson consists of two components (one or more activities, and a class discussion) of 20 minutes each, for a total of 40 minutes.

The lessons help students to learn overarching concepts deeply. An entire lesson in TERC might be spent on a single math problem. The first part of the lesson often involves one or more activities in which students wrestle with a concept, often with partners. As with the Common Core assessment, these activities usually involve a real-world problem. The activities are followed by discussion (20 minutes), where students explain their strategy for solving the problem. Teachers often ask questions such as: How did you decide where to start? How did you decide what to do next? How did you know what your answer was? Does anyone have questions about this strategy? Who else solved the problem in this way?

After students present their strategies they might discuss with a partner how the various strategies, several of which the teacher has captured on the white board, are similar and different from one another. In the final segment, the lesson provides opportunities for follow-up independent practice or homework.

Using the TERC program, as curated and adapted by Ascend, with the SABIS companion explicit-instruction program, will require careful attention to lesson selection in both programs and pacing. For its existing schools, Ascend is in the process of devising a math sequence and pacing that knits the essential math skills required by the Common Core standards with very well chosen lessons drawn from the TERC program.

The Ascend Culture

Brooklyn Ascend Charter School 2 will be driven by a radically distinct school culture, one that assertively shapes students' habits, values, and aspirations. Teachers will hold stark convictions: the goal for *every* child is college. Knowledge is the ticket to a better future. Effort, not talent, is the determinant of success. Students are the masters of their own destinies. They can beat the odds. And there are no shortcuts.

Drawing on Doug Lemov's taxonomy of effective instructional practices, the school will train teachers in specific, concrete, and actionable techniques to raise academic and behavioral expectations, make the most efficient use of time, create a strong and vibrant culture, and build character and trust. By explicitly teaching classroom procedures and insisting on 100-percent adherence to these practices, teachers at Brooklyn Ascend Charter School 2 will build classroom environments where learning can flourish and behavioral problems are infrequent. As at other schools managed by Ascend, low-level misbehavior and incessant verbal corrections, which typically plague urban classrooms, will be replaced with a "warm/strict" embrace that conveys respect, confidence, and clear direction. As the year progresses, success will build on success and students will develop a new conception of themselves and their futures.

In the Ascend culture, school leaders, teachers, and students insist that every child is destined for college and adopt unrelentingly high expectations for student performance in an atmosphere of joy, enthusiasm, intellectual excitement, and rigor.

Ascend schools have adopted the Responsive Classroom model, a research-based practice that helps students develop social and emotional competencies in a strong, safe, and warm school community, that allow them to succeed academically and socially.

Every morning in each class, students and teachers will gather to greet one another, share news, and warm-up for the day ahead. Throughout the school, teachers will talk about what students are learning and what excites them, rather than how they are behaving. Instead of warnings and threats, teachers will use positive language that promotes learning, a sense of belonging, and self-discipline. When students do misbehave, logical consequences will allow them to fix and learn from their mistakes while preserving their dignity.

In this environment, students will learn social skills—cooperation, assertion, responsibility, empathy, and self-control—that allow them to succeed academically and socially. Misbehaviors will be averted not by the specter of punishment but because students have developed the internal capacity to respond appropriately and effectively to daily challenges. The day can be spent pursuing learning and enjoying academic, artistic, and extracurricular activities.

In this way, the founders aspire to build a pervasive culture of joyful rigor, where students are everywhere absorbed in the challenges and rewards of learning and intellectual growth; the

relationship of teachers and students is marked by trust and affection; and teachers, students, and parents have formed a community of shared purpose.

Research Supporting the Design Elements

Significant evidence powerfully shows that each component of the proposed design has raised student achievement with diverse populations.

Research Supporting the SABIS Educational System

At a SABIS school in Springfield, Massachusetts, serving 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past 11 years. In 2011, 90 percent of tenth-graders passed the English and math portion of the MCAS (considered among the most rigorous state tests in the nation). Compared to the SABIS school, the percentage of Springfield district tenth-graders found proficient on the exam was 30 percentage points lower in English and 49 percentage points lower in math. Still more impressive is that the SABIS school's low-income and minority tenth-graders achieved very high proficiency in reading and math, beating district and statewide averages and closing the achievement gap. In 2008, *Newsweek* named the SABIS school one of three urban "top U.S. high schools" in Massachusetts.

The results of the SABIS International Charter School in Springfield do not depend on faculty with exceptional educational backgrounds working unusually long hours. In 2008, just 21 percent of teachers attended a "very competitive" undergraduate institution or better, compared to 72 percent of teachers at recently studied KIPP schools. Teachers work an eight-hour day, five days a week, and turnover is low. They are experienced educators, having taught on average for nearly nine years. The school has reported that 28 teachers have been teaching at the school for ten or more years. None is affiliated with Teach For America.

The success of the SABIS program in Chicago is also compelling as it underscores the model's effectiveness with substantially larger urban student populations. In 1997, the Chicago International Charter School operated by SABIS opened two campuses serving approximately 1,600 students, the majority of whom required remediation. In his 2009 case study of SABIS, Daniel Isenberg of the Harvard Business School points to the early success of the Chicago International Charter School in summarizing the proven efficacy of the model: During the first academic year, the school had the highest percentage of students at or above national norms on required external standardized tests compared to other charter schools. The following year, one campus again beat all other charter schools with the highest percentage of students at or above national norms in elementary math. In addition, the students at both campuses received the highest student performance classification from Chicago Public Schools for the average amount of academic growth over the prior year in both elementary math and elementary reading.

SABIS attributes its success to its system of extensive and frequent testing and to the provision of supports that dramatically increase time on task for students requiring remediation, *i.e.*, first and foremost the SABIS Intensive Program, as well as peer tutoring, the after-school program, and Saturday school. Also crucial is the program's focus on English language arts and mathematics as primary. As described in Response 05, SABIS recognizes a "hierarchy" of subjects, meaning that the value of each subject is determined by how instrumental it is for future

academic success. The two most important subjects are mathematics and English, as a solid understanding of both disciplines is a major factor in determining future learning. By themselves, history and science do not provide a similarly broad base of essential skills. Therefore, the teaching of mathematics and English takes precedence over the teaching of history and science. With a firm foundation in these disciplines, students accelerate across the board.

Research Supporting the Ascend Culture

Rigorous yet palpably joyful, the Ascend Culture is markedly different from that of so-called No Excuses schools, yet it shares certain elements, which makes the achievement effects of No Excuses a relevant point of reference. Low-income African-American and Hispanic students at some schools deploying the No Excuses model (including those managed by KIPP, Achievement First, and Uncommon Schools) are not only beating state averages but are also outperforming their peers in surrounding affluent districts.

KIPP now has 109 schools nationally serving more than 33,000 students. A new study by Mathematica Policy Research found “educationally substantial” impacts on state scores among 22 KIPP middle schools. Three years after entering KIPP schools, many students are experiencing achievement effects that are approximately equivalent to an additional year of instruction, enough to substantially reduce race- and income-based achievement gaps.ⁱ

While the Mathematica study offers the most rigorous examination of the No Excuses model, other charter management organizations employing the No Excuses approach cite evidence of closing the achievement gap. Uncommon Schools has 21 affiliated schools in New York and New Jersey. In 2011, on average across the network’s 11 New York schools tested by the state, 52 percent of K-8 test-takers (98 percent of whom were African-American or Hispanic) scored proficient or advanced on state tests in ELA, compared with the New York City District’s average of 44.ⁱⁱ In math, 85 percent of students achieved at this level, compared with 73 percent of white students statewide. Achievement First, which manages 20 schools in New York and Connecticut, has posted similar results at its New York schools: 70 percent of fourth-graders scored proficient or advanced in ELA and math, compared with 62 percent statewide.

A Harvard/MIT research study of Boston’s charter schools compares the performance of students in four No Excuses middle schools and two high schools with students who applied in the enrollment lottery but were not admitted. With an experimental design eliminating selection effects and establishing a true control group, this study found “strong evidence that the charter model has generated substantial test score gains” in the No Excuses schools in comparison to students who remained in the Boston Public Schools.

As commonly applied, however, the No Excuses model relies on two factors that make it difficult to sustain and bring to scale: (1) teachers from elite colleges who work extraordinary hours and (2) additional funding (largely to support small class sizes, team teaching, and extended school days and years).

KIPP has reported that 45 percent of the faculty members in Washington, D.C. are alumni of Teach For America, a highly selective program that recruits graduates of top colleges. At these schools and others like them, teachers not only deliver but also develop curricula, assessments, and other tools. Backward planning from state standards, they devise pacing charts and plan

units. The approach taps their intellectual capacities but also contributes to the job's unmanageable demands. Teachers work very long hours and faculty turnover is high. One study found that at KIPP middle schools in the San Francisco Bay area, teachers work an average of 65 hours per week, and teacher turnover at these schools was 49 percent between the 2006-2007 and 2007-2008 school years.ⁱⁱⁱ

While these figures may represent an extreme, the Report on Interim Findings of The National Study of Charter School Management Organization (CMO) Effectiveness, published by the Center on Reinventing Public Education and the Mathematica Policy Research Institute, reveals high turnover is a common challenge for charter school operators nationwide. The report concludes that CMOs, with their reliance on scarce human capital, were tapping-out local hiring markets. More than four in ten CMO hires, the study found, come from non-traditional sources, such as other charter schools, parochial schools, and alternative certification programs. About a third of CMOs in the study reported that 20 percent or more of their 2008-2009 teacher workforce came from the ranks of Teach For America.

At No Excuses CMOs, the reliance on scarce labor is even greater. An analysis of five KIPP schools found that 72 percent of their teachers and leaders had attended top undergraduate institutions ranked “very competitive” to “most competitive” in Barron’s *Profiles of American Colleges*, compared to 19 percent of public school teachers generally. The labor pool of such elite college graduates is small, and the pool of gifted educational missionaries is smaller still. Even if one in every ten graduates of top colleges entered teaching for two years (the average tenure at KIPP-like No Excuses charter schools) before moving to other careers, they would provide only six percent of the some 450,000 teachers currently working in the nation’s largest urban public-school systems. The U.S. might have enough of these teachers to staff a few hundred more No Excuses schools, but not a few thousand, and certainly not enough to reach every disadvantaged child in America. “Extreme schooling” works, but it is difficult to sustain or scale, which raises questions about whether it offers a solution to underachievement in American education.

In contrast, the proposed school’s model permits capable *career educators* to achieve gap-closing results while working at a sustainable pace by equipping them with the powerful tools of the Ascend Education program and the Ascend Culture.

The second key challenge most No Excuses schools face is their unsustainable cost, at both the school and network levels.

At the school level, the educational and business model must be highly productive—that is, it must generate superior outcomes without relying on ongoing philanthropic support or “in kind” supports from local or state government (such as the provision of space in public school buildings) that may not be politically sustained. Yet most high-performing charter schools rely on small class sizes and team teaching, which are expensive and leave few resources available for securing private space or defraying the cost of the network office. CMOs moreover commonly incur deficits undertaking the costly development and provision of academic management tools and other school supports that swell their central office expenses.

According to the National Study of CMO Effectiveness survey, “the average CMO relies on philanthropy for approximately 13 percent of its total operating revenues, but the number is much higher when central office revenues are isolated. Those CMOs funded by NewSchools Venture Fund report that 64 percent of their central office revenues come from philanthropy. The variation is significant, ranging between 32 percent and 100 percent of CMO central office revenues.” Of the CMOs studied, none had yet reached even its own definition of financially “sustainable.”

A Research-Based, Sustainable Model

As described above, both the SABIS educational system and the No Excuses culture have proven powerful in certain contexts, but each poses challenges for sustaining and scaling success. The Ascend school design enhances the strengths of these elements and resolves their limitations to fuel a program that will close the achievement gap and place nearly all students on the path to college. The model couples the most transformative element of successful No Excuses schools—that scholars learn to self-monitor their behavior—with the Responsive Classroom model, and marries the strongest SABIS intellectual property with customized Ascend and third-party curricula aligned to the Common Core to equip teachers with a comprehensive set of tools to obtain achievement-gap-closing results reliably while working at a sustainable pace at an affordable cost.

With the Ascend Education Program, teachers are tasked neither with remedying years of prior failed schooling (and laboring to meet the widely divergent instructional needs of students with years of schooling behind them) nor with forging their own instructional tools, so their jobs are far more manageable and gap-closing results are more routinely achieved. The Ascend program will permit the school to succeed with large classes (up to 30 students), with period work in smaller groups for guided reading, writing instruction, and literature circles, and by equipping teachers with the tools to spot and fill any incipient gaps promptly.

The SABIS educational system provides a systematic approach to developing skills and knowledge in each subject that not only jumpstarts achievement in the early grades, but also accelerates learning gains at the critical middle- and high-school levels, where American students on average rapidly fall behind their European and Asian peers. Many students flounder at these levels because they have been promoted from grade to grade without mastering essential skills at each level. They then present teachers with accumulated knowledge gaps that impede their learning and fuel their disaffection with school. With the SABIS system, students learn point by point, establishing a solid foundation on which to build successive levels of knowledge—from the basics in kindergarten to advanced placement classes in high school.

Teachers in the Ascend network work a somewhat longer day than that of traditional urban public schools (for additional pay), but their school calendar is the same. Planning periods allow time for lesson planning, which frees their evenings. The model’s tools allow teachers to be more productive, accomplishing more with their students in less time.

The use of student prefects, a key feature of the SABIS educational system, is one such tool. While it is impossible to gauge precisely the extent to which any one aspect of the system has contributed to SABIS’s effectiveness, teachers and school leaders at the first schools in the

Ascend network credit the prefect model for supporting their scholars' achievement gains, extending the teacher's "reach," and contributing to a cooperative learning environment.

Teachers designate as academic prefects scholars who have demonstrated that they rarely need additional help after the teacher's initial teaching of a concept. Teachers also take into account students' ability to interact positively and communicate effectively with their peers. Prefects play a critical role in the Teach-Practice-Check method of the SABIS system by guiding students in their practice of new skills and helping teachers quickly assess each student's mastery of points just taught. Prefects typically work in pods of four, with one academic prefect and one group prefect assisting two additional scholars. Academic prefects focus on scholars' academic skills, helping with checking and re-teaching, while group prefects help keep their peers' focused on the task at hand, reminding them of the direction of the teacher or helping to find relevant pages in books.

After teaching a skill, the teacher checks the work of the academic prefects (approximately six students in the class); then each academic prefect checks the work of the three other students in his or her pod. The prefects report to the teacher the mastery rates of their pods. Explains Kelly O. Bowers, Ascend Learning's Director of Academic Development "A teacher can rarely check the work of 24 to 30 students effectively and quickly, but this crucial task can be accomplished through the help of prefects. Rather than walking around the class trying to see who has grasped the concept, teachers get reliable information on every scholar. We often use hand signals to expedite the mastery check process, or teachers may simply ask prefects, for example, 'Who was struggling?' or 'What did your group struggle with?'"

To further the teaching and learning in the classroom, academic prefects often assist students who are not mastering a concept. In this way, they extend the teacher's reach and make large class sizes manageable. With prefects, up to seven students in the classroom receive one-on-one instructional assistance while other students work independently. Prefects are trained in how to re-teach concepts and skills rather than simply give answers, which is helpful in deepening their own understanding as well as assisting their peers. Bowers comments on this dual benefit of the prefect model: "It has been said that you've never learned something better than when you've taught it yourself. Prefects deepen their own understanding of a teaching point because they must thoroughly examine the concept when teaching to another scholar. The analysis required to break down a concept or skill in order to teach it step by step or point by point is enormously beneficial for the prefect."

In terms of culture-building, prefects play a very important role. They model students helping students and instill the notion among their peers that letting other students fall behind or fail is not acceptable at the school. This cooperative culture becomes especially striking in the high school years, when disaffection with schooling is the greatest threat in conventional urban schooling. Teachers and scholars at schools in the Ascend network have also commented on the effectiveness of peer-to-peer communication (noting that young people are often more receptive to help from their peers) and the positive impact of the prefect model on the general culture of achievement at their schools. Because designation as a prefect is widely regarded as an honor, students strive to do their best.

Among the most useful instructional tools are the weekly electronic tests that teachers and school leaders automatically compile, using the exam generation module of SABIS's School Management System. Drawing from a vast proprietary database of psychometrically proven test items, the tests not only align with the curricula but also match exactly what was taught in any given week. This approach stands in sharp contrast to "formative assessment" software available commercially in the United States. Because such software assesses only students' capacity to answer items like those that will appear on the state's year-end tests, it is of less value to the classroom teacher than SABIS's tests of curriculum mastery. Commercial formative assessment is exacerbating the American classroom's slide toward full-time "test prep," where the curriculum is displaced by drill and practice in narrow skills (like finding the "main idea" in a reading passage) that will be measured on year-end tests, rather than essential skills.

With the SABIS system, curriculum-aligned test results are compiled and disseminated *weekly* to teachers, the school's leadership team, and Ascend, revealing the extent to which the school is on track to closing the achievement gap and alerting them to any learning gaps—before these gaps jeopardize year-end goals. Teachers are able to identify not only the strengths and weaknesses of their students but also of their own teaching techniques. At a glance, they are able to see which components of the material they covered the previous week their pupils have mastered and which are poorly understood and require re-teaching.

SABIS's innovative instructional dashboard software offers an especially useful management tool, enabling school leaders and managers to view on a single screen the current performance of every classroom, with traffic light indicators signaling green if grades and sections are meeting weekly mastery goals for new skills and content. By clicking on any red or yellow areas, instructional managers can easily access further detail, to the level of individual classrooms or even students. Because every classroom in every Ascend school makes use of the same instructional system, the data will drive management decisions rooted in decades of experience and deep expertise.

Supporting teachers in this way and making reasonable demands on their time and energy reduce staff burnout, increase retention, and lower recruiting and training costs. Career educators see Ascend schools as supportive workplaces for the long term, not as stopping points on the way to a more rewarding career in another field.

Among the powerful tools that will allow the school's teachers to build a culture of uniformly high expectations and academic excellence are the techniques defined by Doug Lemov, managing director of Uncommon Schools and author of *Teach Like a Champion: 62 Techniques that Put Students on the Path to College*. Specific, concrete, and actionable, these techniques have enabled teachers elsewhere in the Ascend network to raise academic and behavioral expectations, structure their lessons to optimize available time, create a strong and vibrant culture, and build character and trust. Together, the instructional and cultural tools of the design will permit career educators at Brooklyn Ascend Charter School 2 to achieve gap-closing results reliably and at a sustainable pace.

The model is also financially sustainable. School size, class size, and staff deployment are the primary drivers of a school's economics, and in each respect, the design is efficient. Robust site economics will permit Brooklyn Ascend Charter School 2 to pay management fees, which when

combined with the fees of other schools in the network, will obviate the need for philanthropic support to fund chronic operating deficits that challenge other charter schools. Like the other schools in the Ascend network and the network office itself, Brooklyn Ascend Charter School 2 will operate at a surplus.

....

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students who attend that school. A complete list of 5% districts can be found in the accompanying Guidance Handbook. Note that at this time SUNY anticipates that the NYC School District will be over the 5% threshold.

Brooklyn Ascend Charter School 2 will be located in Community School District 17 in New York City, where more than five percent of students are enrolled in charter schools. However, in the target community of greater Flatbush, there are currently three charter schools operating: Fahari Academy Charter School, New Hope Academy Charter School, and The New American Academy Charter School.^{iv} In November, the Department of Education announced that it would be closing Fahari Academy Charter School (currently in its fifth year of operation) because the school scored an F on its 2013 Progress Report. In 2012-2013, students in Community School District 17 as a whole performed below the citywide and statewide average on the both the New York State math and English language arts exams, as discussed in “Response 01 – Community Need.”

Support for Brooklyn Ascend Charter School 2 is evidenced in the letters of support from parents and stakeholders included in “Response 14(c) – Evidence of Support.”

ⁱ Christina Clark Tuttle, Bing-ru The, Ira Nichols Barrer, Brian P. Gill, Philip Gleason, “Student Characteristics and Achievement in 22 KIPP Middle Schools: Final Report,” Mathematica Policy Research, Inc., June 2010.

ⁱⁱ <http://www.uncommonschools.org/results>, accessed May 16, 2012.

ⁱⁱⁱ K.R. Woodworth, J.L. David, R. Guha, H. Wang, and A. Lopez- Torkos, *San Francisco Bay Area KIPP Schools*, p. 33, 35, 66.

^{iv} New York City Charter School Center: Charter School Search, <http://www.nyccharterschools.org/charter-school-search>.

2. Addressing the Need

(d) Draft Accountability Plan.

Included in the Guidance Handbook is additional detail and reference to an online template to assist the applicant in developing the required SUNY academic accountability plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and in alignment with the proposed school model. Institute staff will work with successful applicants in the first year of operation of the school to finalize the plan.

Accountability Plan for the Accountability Period 2015-2016 to 2019-2020

Overview

Brooklyn Ascend Charter School 2 will achieve the following goals:

- All students will obtain proficiency in English reading, comprehension, and verbal and written communication as the foundation for progress in all academic subjects.
- Students will learn the theory, logic, and application of mathematics.
- Students will learn all major concepts, principles, and theories of the sciences and their applications to everyday life.
- The school will abide by the requirements of the state's accountability system under the federal No Child Left Behind (NCLB) law.

Goal I: English Language Arts

Goal

All students will obtain proficiency in English reading, comprehension, and verbal and written communication as the foundation for progress in all academic subjects.

Absolute Measure

- Each year, 75 percent of third- through sixth-graders will perform at or above Level 3 on the New York State English language arts (ELA) exam.

Comparative Measures

- Each year, a greater percentage of third- through sixth-graders will perform at or above Level 3 on the New York State ELA exam than those students in the same tested grades in Community School Districts 17 and 22.

- Each year, in ELA, the school will exceed its predicted level of performance on the New York State exam by at least a small effect size according to a regression analysis that controls for students eligible for free lunch among all public schools in New York State.

Growth Measure

- For years two through five of the proposed charter, grade-level cohorts of the same students (*i.e.*, students who are in the school for two consecutive years) will reduce the gap between the percentage at or above Level 3 on the previous year's New York State ELA exam and 75 percent at or above Level 3 on the current year's ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded 90 percent on the previous year's ELA exam, the school will demonstrate growth (from proficient to advanced) in the current year.

Goal II: Mathematics

Goal

Students will learn the theory, logic, and application of mathematics.

Absolute Measure

- Each year, 75 percent of third- through sixth-graders will perform at or above Level 3 on the New York State math exam.

Comparative Measures

- Each year, a greater percentage of third- through sixth-graders will perform at or above Level 3 on the New York State math exam than that of students in the same tested grades in Community School Districts 17 and 22.
- Each year, in math, the school will exceed its predicted level of performance on the New York State exam by at least a small effect size according to a regression analysis that controls for students eligible for free lunch among all public schools in New York State.

Growth Measures

- For years two through five of the proposed charter, grade-level cohorts of the same students will reduce the gap between the percentage at or above Level 3 on the previous year's New York State math exam and 75 percent at or above Level 3 on the current year's math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded 90 percent on the previous year's math exam, the school will demonstrate growth (from proficient to advanced) in the current year.
- For years two through five of the proposed charter, grade-level cohorts of the same students from kindergarten through grade 3 will reduce the gap between their average national curve equivalent (NCE) in the previous year's math TerraNova and a NCE of 50 in the current year. If a grade-level cohort were to exceed a NCE of 50 in the previous year, the cohort would be expected to show a positive gain in the current year.

Goal III: Science

Goal

Students will learn all major concepts, principles, and theories of the sciences and their applications to everyday life.

Absolute Measure

- Each year, 75 percent of fourth-graders will perform at or above Level 3 on the New York State science exam.

Comparative Measure

- Each year, a greater percentage of fourth-graders will perform at or above Level 3 on the New York State science exam than that of students in the same tested grades in Community School Districts 17 and 22.

Goal IV: NCLB

Goal:

The school will abide by the requirements of the state's accountability system under the federal No Child Left Behind (NCLB) law.

Absolute Measures

- Each year, in ELA and mathematics, the school's aggregate Performance Index on the state exam will meet the Annual Measureable Objective set forth in the state's NCLB accountability system.
- Each year, the school will earn the status of "Good Standing" under the state's NCLB accountability system.

Optional Goals and Outcome Measures

Student Attendance

Goal

Each year, the school will maintain a daily attendance average higher than the average at Community School Districts 17 and 22.

Measure

- Each year, the school will have an average daily student attendance rate of at least 95 percent, as recorded in Automate the Schools (ATS).

Student Retention

Goal

Each year, at least 95 percent of all students enrolled on the last day of the school year will return the following September.

Measure

- Attendance will be measured on the tenth school day of each school year.

Enrollment Stability

Goal

The school will maintain enrollment stability by way of student retention.

Measure

- Student enrollment will remain within 15 percent of full enrollment as defined in the school's contract. Ascend Learning will monitor enrollment on a bi-monthly basis by use of the SABIS or other commercially available student management system attendance reports.

Financial Compliance

Goal

Annual audits of the school will result in an unqualified opinion and no major findings.

Measure

- Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A "major" finding would indicate a deliberate act of wrongdoing or reckless conduct, cause a loss of confidence in the abilities or integrity of the school, or seriously jeopardize the continued operation of the school.

Financial Viability

Goal

Each year, the school will operate on a balanced budget (*i.e.*, revenues equal or exceed expenditures) and maintain a stable cash flow.

Measure

- Ascend Learning will review financial statements on a monthly basis.

Governance

Goal

The board will provide an effective forum for public input into the governance of the school.

Measure

- The board will hold monthly board meetings and standing committee meetings, all of which will conform to the standards of the Open Meetings Law, and will make available the minutes of all such meetings upon request. Additionally, the board will offer the opportunity before every full board meeting for citizens to address board members. The board will call executive sessions as needed.

Staff Satisfaction and Retention

Goal

Each year, faculty and staff will express satisfaction with school leadership, professional development opportunities, and school culture.

Measure

- Each year, 90 percent or more of the faculty and staff will respond favorably on a survey to be developed by or for the school.¹

¹ Ascend Learning is experienced in the development and use of such instruments, having used them effectively in the schools it currently manages.

Goal

Each year, the school will retain at least 80 percent of its faculty from the previous year.

Measure

- Staff attendance at the school's Summer Institute, held during the second week of August each year, will indicate the number of returning faculty.

Parent Satisfaction

Goal

Parents will express satisfaction with the school with regard to safety, school rules, academic expectations, and other aspects of the school's culture.

Measure

Each year, 90 percent or more of the parents will respond favorably on a survey to be developed by or for the school.

Student Satisfaction

Goal

Each year, students will express satisfaction with the school with regard to safety, school rules, academic expectations, and other aspects of the school's culture.

Measure

- The school will administer a survey designed to measure satisfaction in the spring of each year.

Adherence to Applicable Law and Contractual Requirements

Goal

The school will comply with all applicable laws, rules, regulations and contractual requirements including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act (IDEA), and the federal Family Educational Rights and Privacy Act (FERPA).

Measure

- Ascend Learning and the board will establish processes and policies that incorporate requirements of applicable laws, regulations, and the charter.

3. Proposal History

(a) Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

If the proposal is to add a new school to an existing Education Corporation, simply include the name of the replicating Education Corporation in this response, and include the name of the board chair as the nominal applicant. No further information is required in this section.

The proposal is to add one new school, Brooklyn Ascend Charter School 2 (see endnote), to the existing education corporation, Canarsie Ascend Charter School. The nominal applicant of the proposal and name of the board chair is Theodore J. Coburn.

(b) Community Outreach

NOTE: Community Outreach is a minimum statutory requirement.

Explain:

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

To inform stakeholders in the target community about the proposed school (see endnote), Susan Bakst, Ascend's director of community outreach and external affairs, and Ascend's community outreach team have implemented a large-scale grassroots and communications effort.

Ascend contacted the school superintendents of Community School Districts 17 and 22 and the district managers of Community Boards 14 and 17 in Flatbush, providing information about the new school proposal, requesting a meeting, and soliciting feedback.

The outreach team visited the communities of greater Flatbush and spoke to a large number of residents at supermarkets, laundromats, schools, parks, beauty parlors, community centers, and daycare centers. When speaking to parents, business owners, and residents, Ascend distributed postcards and a one-page summary describing Ascend Learning's educational model. Both materials invited feedback about the proposed Ascend charter school.

Ascend also emailed community stakeholders (including heads of religious, social service, health, and housing organizations) and enclosed the one-pager about the proposed school's educational program and the academic success of Ascend's current schools. The e-mails conveyed Ascend's interest in meeting to provide more information and requested their input. Bakst sent a subsequent email inviting the stakeholders to attend the public meeting.

As of February 2014, the homepage of the Ascend Learning website has featured a link to an announcement regarding the initiative to establish Brooklyn Ascend Charter School 2, welcoming community feedback. The community outreach team also posted an announcement on Ascend's Facebook page and sent messages to Ascend's Twitter followers that informed the public about the school proposal and announced the open meeting.

The public meeting on March 5, 2014, provided an important opportunity to inform stakeholders about the proposed charter school and solicit community input regarding the educational and programmatic needs of students and Ascend's plan to meet those needs. Ascend promoted the public meeting through a media announcement to local press including the publications of *Home Reporter News*, *The Brooklyn Daily Eagle*, *Brooklyn Spectator*, *DNAinfo*, and the Community Newspaper Group (which publishes *The Brooklyn Paper*, *Brooklyn Daily*, and *Caribbean Life*); the community calendars of Community Newspaper Group and News12 Brooklyn; and parent listservs of Flatbush Family Network and A Child Grows in Brooklyn. Emails were also sent to community stakeholders and to families in the targeted communities who had applied to other Ascend schools. Fliers about the public meeting were posted in local convenience stores, daycare centers, barber shops, beauty salons, non-profit organizations, and restaurants.

To date, Ascend Learning has received 94 letters of support from parents in the target neighborhoods. In the letters, the parents acknowledge their awareness of and show their support for the proposal to establish the new school. (See Response 14(c).) To date, the email account designated for feedback regarding the new school (see endnote) has not received any comments.

Because the feedback from the community has so far been generally positive, especially toward the school model, the proposal has not required adjustment.

Endnote: Ascend Learning is submitting applications concurrently for Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, which could result in up to two schools in greater Flatbush.

3. Proposal History

(c) Evidence of Outreach

NOTE: Community Outreach is a minimum statutory requirement.

This response should include concrete and detailed evidence that the applicants conducted community outreach.

Exhibit A – Correspondence with stakeholders

This set of documents shows dated email correspondence between Susan Bakst, Ascend Learning’s director of community outreach and external affairs, and stakeholders in the greater Flatbush region of Brooklyn. In the emails, Bakst discusses the proposed school, solicits feedback, and provides details regarding a public meeting held on March 5, 2014. The emailed stakeholders received a one-page attachment (included in Exhibit B) describing Ascend’s educational model, its current schools, and results. Below is a list of the stakeholders, their positions, and associated organizations.

- James Brennan, assembly member of New York State Assembly District 44
- Lenore Brereton, warden of St. Augustine’s Episcopal Church
- Shawn Campbell, district manager of Community Board 14
- Kendall Carter, executive director of the Flatbush YMCA
- Mathieu Eugene, council member of New York City Council District 40
- Rhonda Farkas, superintendent of Community School District 22
- Mehwash Fatima, executive director of the National Youth Organization of Pakistan
- Simcha Felder, state senator of the New York State District 17
- Sherif Fraser, district manager of Community Board 17
- Linda Goodman, executive director of Midwood Development Corporation
- Jonathan Gross, director of Brooklyn Housing and Family Services
- Cheryl Hall, executive director of the Caribbean Women’s Health Association
- Margaret Hughes, president of Brooklyn Congregations United
- Rhoda Jacobs, assembly member of New York State Assembly District 42
- Jerry Katzke, president of the Bonnie Youth Club
- Stan King, unit director of the Madison Square Boys and Girls Club
- Gwendolyn Lewis, president of A Brooklyn Family Place
- Iris Medas-Kenneth, president of the Brooklyn Rising Stars of East Flatbush Lions Club
- James Nelson, pastor of the Brooklyn Cathedral of Praise
- Dan Ramm, pastor of the Flatbush Dutch Reformed Church
- Robin Redmond and Anthony Guildford of Flatbush Development Corporation
- Buffie Simmons, superintendent of Community School District 17
- Yves Vilus, executive director of the Erasmus Neighborhood Association
- Ayoka Wiles, associate executive director of Ifetayo Cultural Arts Academy
- Brad Wilson, pastor of the New Life Church of God
- Karim Camara, assembly member of New York State Assembly District 43
- The Prospect Lefferts Gardens Neighborhood Association

- Gail Boykins, administrative assistant of the Vanderveer Park United Methodist Church
- Allison Reid, principal of Bambicare Day Care Center
- Joanne Oplustil, executive director of CAMBA

Endnote: Ascend Learning is submitting applications concurrently for Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, which could result in up to two schools in Flatbush.

Exhibit B - Marketing materials

The attached marketing materials for Brooklyn Ascend 2 and Brooklyn Ascend 3 were distributed by the community outreach team when canvassing and meeting community stakeholders and parents in the target neighborhood of Flatbush. The postcard invites the recipient to submit comments to a designated email address.

Exhibit C – Website announcement

Since February 2014, the home page of the Ascend Learning website has featured a link to an announcement of the proposal to establish two new schools. The announcement describes the proposed locations, target neighborhoods, the enrollment plan, the schools' mission, and proposed education model. The announcement also provides information about the public meeting and provides an email for comments.

Exhibit D – Facebook announcement

An announcement to publicize the public meeting and to solicit community feedback on the proposed schools was posted on Ascend Learning's Facebook page. The message was also mailed to followers through the organization's Twitter account.

Exhibit E – Public meeting flyer

The community outreach team posted fliers regarding the public meeting in local community convenience stores, libraries, apartment buildings, restaurants, and daycare centers.

Exhibit F – PowerPoint presentation on school design

A brief presentation on the schools' design was shown at the public meeting, March 5, 2014.

Exhibit G – Comment cards

Comment cards were distributed at the public meeting. One comment expressed appreciation of Ascend's choice not to use public facility spaces in locating network schools. Two others expressed enthusiasm for more educational choices in the community.

Exhibit H – Emails to prospective parents

Bakst emailed parents who live in the targeted neighborhood and who had applied to Ascend schools. The email described the proposed locations and invited parents to attend the public meeting and/or to submit comments by email.

Exhibit I – News alert to local media

The community outreach team promoted the public meeting through a media announcement to local press including the publications of *Home Reporter News*, *The Brooklyn Daily Eagle*, *Brooklyn Spectator*, *DNAinfo*, and the Community Newspaper Group (which publishes *The Brooklyn Paper*, *Brooklyn Daily*, and *Caribbean Life*); the community calendars of Community Newspaper Group and News12 Brooklyn; and parent listservs of Flatbush Family Network and A Child Grows in Brooklyn.

Endnote: Ascend Learning is submitting applications concurrently for Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, which could result in up to two schools in greater Flatbush.

Exhibit A

Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 3:31 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf; AscendLearning2014.pdf

Dear Assemblyman Brennan,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. I would greatly welcome the opportunity to meet with you or someone in your office to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

[Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning](#)

205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 10:29 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested

Dear Lenore Brereton, St. Augustine's Episcopal Church,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 3:21 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf

Dear Shawn Campbell, District Manager, Community Board 14,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. I would greatly welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
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[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 7:16 PM
To: 'Kendall Charter'
Subject: RE: proposal to open two new schools in Flatbush--feedback requested

Thank you for the quick response. Friday, February 14th at 2pm would be great. See you then and thank you!

From: Kendall Charter [redacted]
Sent: Thursday, February 06, 2014 5:14 PM
To: Susan Bakst
Subject: RE: proposal to open two new schools in Flatbush--feedback requested

Sure, How does Tuesday 11th 12:30 or Friday 14th at 2pm. Let me know if these dates and time work for you.

Regards,



Kendall Charter | Executive Director
YMCA of Greater New York / Flatbush
1401 Flatbush Avenue, Brooklyn, NY 11210
PH: 718-469-8100x4528 | [redacted]
www.ymcanyc.org | <http://www.facebook.com/ymcanyc#!/FlatbushYMCA>

"Don't judge each day by the harvest you reap, but by the seeds you plant."



From: Susan Bakst [[mailto:\[redacted\]](mailto:[redacted])]
Sent: Thursday, February 06, 2014 3:19 PM
To: Kendall Charter
Subject: proposal to open two new schools in Flatbush--feedback requested

Dear Kendall Charter, Executive Director, Flatbush YMCA,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [redacted]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Kendall Charter [REDACTED]
Sent: Thursday, March 06, 2014 12:29 PM
To: Susan Bakst; Maxine Barton
Cc: [REDACTED] Susan Pollock; Josue Cofresi
Subject: RE: Thank you!

You're welcome!

Regards,



Kendall Charter | Executive Director
YMCA of Greater New York / Flatbush
1401 Flatbush Avenue, Brooklyn, NY 11210
PH: 718-469-8100x4528 | [REDACTED]
www.ymcanyc.org | <http://www.facebook.com/ymcanyc#!/FlatbushYMCA>

"Don't judge each day by the harvest you reap, but by the seeds you plant."



From: Susan Bakst [[mailto:\[REDACTED\]](mailto:[REDACTED])]
Sent: Thursday, March 06, 2014 11:21 AM
To: Kendall Charter; Maxine Barton
Cc: [REDACTED] Susan Pollock; Josue Cofresi
Subject: Thank you!

Dear Kendall and Maxine,

Thank you so much for making Flatbush YMCA space available to us for our public meeting last night! We are so grateful to have had the opportunity to share information about our program with your parents.

And, also a huge thank you to all your friendly and helpful staff.

We will keep you updated on our efforts to open new Ascend schools in the Flatbush area.

Thank you again,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 3:44 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf; AscendLearning2014.pdf

Dear Council Member Mathieu Eugene,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. I would greatly welcome the opportunity to meet with you or someone in your office to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Joinvil, Roselyn [REDACTED]
Sent: Tuesday, March 04, 2014 12:17 PM
To: Susan Bakst
Cc: Eugene, Mathieu
Subject: RE: Please attend Ascend's Public Meeting on March 5

I have placed the public meeting onto Councilmember Eugene's schedule and if his schedule permits he will be in attendance. Who will be the contact person on the day of the meeting? Hope to hear from you soon.

Best,
Roslyn Joinvil
Scheduler
Office of Council Member Mathieu Eugene
40th District, Brooklyn
[REDACTED]
[REDACTED]

From: Susan Bakst [[mailto:\[REDACTED\]](#)]
Sent: Sunday, March 02, 2014 3:34 PM
To: Eugene, Mathieu
Subject: Please attend Ascend's Public Meeting on March 5

Dear NYC Councilman Eugene:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

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The Ascend curriculum includes math, science, English, social studies, Spanish, music, art, dance, and physical education. We do not co-locate with district schools.

Ascend schools are tuition-free and open to all.

For more information visit ascendlearning.org

We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 7:06 PM
To: 'Farkas Rhonda D'; Salli Therese M. (79K555)
Subject: RE: New school proposal, feedback requested

Dear Ms. Farkas and Ms. Salli,

Once again our many thanks for meeting over the summer about Ascend charter schools and community school district 22. I am writing to update you that in March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3 in the greater Flatbush community.

If it is convenient, we would welcome the opportunity to meet with you again to update you on our program. I have attached a brief overview.

Thank you again.

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED] |
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-----Original Message-----

From: Farkas Rhonda D [mailto:[REDACTED]]
Sent: Wednesday, August 28, 2013 3:27 PM
To: Susan Bakst; Salli Therese M. (79K555)
Cc: Susan Pollock
Subject: RE: New school proposal, feedback requested

Good afternoon,

It was a pleasure meeting you both as well.

Have a great school year!

Rhonda Dawn Farkas, Ed.D.
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234
[REDACTED]

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them.

~Daniel Goleman

-----Original Message-----

From: Susan Bakst [mailto: [REDACTED]]
Sent: Wednesday, August 28, 2013 2:32 PM
To: Farkas Rhonda D; Salli Therese M. (79K555)
Cc: Susan Pollock
Subject: RE: New school proposal, feedback requested

Dear Dr. Farkas and Ms. Salli,

Susan and I wanted to thank you so much for taking the time out of your busy schedules to meet with us yesterday. It was very helpful for us to hear your insights into issues and challenges facing schools in District 22. We were both struck with your commitment and passion for your principals, teachers, and students. They are lucky to have you.

We greatly appreciate your interest in Ascend Learning and consideration for what we could offer the community.

Thank you again and good luck with the new school year.

Susan

-----Original Message-----

From: Farkas Rhonda D [mailto: [REDACTED]]
Sent: Monday, August 26, 2013 4:07 PM
To: Susan Bakst
Subject: RE: New school proposal, feedback requested

Great!

Rhonda Dawn Farkas, Ed.D.
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234
[REDACTED]

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them.

~Daniel Goleman

-----Original Message-----

From: Susan Bakst [mailto: [REDACTED]]
Sent: Monday, August 26, 2013 3:36 PM
To: Farkas Rhonda D

Cc: Salli Therese M. (79K555)
Subject: RE: New school proposal, feedback requested

Susan Pollock and I are looking forward to meeting you tomorrow.

Thanks again,

Susan

-----Original Message-----

From: Farkas Rhonda D [mailto: [REDACTED]]
Sent: Monday, August 26, 2013 3:12 PM
To: Susan Bakst
Cc: Salli Therese M. (79K555)
Subject: RE: New school proposal, feedback requested

Yes-perfect!

Rhonda Dawn Farkas, Ed.D.
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234
[REDACTED]

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them.

~Daniel Goleman

-----Original Message-----

From: Susan Bakst [mailto: [REDACTED]]
Sent: Monday, August 26, 2013 2:57 PM
To: Farkas Rhonda D
Subject: RE: New school proposal, feedback requested

Yes, tomorrow would be great. 9am?

-----Original Message-----

From: Farkas Rhonda D [mailto: [REDACTED]]
Sent: Monday, August 26, 2013 2:44 PM
To: Susan Bakst
Subject: RE: New school proposal, feedback requested

Hi,

That still works unless you would rather come tomorrow.

Rhonda Dawn Farkas, Ed.D.
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234
Phone: [REDACTED]
Fax: [REDACTED]

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them.

~Daniel Goleman

-----Original Message-----

From: Susan Bakst [mailto:susan.bakst@ascendlearning.org]
Sent: Monday, August 26, 2013 2:42 PM
To: Farkas Rhonda D
Subject: RE: New school proposal, feedback requested

Hello,

Thank you again for taking the time to meet. Is Wednesday at 9 am still good for you? If you need to reschedule, just let me know.

Thanks.

Susan

-----Original Message-----

From: Farkas Rhonda D [REDACTED]
Sent: Friday, August 09, 2013 1:35 PM
To: Susan Bakst
Subject: Re: New school proposal, feedback requested

How is 9 AM?

Rhonda Dawn Farkas, Ed.D.
Community Superintendent
District 22
Sent from my Blackberry

----- Original Message -----

From: Susan Bakst [mailto:susan.bakst@ascendlearning.org]
Sent: Friday, August 09, 2013 12:56 PM
To: Farkas Rhonda D
Subject: RE: New school proposal, feedback requested

Hello,

Wednesday, August 28, at any time convenient for you works for us. We greatly appreciate your taking the time (and August 28th works better for us too)!

Thank you.

Susan

-----Original Message-----

From: Farkas Rhonda D [mailto:RFarkas@schools.nyc.gov]
Sent: Friday, August 09, 2013 8:21 AM
To: Susan Bakst
Subject: RE: New school proposal, feedback requested

Good morning,

I just found out that I have a meeting on the 13th of September. Can we meet on Wednesday, August 28th instead?

Between my 56 Principal Practice Observations and 10 Quality Reviews, it will be difficult to schedule once school starts. Please call if you are able. The number can be found below. Thank you.

Rhonda Dawn Farkas, Ed.D.
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234
Phone: [REDACTED]
Fax: [REDACTED]

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them.

~Daniel Goleman

-----Original Message-----

From: Susan Bakst [mailto:[REDACTED]]
Sent: Friday, August 02, 2013 12:08 PM
To: Farkas Rhonda D
Subject: RE: New school proposal, feedback requested

Dear Dr. Farkas,

Thank you for your email. Might it be possible to meet on either September 10, 11, 12 or 17th at any time that is most convenient for you? If not, I can make September 13th work.

Thank you again,

Susan

-----Original Message-----

From: Farkas Rhonda D [mailto:RFarkas@schools.nyc.gov]

Sent: Friday, August 02, 2013 5:48 AM

To: Susan Bakst

Subject: RE: New school proposal, feedback requested

Good morning,

Perhaps we could meet some time in the early weeks in September. Does Friday, September 13th at 10:30 work for you?

Dr. Rhonda Dawn Farkas
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them. ~Daniel Goleman

-----Original Message-----

From: Susan Bakst [mailto: [REDACTED]]

Sent: Tue 7/30/2013 3:51 PM

To: Farkas Rhonda D

Subject: New school proposal, feedback requested

July 30, 2013

Ms. Rhonda Farkas

Superintendent

CSD 22

5619 Flatlands Avenue, Room 114

Brooklyn, NY 11234

Dear Ms. Farkas:

In 2008, the Ascend Learning charter school network opened its first school in Brownsville. The flagship school's college-preparatory school design is closing the achievement gap and placing our students on the path to college. Ascend now operates four schools and in September, we will submit an application to the SUNY Trustees to establish Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond.

Ascend understands the need and value of building and maintaining robust relationships with local stakeholders, especially the Community School District, to run a school truly invested in its community. For this reason, we respectfully request the opportunity for you to meet with us to share our plans for and receive your feedback on a new Ascend school to potentially be located in CSD 22 and possibly another location in Flatbush.

Please let me know dates and times you might be available to meet with Ascend. In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at sbakst@ascendlearning.org or call me at 718.240.9162 ext. 1079. To provide you with more information about our program and current schools, I have attached a brief overview of our organization and a summary of our school's academic performance data.

I look forward to hearing from you.

Regards,

Susan Bakst

Manager of Community Outreach

Susan Bakst | Manager of Community Outreach and Student Recruitment | Ascend Learning

<mailto:sbakst@ascendlearning.org> | www.ascendlearning.org <http://www.ascendlearning.org/>

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<http://www.facebook.com/ascendlearning> <http://twitter.com/ascendlearning>
<http://www.linkedin.com/company/ascend-learning-charter-schools>

Susan Bakst

From: Farkas Rhonda D [REDACTED]
Sent: Sunday, March 02, 2014 8:59 AM
To: Susan Bakst
Cc: Salli Therese M. (79K555)
Subject: RE: Please attend the Ascend public meeting on Wednesday, March 5

Good morning,

We are unable to attend as we have a prior engagement.

Dr. Rhonda Dawn Farkas
Community Superintendent
District 22
5619 Flatlands Avenue
Brooklyn, New York 11234
[REDACTED]

The best leaders are not only highly motivated themselves, but able to somehow radiate that positivity, igniting, and mobilizing positive attitudes in those around them.

~Daniel Goleman~

From: Susan Bakst [REDACTED]
Sent: Saturday, March 01, 2014 10:09 PM
To: Farkas Rhonda D
Cc: Salli Therese M. (79K555)
Subject: Please attend the Ascend public meeting on Wednesday, March 5

Dear Ms. Farkas and Ms. Sali:

We hope you will be able to attend the Ascend Learning public meeting to find out more about our proposal to open two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades & Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

About Ascend:

Our mission is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our goal is for every Ascend scholar to graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.

The Ascend curriculum includes math, science, English, social studies, Spanish, music, art, dance, and physical education. We do not co-locate with district schools.

Ascend schools are tuition-free and open to all.

For more information visit ascendlearning.org

We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

Thank you.

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning

205 Rockaway Parkway, Brooklyn, NY 11212 | 718.240.9162 ext. 1079

www.ascendlearning.org <[http:](http://www.ascendlearning.org)

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 2:46 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf

Dear Mehwash Fatima, National Youth Organization of Pakistan,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

[Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning](#)
[205 Rockaway Parkway, Brooklyn, NY 11212](#) [REDACTED]

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 3:41 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf

Dear State Senator Simcha Felder,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. I would greatly welcome the opportunity to meet with you or someone in your office to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 6:36 PM
To: [REDACTED]
Subject: Proposal to open new Ascend charter schools--feedback requested
Attachments: About_Ascend.2014.pdf

Dear Sherif Fraser, Community Board 17:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would like to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

We would also like to attend your general and education meetings. At your convenience, would you let me know the time and location for the February meetings?

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:12 PM
To: 'Brooklyn Community Board 17'
Subject: Ascend Learning's public meeting

Dear Sherif:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. If you cannot make the public meeting, I would be very happy to meet with you at a more convenient time and date. It would be great to get your feedback on our program and how we can better serve the Community Board 17 community.

Here is more information about Wednesday's meeting:

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

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Ascend schools are tuition-free and open to all.

For more information visit ascendlearning.org

We invite the community to submit comments to newschool@ascendlearning.org.

Thank you and I look forward to meeting you in person,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 3:24 PM
To: 'publicinfo@middev.org'
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf

Dear Linda Goodman, Executive Director, Midwood Development Corporation,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. I would greatly welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:32 PM
To: 'publicinfo@middev.org' |
Subject: Ascend Learning's public meeting this Wednesday
Attachments: AscendLearning2014.pdf

Dear Linda Goodman, Executive Director, Midwood Development Corporation:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. If you cannot attend the meeting, I would be very happy to meet with at a time and date of your convenience.

Public Meeting Information

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

About Ascend:

Our mission is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our goal is for every Ascend scholar to graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.

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Ascend schools are tuition-free and open to all.

For more information visit ascendlearning.org

For more information about the public meeting or to provide comments, please contact me at

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 2:39 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf

Dear Jonathan Gross, Brooklyn Housing:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:27 PM
To: [REDACTED]
Subject: Ascend Learning's public meeting
Attachments: AscendLearning2014.pdf

Dear Jonathan Gross, Director, Brooklyn Housing and Family Services:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. If you cannot attend the meeting, I would be very happy to meet with at a time and date of your convenience.

Public Meeting Information

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

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For more information about the public meeting or to provide comments, please contact me at [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 6:21 PM
To: [REDACTED]
Subject: Proposal to open new Ascend charter schools--feedback requested
Attachments: About_Ascend.2014.pdf

Dear Ms. Hall, Executive Director, Caribbean Women's Health Association:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would like to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 2:53 PM
To: [REDACTED]
Subject: Please attend Ascend's public meeting

Dear Ms. Hall, Caribbean Women's Health Association:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 10:23 PM
To: [REDACTED]
Subject: Proposal to open new schools in Flatbush; comments requested
Attachments: AscendLearning2014.pdf

Dear Margaret Hughes, President, Brooklyn Congregations United:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:19 PM
To: mhughesbcu@gmail.com
Subject: Ascend Learning's public meeting
Attachments: AscendLearning2014.pdf

Dear Ms. Hughes, President, Brooklyn Congregations United:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. If you cannot attend the meeting, I would be very happy to meet with at a time and date of your convenience.

Public Meeting Information

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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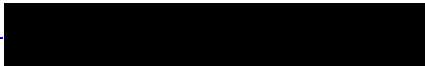
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For more information visit ascendlearning.org

For more information about the public meeting, please contact me at 

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 3:43 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush--feedback requested
Attachments: AscendLearning2014.pdf

Dear Assemblywoman Rhoda Jacobs,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. I would greatly welcome the opportunity to meet with you or someone in your office to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 [REDACTED]

[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 10:26 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush area; feedback requested
Attachments: AscendLearning2014.pdf

Dear Jerry Katzke, President, Bonnie Youth Club:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:20 PM
To: [REDACTED]
Subject: Ascend Learning's public meeting
Attachments: AscendLearning2014.pdf

Dear Mr. Katzke, President, Bonnie Youth Club:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. If you cannot attend the meeting, I would be very happy to meet with at a time and date of your convenience.

Public Meeting Information

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

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For more information about the public meeting, please contact me at [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 6:28 PM
To: [REDACTED]
Subject: Proposal to open new Ascend charter schools--feedback requested
Attachments: About_Ascend.2014.pdf

Dear Mr. King, Madison Square Boys and Girls Club:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would like to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:01 PM
To: [REDACTED]
Subject: Please attend Ascend's public meeting on March 5
Attachments: About_Ascend.2014.pdf

Dear Mr. King, Madison Square Boys and Girls Club:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]

[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 10:28 PM
To: [REDACTED]
Subject: proposal to open two new schools in Flatbush area; feedback requested
Attachments: AscendLearning2014.pdf

Dear Gwendolyn Lewis, President, A Brooklyn Family Place:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 6:14 PM
To: [REDACTED]
Subject: Proposal to open new Ascend charter schools--feedback requested
Attachments: About_Ascend.2014.pdf

Dear Ms. Medas-Kenneth:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would like to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:31 PM
To: [REDACTED]
Subject: Please attend Ascend's public meeting on March 5

Dear Ms. Medas-Kenneth, Brooklyn Rising Stars of East Flatbush Lions Club:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

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We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 6:13 PM
To: [REDACTED]
Subject: Proposal to open new Ascend charter schools--feedback requested
Attachments: About_Ascend.2014.pdf

Dear Bishop Nelson:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would like to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

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In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED] or call me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:29 PM
To: ~~bishop@bkcat.org~~
Subject: Please attend Ascend's public meeting on March 5

Dear Reverend Nelson, Brooklyn Cathedral of Praise:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

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We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]

[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Thursday, February 06, 2014 7:15 PM
To: [REDACTED]
Subject: new school proposal--meeting requested
Attachments: AscendLearning2014.pdf

February 6, 2014

Ms. Buffie Simmons
Superintendent
CSD 17
1224 Park Place
Brooklyn, NY 11213

Dear Ms. Simmons:

In 2008, the Ascend Learning charter school network opened its first school in Brownsville. The flagship school's college-preparatory school design is closing the achievement gap and placing our students on the path to college. Ascend now operates five schools and in March, we will submit an application to the SUNY Trustees to establish Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond.

Ascend understands the need and value of building and maintaining robust relationships with local stakeholders, especially the Community School District, to run a school truly invested in its community. For this reason, we respectfully request the opportunity for you to meet with us to share our plans for and receive your feedback on a new Ascend school to potentially be located in CSD 17 and possibly another location in Flatbush.

Please let me know dates and times you might be available to meet with Ascend. In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED] or call me at [REDACTED] to provide you with more information about our program and current schools, I have attached a brief overview of our organization.

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Saturday, March 01, 2014 10:12 PM
To: [REDACTED]
Subject: Please attend the Ascend public meeting on Wednesday, March 5
Attachments: AscendLearning2014.pdf

Dear Ms. Simmons:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to open two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades & Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

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Ascend schools are tuition-free and open to all.

For more information visit ascendlearning.org

We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 10:20 PM
To: [REDACTED]
Subject: Proposal to open new schools in Flatbush area; feedback requested
Attachments: AscendLearning2014.pdf

Dear Yves Vilus, Executive Director, Erasmus Neighborhood Association:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [\[REDACTED\]](mailto:[REDACTED])

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:16 PM
To: [REDACTED]
Subject: Ascend Learning's public meeting
Attachments: AscendLearning2014.pdf

Dear Yves Vilus, Executive Director, Erasmus Neighborhood Association:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. If you cannot attend the meeting, I would be very happy to meet with at a time and date of your convenience.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

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Ascend schools are tuition-free and open to all.

For more information visit ascendlearning.org

We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 [REDACTED]

[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 4:30 PM
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: proposal to open two new schools in Flatbush--feedback requested

Hello Ayoka,

I am writing to invite you to attend the Ascend public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year. I know Hannah met with you about our program, but just wanted to let you know about this additional opportunity.

Public Meeting Information

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

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For more information visit ascendlearning.org

For more information about the public meeting or to provide comments, please contact me at [REDACTED]

Thank you,

Susan

From: Ayoka Wiles [mailto: [REDACTED]]
Sent: Thursday, February 06, 2014 3:15 PM
To: Susan Bakst; info
Subject: RE: proposal to open two new schools in Flatbush--feedback requested

Good Day Susan:

I received a similar request from Hannah Njoku which I am working on completing this week.
Ayoka

From: Susan Bakst [mailto: [REDACTED]]
Sent: Thursday, February 06, 2014 3:14 PM
To: info
Subject: proposal to open two new schools in Flatbush--feedback requested

Dear Ayoka Wiles, Associate Executive Director, Ifetayo Cultural Arts Academy,

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would welcome the opportunity to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 [REDACTED]
[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Wednesday, February 05, 2014 6:29 PM
To: [REDACTED]
Subject: Proposal to open new Ascend charter schools--feedback requested
Attachments: About_Ascend.2014.pdf

Dear Pastor Wilson, New Life Church of God:

In March, Ascend Learning will submit applications to the SUNY Trustees to establish two new charter schools next year—Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3. If possible, I would like to meet with you to discuss our plans to locate our schools in the greater Flatbush community and receive your advice and feedback.

Ascend Learning is a charter school management organization based in Brooklyn, NY, that currently operates three schools in Brownsville, one school in Bushwick, and one in Canarsie. The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Please find attached a brief overview of our organization. More information is also available at ascendlearning.org.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [REDACTED]

I look forward to hearing from you.

Regards,

Susan Bakst
Director of Community Outreach

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:33 PM
To: [REDACTED]
Subject: Please attend Ascend's Public Meeting on March 5
Attachments: AscendLearning2014.pdf

Dear Pastor Wilson, New Life Church of God:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

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We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]

[REDACTED] www.ascendlearning.org

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Susan Bakst

From: Karim Camara [REDACTED]
Sent: Sunday, March 02, 2014 3:54 PM
To: Susan Bakst
Subject: Re: Please attend Ascend's public meeting on March 5

Dear Friend,

Thank you for taking the time to contact my office.

Your comments, suggestions and opinions are not only appreciated but also welcomed. They are an integral part of the legislative process and help me to become a more effective representative. Please know that we listen to and consider every opinion submitted.

If you have any further questions, please do not hesitate to contact my office at [REDACTED]

Again, thank you for contacting me about the issues that matter most to you.

Warmly,
Karim Camara
Member of the Assembly
43rd District
1216 Union Street
Brooklyn, NY 11225

Susan Bakst

From: [REDACTED]
Sent: Sunday, March 02, 2014 3:49 PM
To: Susan Bakst
Subject: Thank You for contacting PLGNA Re: Please attend Ascend's Public Meeting on March 5

One of our board members will respond to your email within the next 48 hours.

In the meantime, please visit our site

<http://www.plgna.org>

and join our google group

<http://groups.google.com/group/plgna>

Thank You,
PLGNA Board

Susan Bakst

From: Susan Bakst
Sent: Saturday, March 01, 2014 10:02 PM
To: 'Anthony Guildford'
Subject: Attend the Ascend Learning public meeting on March 5
Attachments: AscendLearning2014.pdf

Hi Anthony,

If you have time on Wednesday, we hope you will attend the Ascend Learning public meeting to find out more about our proposal to open two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

About Ascend:

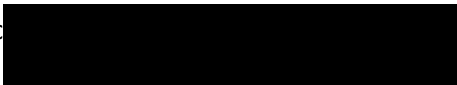
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For more information visit ascendlearning.org

We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact 

Hope to see you there!

Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 2:55 PM
To: [REDACTED]
Subject: Please attend Ascend's public meeting

Dear Reverend Ramm, Flatbush Dutch Reformed Church:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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We invite you to submit comments on the proposed schools to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:08 PM
To: [REDACTED]
Subject: Please attend Ascend's Public Meeting on March 5
Attachments: AscendLearning2014.pdf

Dear Ms. Boykins, Vanderveer Park United Methodist Church:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:27 PM
To: [REDACTED]
Subject: Please attend Ascend's public meeting on March 5

Dear Ms. Reid, Bambicare Day Care Center:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

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Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] | www.ascendlearning.org

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Susan Bakst

From: Susan Bakst
Sent: Sunday, March 02, 2014 3:58 PM
To: [REDACTED]
Subject: Please attend Ascend's public meeting on March 5
Attachments: About_Ascend.2014.pdf

Dear Joanne Oplustil, Executive Director, CAMBA:

We hope you will attend the Ascend Learning public meeting to find out more about our proposal to the SUNY Trustees to establish two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

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For more information about the public meeting, contact [REDACTED]

Thank you,

Susan

Susan Bakst | Director of Community Outreach and External Affairs | Ascend Learning
205 Rockaway Parkway, Brooklyn, NY 11212 | [REDACTED]
[REDACTED] www.ascendlearning.org

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Exhibit B

Brooklyn Ascend Charter Schools 2 and 3

Ascend Learning is submitting applications to the SUNY Trustees to establish two new charter schools in Brooklyn, NY.

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades & Enrollment in Brooklyn Ascend 2 (Flatbush):

K-1, 212 students in Year 1; K-12, 1,400 students at maturity

Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush):

K-1, 159 students in Year 1; K-12, 1,050 students at maturity

Mission: To equip every student with the knowledge, confidence, and character to succeed in college and beyond

**We invite you to submit comments to
newschool@ascendlearning.org**

www.ascendlearning.org



asc^end

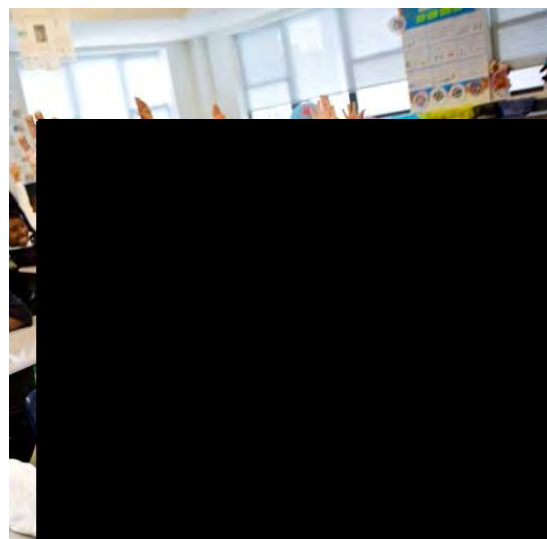
Ascend Learning proposes two new public charter schools for families in the greater Flatbush neighborhood

In 2008, the Ascend Learning charter school network opened its first school in Brownsville, with the mission of creating intellectually rigorous college-preparatory kindergarten through grade 12 charter schools that would equip every student with the knowledge, confidence, and character to succeed in college and beyond. Since then we have successfully opened three additional lower schools and one middle school.

Now we are exploring opportunities to open two new Ascend schools in the greater Flatbush area, Brooklyn Ascend Charter School 2 in community school district 17, and Brooklyn Ascend Charter School 3 in community school district 22. If approved, our program would provide families with more high-quality educational choices for their children. We are requesting feedback from members of the Flatbush and East Flatbush communities about our proposal. Please send comments to newschool@ascendlearning.org.

Key features

- Ascend has designed a rigorous, Common Core-aligned curriculum that builds a strong foundation of learning habits, critical thinking skills, and knowledge. Our students will excel academically in lower, middle, and high school, and be prepared to succeed as college students, as citizens, and as leaders in their chosen fields.
- The Ascend curriculum includes mathematics, English language arts (ELA), Spanish, science, social studies, music, art, physical education, and dance.
- Modeled on programs offered at the finest private schools, the Ascend Humanities Program is a key component of the middle school curriculum. It is designed to build sophisticated critical-thinking and writing skills through the exploration of great literature and art.
- Ascend teachers and leaders are committed to building a joyful, disciplined culture of achievement that keeps students engaged, stimulated, and enthusiastic. We adopt unrelentingly high expectations for student performance and insist every child is destined for college.
- Ascend schools lease and occupy highly functional, attractive, light-filled spaces on a long-term basis. The middle schools feature innovative learning environments containing museum-quality reproductions of artwork and artifacts related to students' studies in the arts, sciences, and humanities. Ascend schools do not co-locate with other schools.



Our results

In the 2012-2013 school year, on the rigorous new Common Core-aligned NY State tests, in 12 out of 14 grades and subjects tested, Ascend's students achieved equal or significantly higher proficiency levels English language arts (ELA) and math than their peers in the community school districts in which the schools are located. For the 2013-2014 school year and beyond, Ascend is committed to achieving even greater proficiency on these challenging new assessments, introducing new, engaging, and stimulating curricula materials.

The Ascend charter school network for the 2013-14 school year

Brooklyn Ascend Lower School
205 Rockaway Parkway, Brooklyn
Grades K-4 | CSD preference: 18

Brownsville Ascend Lower School
1501 Pitkin Avenue, Brooklyn
Grades K-5 | CSD preference: 23

Canarsie Ascend Lower School
9719 Flatlands Avenue, Brooklyn
Grades K-1 | CSD preference: 18

Brooklyn Ascend Middle School
123 East 98th Street, Brooklyn
Grades 5-7 | CSD preference: 18

Bushwick Ascend Lower School
751 Knickerbocker Avenue, Brooklyn
Grades K-4 | CSD preference: 32

Opening in 2014
Central Brooklyn Ascend Lower School
1501 Pitkin Avenue, Brooklyn

Our schools are tuition-free and open to all on a space-available basis regardless of academic ability, special needs, prior academic achievement, or English language learner status.

Exhibit C



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2007

Ascend invites community feedback on | establish new schools

7 February 2014

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In March 2014, Ascend Learning will submit applications to the SUNY Board of Regents to establish two new schools: Brooklyn Ascend Charter Schools 2 and 3.

Brooklyn Ascend Charter School 2 would be located in Flatbush and within School District (CSD) 17. Brooklyn Ascend Charter School 3 would be located in Flatbush and within CSD 22. Both schools would target student enrollment in the greater Flatbush neighborhood.

As conceived, Brooklyn Ascend 2 would serve 212 students in kindergarten during its first year, and grow by a grade each year thereafter to serve 1,400 students in kindergarten through grade 12. The grade growth plan is similar at Brooklyn Ascend 3, except that the school would serve 159 students in its first year and 1,050 at maturity.

"We actively invite parents and community members to learn more about how we plan to establish new schools," said Steven F. Wilson, president of Ascend Learning. We will hold a Public Meeting on Wednesday, March 5 at 5:00 p.m. at the Flatbush Community Center, 100 Flatbush Avenue, Brooklyn, New York. Interested parties may submit comments on the proposed schools by email to newschool@ascendlearning.org.

Like that of all schools in the Ascend Learning network, the mission of these schools would be to equip every student with the knowledge, confidence, and skills to succeed in college and beyond. Students would, from the earliest grade, receive a strong foundation of learning habits, critical-thinking skills, and knowledge of science, math, and academics as they progress through the program, mastering high-level skills; and graduate as confident young adults, prepared to succeed as students, citizens, and leaders in their chosen fields.

The unique college-preparatory school design combines elements of the traditional public educational system, proprietary Ascend programs and other curricula aligned with the Common Core, and a focus on the Ascend culture of joy and rigor to fuel the success of schools that close the achievement gap and place every student on the path to college. The SABIS educational system encompasses a tightly interlocking array of resources, including books, weekly electronic assessments, pedagogical practices, and advanced software. Other curricula, including Ascend-developed materials, emphasize close reading of literary texts and deep conceptual understanding of mathematics. At Ascend, school leaders, teachers, and students insist that every student should be prepared for college and adopt unrelentingly high expectations for student performance. The Ascend atmosphere of joy, enthusiasm, intellectual excitement, and rigor.

For detailed information about Ascend's early academic results [click here](#).

For detailed information about Ascend's current schools [click here](#).

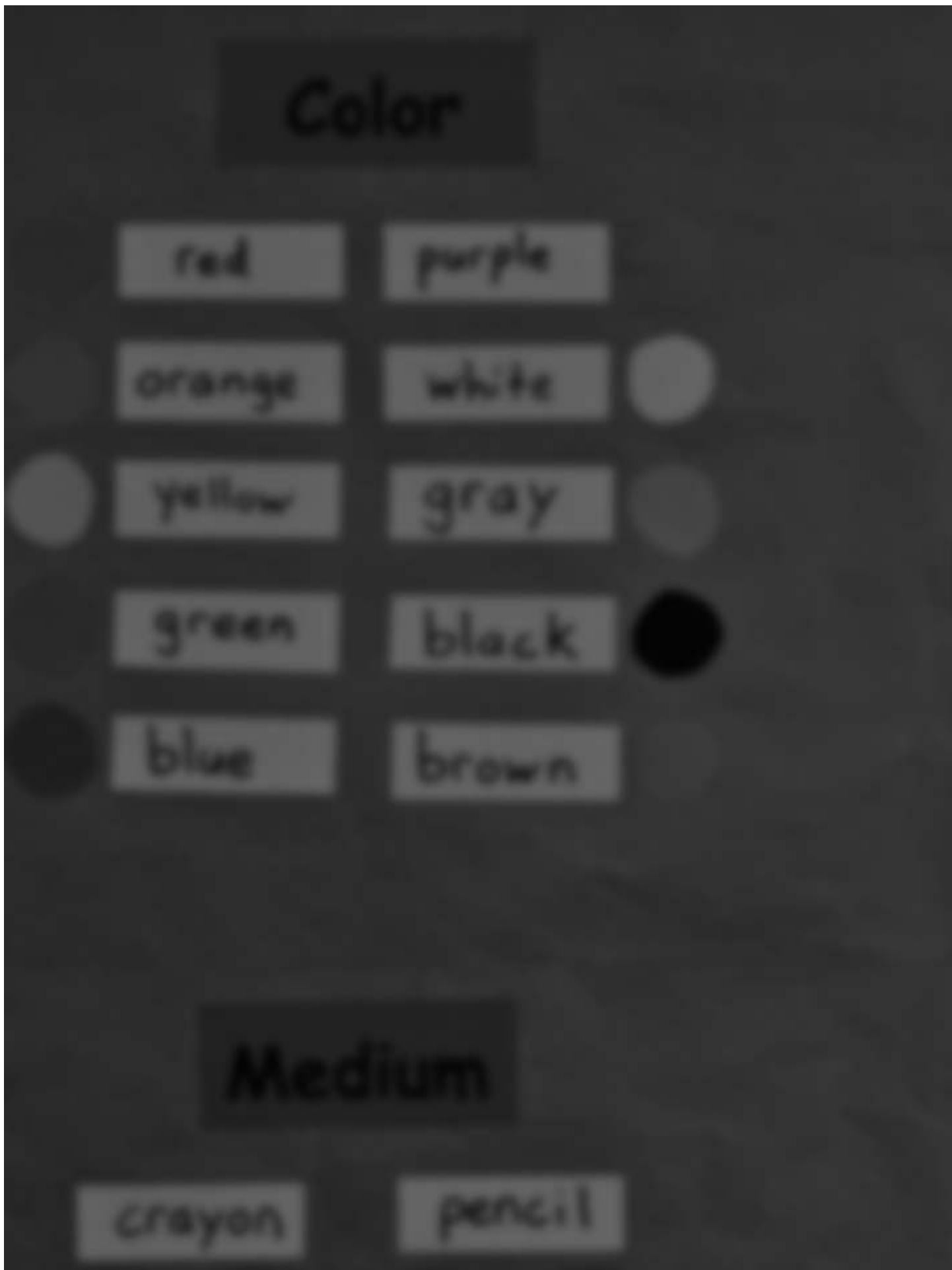


Exhibit D



Ascend Learning Timeline Recent

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Ascend Learning shared a link. February 28

Attend our public meeting on Wednesday, March 5, to learn more about our proposal to establish Brooklyn Ascend 2 and Brooklyn Ascend 3 in September 2015. Join us at the Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11221, from 5:00 to 6:00pm. For more information: http://www.ascendlearning.org/3382.



Ascend invites community feedback on plans to establish new schools - Ascend Learning

www.ascendlearning.org

Ascend Learning Charter Schools based in Brooklyn, New York

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6 people like this.



Rivas Jenny

@bushwick ascend chatter school October 11, 2013 at 3:18pm

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Ascend Learning

February 24

Brownsville Ascend recently celebrated its first annual Culture Day. Students brought in food and created displays to present to

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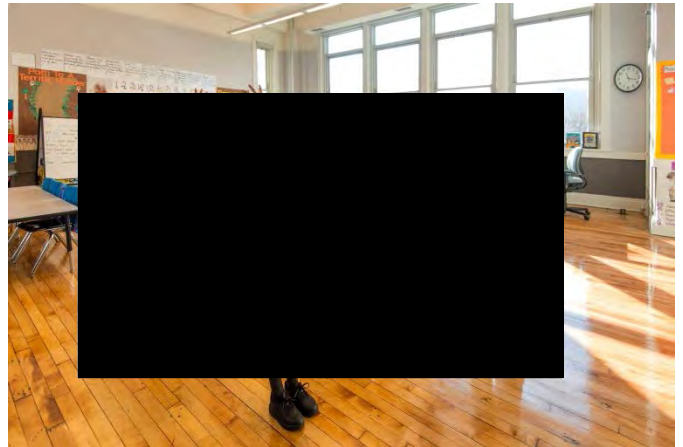
Chat (48)

Exhibit E

Ascend Charter Schools Public Meeting Announcement

Ascend is exploring new opportunities to offer our program to more families in Brooklyn. Please join us at our public meeting to hear about our plans to open two free Ascend college-preparatory charter schools in 2015-16 in the greater Flatbush community.

Ascend's mission is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. We offer a rigorous curriculum that includes mathematics, English language arts (ELA), Spanish, science, social studies, music, art, physical education, and dance.



We are committed to building a joyful, disciplined culture of achievement that keeps students engaged, stimulated, and enthusiastic. We do not co-locate with district schools.

We want to hear from you about how we can better serve your community.

Public Meeting
Date: Wednesday, March 5th
Time: 5:00pm to 6:00pm
Place: YMCA of Greater New York/Flatbush
1401 Flatbush Avenue, Brooklyn, NY 11210

Email comments on our proposed schools to
newschool@ascendlearning.org.

For more information about the public meeting, contact:
susan.bakst@ascendlearning.org or call 347-464-7600 ext 1003

asc^end[®]

Exhibit F

Public Meeting Brooklyn Ascend Charter School 2 and 3 March 5, 2014



ascend

Charter schools

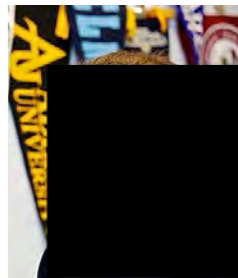
- Tuition-free public schools
- Open to all students regardless of academic ability, prior academic achievement, special needs, or English language learner status
- Lottery preference to students who reside in the community school district (CSD) where the school is located
- Operate according to terms of a performance contract or "charter" issued by a New York State authorizer
- Accountable for meeting specific academic achievements
- Not managed by NYC Department of Education

The combination of freedom and accountability allows charters to respond to community needs, try new approaches, and put student learning first.

ascend

Our schools' mission

The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in the middle and high school grades, mastering high-level math and science; and graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.



ascend

Our schools

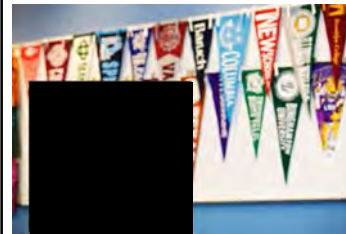
Brooklyn Ascend Charter School
205 Rockaway Parkway, Brooklyn, NY 11212

Brooklyn Ascend Middle School
123 East 98th Street, Brooklyn, NY 11212

Brownsville Ascend Charter School
1501 Pitkin Avenue, Brooklyn, NY 11212

Bushwick Ascend Charter School
751 Knickerbocker Avenue, Brooklyn, NY 11221

Canarsie Ascend Charter School
9719 Flatlands Avenue, Brooklyn, NY 11236

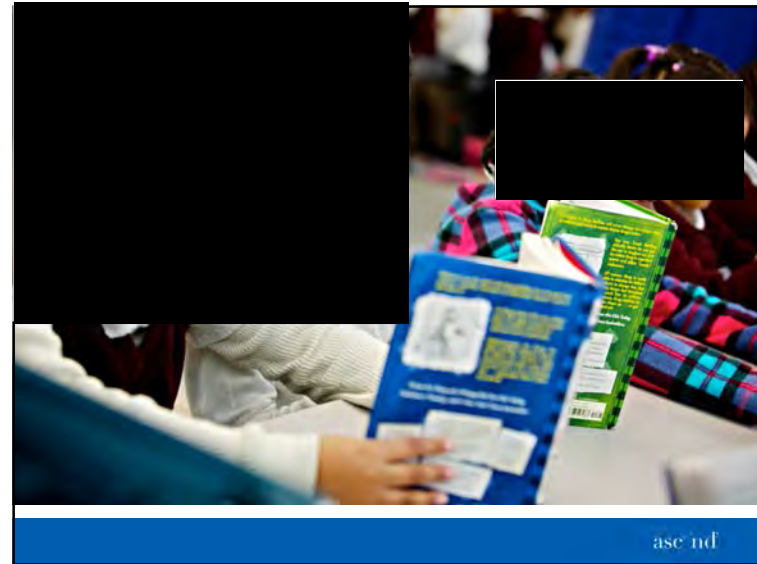


ascend

Proposed schools

School	Community School District	Target Enrollment Neighborhood
Brooklyn Ascend Charter School 2	17	Greater Flatbush
Brooklyn Ascend Charter School 3	22	Greater Flatbush

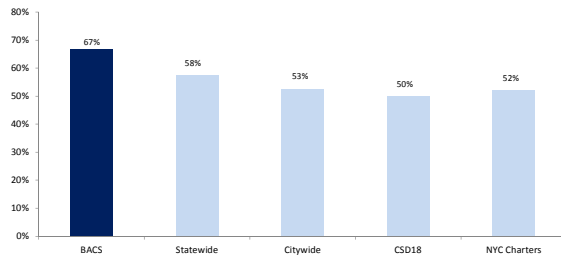
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asc nd

New York State 2012 tests results

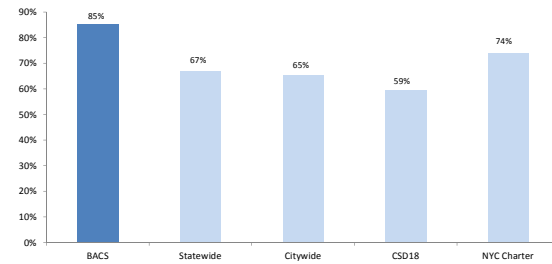
Brooklyn Ascend Charter School 5th Grade ELA
% of Students Scoring "Advanced" or "Proficient"



asc nd

2012 New York State tests results

Brooklyn Ascend Charter School 5th Grade Math
% of students scoring "advanced" and "proficient"



8

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2013 New York State test results

In 2013, New York State implemented the new more challenging Common Core-aligned assessments that included more complex questions and required more critical analysis.

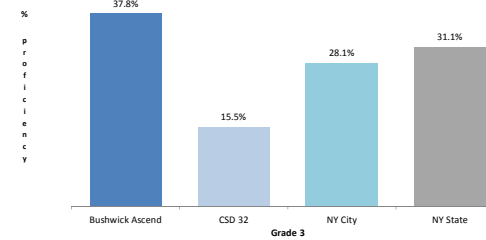
We applaud the state for holding our students to more rigorous, college-ready expectations.

- On a statewide scale, with the exception of Brownsville 3rd grade ELA, proficiency levels at Brownsville Ascend and Bushwick Ascend exceeded the 50th percentile, in most cases by significant margins.
- In comparison to the community school districts (CSDs) in which they are located, Brownsville Ascend and Bushwick Ascend produced results which vastly surpassed those of their neighbors.

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2013 New York State test results

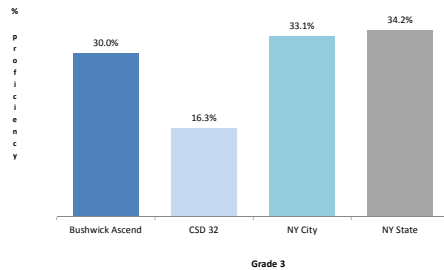
Bushwick Ascend 3rd Grade ELA
% of students scoring "advanced" or "proficient"



asc nd

2013 New York State test results

Bushwick Ascend 3rd Grade Math
% of students scoring "advanced" or "proficient"



asc nd

Distinctions

- In 2012, Gotham Schools cited Brooklyn Ascend Charter School as one of the top ten scoring charter schools in New York City for combined ELA and math scores.
- In 2012, the New York City Charter School Center announced that Brooklyn Ascend 4th and 5th graders achieved the highest proficiency levels in English on the state test of all schools in Brooklyn run by charter management organizations.

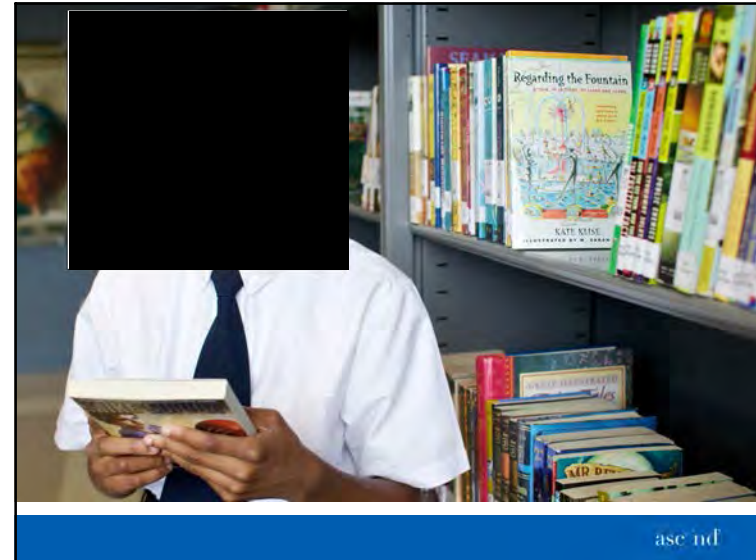


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High parent satisfaction

- In 2013, at least 95 percent of respondents at each school indicated they "strongly agreed" or "agreed" that:
 - The school is preparing my child to be promoted to the next grade level or to graduate.
 - The school keeps my child on track for college, career, and success after high school.
 - The school has high expectations for my child.
 - The school provides extra help when needed.
 - My child is safe at school.
- Likewise, at least 95 percent of respondents at each school reported that they were "very satisfied" or "satisfied" with:
 - The education my child has received
 - The quality of my children's teachers

asc nd



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School structure

- Every school has a lower, middle, and upper school.
 - Lower: K-5
 - Middle: 6-8
 - High: 9-12
- Each grade consists of 3 to 5 sections.
- Schools open with kindergarten and 1st grade. A grade is added each year through grade 12.
 - Schools will share cluster high schools.

asc nd

Ascend curriculum

The rigorous curriculum includes:

- English: grammar, reading, writing, and close reading of great literary texts
- Math: aligned to Common Core Learning Standards to emphasize reasoning about mathematical ideas and encourage deep conceptual understanding
- Science: exposes students to important scientific and engineering concepts, and develops their ability to think, through hands-on scientific investigations and analyses
- Daily Spanish language immersion classes beginning in kindergarten

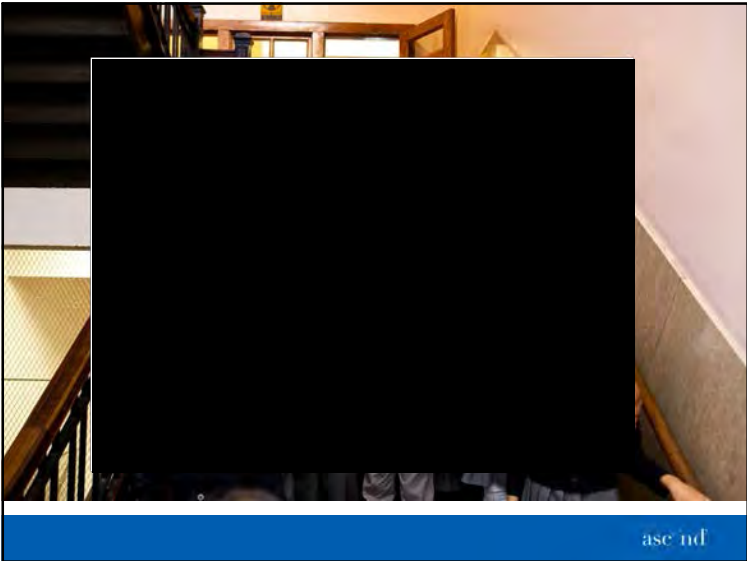
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Paving the way for success in college and beyond

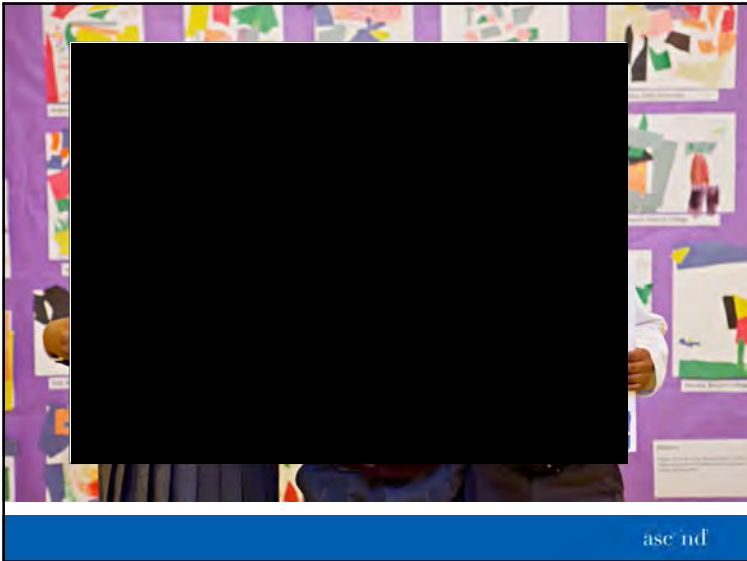
Ascend is committed to fostering the skills our students will need to complete high school, graduate from college, and become active citizens.

- College-level discussion
- Inquiry learning
- Enrichment activities that build leadership and social-emotional skills





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Brooklyn Ascend Lower School
205 Rockaway Parkway



asc nd

Brooklyn Ascend Lower School, classroom



asc nd

Brooklyn Ascend Lower School, art room



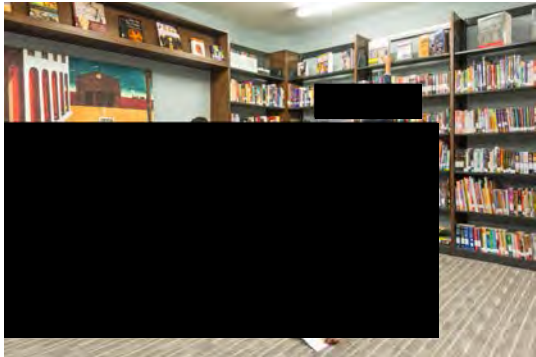
asc nd

Brooklyn Ascend Middle School
123 East 98th Street



asc nd

Brooklyn Ascend Middle School, library



asc nd

Brooklyn Ascend Middle School, gallery



asc nd

Brownsville Ascend Charter School and
Central Brooklyn Ascend
1501 Pitkin Avenue



asc nd

Brownsville Ascend and
Central Brooklyn Ascend, gallery



asc nd

Brownsville Ascend and
Central Brooklyn Ascend, classroom



asc nd

Bushwick Ascend Charter School
751 Knickerbocker Avenue



asc nd

Bushwick Ascend Charter School, classroom



asc nd

Bushwick Ascend Charter School, gymnasium



asc nd

Canarsie Ascend Charter School
9719 Flatlands Avenue



asc nd

Canarsie Ascend Charter School, classroom



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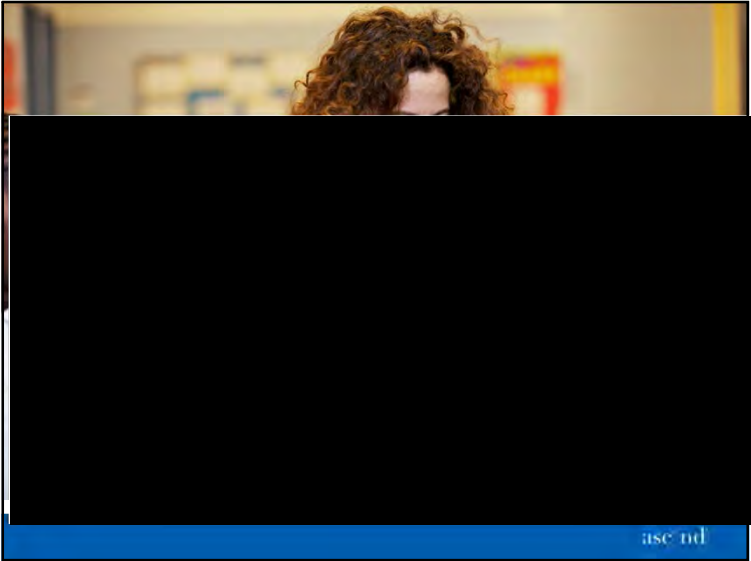
Canarsie Ascend Charter School,
gymnasium



asc nd



asc nd



asc nd

Exhibit G



Brooklyn Ascend Charter Schools 2 and 3

Please share with us your feedback about the proposed schools.

Comments

that will be a great ideal if they open a Ascend Charter
schools in the area cause it will be closer to home
even my work is the 14th floor at the 205 Rockaway Parkway
Hope my daughter will be one of those to be accepted. Thanks

About you (optional)

Your name:

Angie McKenzie

Grade(s) of your child(ren):

[Redacted]

Your phone number:

[Redacted]

Your email address:

[Redacted]



Brooklyn Ascend Charter Schools 2 and 3

Please share with us your feedback about the proposed schools.

Comments

Thank you for the information session. There is a lack of options for public schools in CSD's 17/22. If the additional locations are approved we will definitely consider them for our family. Good Luck

About you (optional)

Kudos on not co-locating!

Your name:

Jeanel + Ronald Betton

Grade(s) of your child(ren):

[Redacted]

Your phone number:

[Redacted]

Your email address:

[Redacted]



Brooklyn Ascend Charter Schools 2 and 3

Favor de compartir con nosotros tus comentarios acerca nuestras escuelas propuestas.

Comentarios

I am pleased to see the Ascend Charter School does not take away public school space. I am very interested in enrolling my child for 4th grade next year.

Acerca de ti (opcional)

Su nombre:

Karen Samuels

Grado(s) de sus hijos/as:





Brooklyn Ascend Charter Schools 2 and 3

Favor de compartir con nosotros tus comentarios acerca nuestras escuelas propuestas.

Comentarios

I am pleased to see the Ascend Charter School does not take away public school space. I am very interested in enrolling my child for 4th grade next year.

Acerca de ti (opcional)

Su nombre:

Karen Samuels

Grado(s) de sus hijos/as:

Su número telefonico:

Su dirección de email:

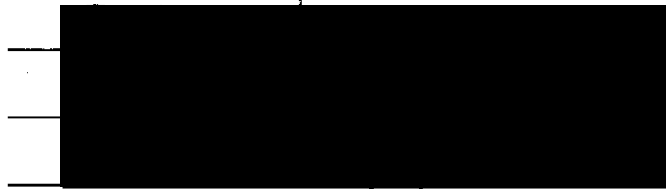


Exhibit H

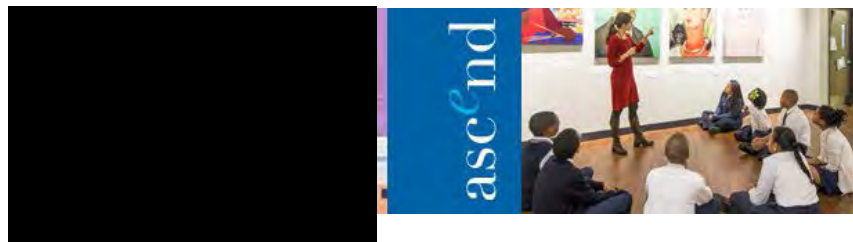


Josue Cofresi [REDACTED]

FW: Learn about Ascend's proposal to open two schools in greater Flatbush

[REDACTED] Thu, Mar 6, 2014 at 7:41 PM

From: Ascend Learning [mailto:[REDACTED]] **On Behalf Of** Ascend Learning
Sent: Thursday, March 06, 2014 3:20 PM
To: Josue Cofresi
Subject: Learn about Ascend's proposal to open two schools in greater Flatbush



**Attend Ascend Learning's
Public Meeting**

Please attend Ascend Learning's public meeting to learn more about our proposal to open two new schools, Brooklyn Ascend Charter School 2 and Brooklyn Ascend Charter School 3, in the greater Flatbush area for the 2015-16 school year.

Event: Ascend public meeting

Date: Wednesday, March 5, 2014

Time: 5:00pm to 6:00pm

**Place: Flatbush YMCA,
1401 Flatbush Avenue, Brooklyn, NY
11210**

About the Ascend proposal:

Intended Locations: Flatbush and East Flatbush

Target Community School Districts: CSD 17 and CSD 22

Grades & Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity

Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

About Ascend:

Our mission is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our goal is for every Ascend scholar to graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.

The Ascend curriculum includes math, science, English, social studies, Spanish, music, art, dance, and physical education.

We do not co-locate with district schools.

Ascend schools are tuition-free and open to all.

For more information visit
ascendlearning.org

We invite you to submit comments on the
proposed schools to
newschool@ascendlearning.org.

For more information about the public meeting,
contac [REDACTED]

Please share with friends.

believe :: achieve :: succeed :: **ascend**



www.ascendlearning.org

Exhibit I

Subject: Ascend to hold public meeting about new school proposal

Ascend Charter Schools Public Meeting Announcement

Ascend Learning will discuss its proposal to open two new schools (Brooklyn Ascend 2 and Brooklyn Ascend 3) in the greater Flatbush area for the 2015-16 school year and request comments from the community at its public meeting on Wednesday, March 5.

Ascend Learning Public Meeting Details

Date: Wednesday, March 5th

Time: 5:00pm to 6:00pm

Place: Flatbush YMCA, 1401 Flatbush Avenue, Brooklyn, NY 11210

About the Ascend proposal

- Intended Locations: Flatbush and East Flatbush
- Target Community School Districts: CSD 17 and CSD 22
- Grades and Enrollment in Brooklyn Ascend 2 (Flatbush): K-1, 212 students in Year 1; K-12, 1,400 students at maturity
- Grades & Enrollment in Brooklyn Ascend 3 (East Flatbush): K-1, 159 students in Year 1; K-12, 1,050 students at maturity

About Ascend charter schools

The Ascend Learning college-preparatory school design couples a rigorous curriculum with the Ascend school culture to fuel kindergarten through grade 12 charter schools that close the achievement gap and place every student on the path to college. Our school design includes mathematics, English language arts (ELA), Spanish, science, social studies, music, art, physical education, and dance. We are committed to building a joyful, disciplined culture of achievement that keeps students engaged, stimulated, and enthusiastic. We do not co-locate with district schools. The first Ascend school, Brooklyn Ascend Lower School, opened in 2008 in Brownsville. In addition to Brooklyn Ascend, the network now also includes Brownsville Ascend, Bushwick Ascend, Canarsie Ascend, and Brooklyn Ascend Middle School.

More information about Ascend Learning is available at www.ascendlearning.org.

Comments on the proposed schools can be submitted by email to newschool@ascendlearning.org.

For more information about the public meeting, contact [REDACTED]

4. School Enrollment

Use the following table to submit student enrollment information for the first five (5) operational years of the proposed charter school, including:

- Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- Number of students to be served in each grade;
- Total number of enrolled students for each year of the charter term;
- Classes per grade;
- Average number of students per class; and
- Place an asterisk (*) next to the grades in which the school would enroll new students.

To qualify for admission to kindergarten, children will have to be five years of age on or before December 31 of their kindergarten year. All schools operating under the school education corporation will operate under the slightly revised enrollment plan below:

Brooklyn Ascend Charter School 2							
Grades	Ages	Number of Students					School Plans ¹ 2026-27
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	
K	4-6	104*	50*	104*	104*	104*	104*
1	5-7	108*	99*	108*	108*	108*	108*
2	6-8		100*	108*	108*	108*	108*
3	7-9			108*	108*	108*	108*
4	8-10				108*	108*	108*
5	9-11					108*	108*
6	10-12						108*
7	11-13						108*
8	12-14						108*
9	13-15						100
10	14-16						100
11	15-17						100
12	16-18						100
Ungraded							
Total Students		212	249	428	536	644	1368

¹ If the applicants intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the “School Plan” column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five-year term of authority to operate.

Brooklyn Ascend Charter School 2							
Grades	Ages	Number of Students					School Plans ¹ 2026-27
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	
Classes Per Grade		4	2 in K 4 in 1/2	4	4	4	4
Average Number of Students Per Class		26.5	24.9	26.8	26.8	26.8	26.8

For existing charter school education corporations seeking authority to operate additional school(s), provide a separate additional chart and information including:

- Aggregate number of students attending all of the education corporation’s schools for each year of this proposal’s charter term (which may assume renewal of the existing school(s)); and any differences in eligible or minimum age in the same grades between schools.

If the intent is for a proposed school to offer any grades not already offered by a school within the replicating education corporation, please provide the rationale for the enrollment plan, including;

- The reason for choosing to serve the grades specified and the number of students in each grade;
- The extent to which the proposed charter school’s grade configuration aligns with the school district of its proposed location and how any misalignment may impact the school; and,
- A discussion of the pattern of growth over time, including student attrition assumptions for each grade for both the proposed school and the entire education corporation. In addition, describe any plans to replace, or limit the intake of, students.

There will be no differences in eligible or minimum age in the same grades between schools.

Canarsie Ascend Charter School							
Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans ² 2026-27
K	4-6	286*	232*	286*	286*	286*	286*
1	5-7	297*	288*	297*	297*	297*	297*
2	6-8	108*	289*	297*	297*	297*	297*
3	7-9	108*	108*	297*	297*	297*	297*
4	8-10		108*	108*	297*	297*	297*
5	9-11			108*	108*	297*	297*
6	10-12				108*	108*	297*
7	11-13					108*	297*
8	12-14						297*
9	13-15						275
10	14-16						275
11	15-17						275
12	16-18						275
Ungraded							
Total Students		799	1025	1393	1690	1987	3762

If the intent is for a proposed school to offer any grades not already offered by a school within the replicating education corporation, please, provide the rationale for the enrollment plan, including the following:

- The reason for choosing to serve the grades specified and the number of students in each grade;
- The extent to which the proposed charter school’s grade configuration aligns with the school district of its proposed location and how any misalignment may impact the school;
- The pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students; and a rationale for the pattern of growth over time for the entire education corporation including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.

Not applicable

² If the applicants intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the “School Plan” column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year term of authority to operate.

5. Curriculum and Instructional Design

If the proposed school is adopting the replicating school's academic program, incorporate the program by reference per the instructions above. If applicable, note any changes to the original model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

(a) Curriculum Selection and Process

Refer to "Response 06 (a) – Curriculum Selection and Process" of the Williamsburg Ascend Charter School's original charter.

The SABIS curriculum, third-party curricula, and Ascend's in-house curricula have been carefully curated to align with the new Common Core State Standards. The Academic Development Division of SABIS, composed of the organization's Minnesota-based subject specialists and its global team of subject specialists outside the U.S., has been working to adjusting the SABIS materials to better match the new Common Core. Since New York adopted the Common Core State Standards for English and math, as documented in Response 06 (f). In addition, Ascend has been supplementing the SABIS curriculum with its own Humanities and Literature Circle programs, which have been designed from the ground up with the new Common Core in mind, and will further enhance its curricular offerings in 2014-15 with TERC's Investigations in Number, Data, and Science, the Full Option Science System (FOSS), and a new Ascend social studies program for kindergarten through the fifth grade based on the Core Knowledge Foundation's history and geography program.

As expressed in Response 02(b), research demonstrates that career educators can deploy the SABIS tools to post achievement levels among students from educationally disadvantaged families that approach or equal those of their more affluent peers. In the SABIS program, promotion to the next level depends on student proficiency—the mastery of "essential concepts." SABIS has created a sequence of concepts from kindergarten to grade 12 aligned to the Common Core standards and corresponding to textbook units or themes. Through detailed pacing charts, the SABIS curriculum clearly defines the skills and concepts students must master at each stage in their schooling, week by week. A series of several hundred short SABIS textbooks, spanning all subjects and grades, clearly presents the material, with each objective explicitly identified.

The school will provide SABIS pacing charts, which are electronically generated from the SABIS school management software, to every teacher to ensure that students master skills and content expected by the Common Core. The dean of instruction will revise these pacing charts as needed throughout the year to ensure that instructional time is optimally deployed. Beginning in 2012-2013, SABIS provided a sequencing of the learning points for each lesson so that teachers can focus on teaching each concept interactively by alternating oral work, individual written work, cooperative learning, and group checking. Included with the sequencing are references to extra practice resources should they be needed. With the SABIS Point System, teachers maintain a brisk pace that keeps students stimulated, engaged, and enthusiastic, and as students master the daily "points" and experience academic success.

....

The following text is new language that would apply to all schools under the education corporation.

Further Refining the SABIS Curriculum

SABIS has refined both its English language arts and mathematics programs—their content, in-classroom practice questions, and weekly and periodic assessments—to better meet the demands and rigor of the new Common Core State Standards. For example, reading comprehension assessments now include unseen passages to better prepare scholars for the unfamiliar texts in New York’s English language arts assessments.

Given the particularly strong emphasis on writing in the new English standards, Ascend has extensively redesigned its own writing program to allow classroom writing exercises to flow from the content of the Anthology literature. In essence, the writing curriculum has moved away from stand-alone exercises based on personal experiences to writing activities in response to literature. Structurally, the Anthology curriculum has been stretched into the writing period to allow scholars adequate practice in drafting written responses.

Brooklyn Ascend Charter School 2 will benefit especially from such refinements, as it will implement the improved educational program in its inaugural year.

(b) Assessment System

Refer to “Response 06 (b) – Assessment System” of the Williamsburg Ascend Charter School’s original charter.

The following chart identifies the assessments planned for Brooklyn Ascend Charter School 2.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
New York State ELA Exam	Annually, grades 3-5	State	Required
New York State Mathematics Exam	Annually, grades 3-5	State	Required
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TerraNova	Annually, grades K-2	Commercial	The TerraNova assessment is a standardized test that measures a student's abilities in the areas of reading, language, mathematics, science and social studies, and grades them in each of these areas compared to other students nationwide of the same grade level, providing a percentile rank for our scholars.

Student Assessment Schedule*

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SABIS Academic Monitoring System	Weekly, grades 3-5 in English; weekly, grades 2-5 in math	SABIS-developed, multiple-choice, laptop-administered	SABIS Academic Monitoring System exams are administered weekly to check that students have learned and retained the points covered in class during the last week. Each question on the exam assesses exactly one concept. Students know the exact concepts on which they will be tested before the exam; the concepts are clearly highlighted in SABIS textbooks.

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SABIS End-of-term Tests	Three times a year**, grades K-5	SABIS-developed, multiple-choice, fill-in-the-blank, short-answer, essay	An end-of-term exam assesses all material covered in one term.
SABIS End-of-year Tests	Annually	SABIS-developed, multiple-choice, fill-in-the-blank, short-answer, essay	An end-of-year exam assesses all material covered throughout the year.
New York State Identification Test for English Language Learners (NYSITELL)	Within the first ten days of entrance to school to students whose home language is not English	To identify students for ESL	The NYSITELL is given to all eligible students (when their HLIS form indicates that their home language is not English) to assess their English ability and determine if they are eligible for ESL services.
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* The school will administer additional tests required by CSI, NYCDOE, or NYSED.

** The SABIS school year is composed of three terms.

*** If required by DOE

The school's assessment program will consist of *diagnostic*, *summative*, and *formative* assessments to track students' academic progress. All assessments will be administered by the dean of instruction, whose responsibility is the accurate implementation of the instructional system, including all assessments. As the school grows larger, an academic operations associate will assist the dean with the SABIS electronic assessment system, loading exams, and generating results reports. A great variety of reports are preconfigured in the SABIS school management software, all useful for different analytical purposes. As detailed below, the dean of instruction will meet with each grade-level team frequently to discuss assessment results and the actions that dictated by them.

At the lesson level, teachers may create their own assessments or checks for understanding in the form of in-class quizzes or exit tickets. These assessments will be reviewed by the grade-level chair or dean of instruction to ensure that they are fair in evaluating student mastery and fully aligned to the lesson objective and, by extension, New York State standards.

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SABIS diagnostic tests detect specific learning gaps that may impede student progress in content areas. Diagnostic tests assess mastery of key concepts from previous grades to determine whether the student has the knowledge essential for the grade in which the student wishes to enroll. Every effort will be made to keep children with their age-mates in the lower school. In the upper grades, students are grouped according to their background knowledge and competency level.

When diagnostic testing reveals serious academic deficiencies, the SABIS program prescribes solutions, including the following:

- Special/intensive lessons in English or mathematics
- Repeat of a school year

In summary, the school will conduct diagnostic testing of students using SABIS math and English language arts to determine proper placement and create a successful community of learners.

Starting at the third-grade level when students are assessed through AMS (described below), SABIS identifies so-called "essential concepts," and demonstrated mastery of these concepts is required for student promotion. It is important to note, however, that mastery of the essential concepts alone is not enough to pass a course. For example, a student who only knows the essential concepts in math for grade 3 would struggle in grade 4. The set of essential concepts is not sufficient for successful completion of a course;

rather it is the most important subset of what is sufficient. The skills and concepts identified in the curriculum frameworks, provided in Response 06 (f), represent the full scope of what students must know to succeed.

Summative Tests

The Ascend curriculum team designs in-class exercises and works directly with school leaders to develop periodic assessments that reflect the level of rigor and assessment design of the New York State tests. Teachers will assess students in the curriculum they have just taught on a monthly basis in each subject and sub-subject using SABIS and other periodic tests. The dean of instruction and teachers will use the periodic results to guide instruction for the remainder of the term. They will also test students at the end of each of the three terms using end-of-term tests (EOT), and at the end of the year using end-of-year tests (EOY). Exams at the end of the first and second terms will assess mastery of the material taught during the term. Final exams, administered at the end of the third term will measure student achievement over the course of the entire academic year. Final exams will account for 40 percent of students' grades in English and mathematics and 50 percent of students' grades in all other subjects.

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Sample SABIS Academic Monitoring System Teacher's Report

Subject:	English											
Grade:	3											
Section:	Ms. Cohen											
Test date:	March 25, 2007											
	Concept recall and remember details						Concept make verbs agree with their subject					
<i>Question</i>	1	2	3	4	5	6	7	8	9	10	11	12
<i>Correct Answer</i>	B	B	C	D	A	B	B	B	C	E	E	D
STUDENT	SCORE	STUDENT ANSWERS										
Argo, Sheron	92%	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dixon, Christopher	83%	✓	✓	✓	A	✓	✓	✓	✓	✓	B	✓
Dukes, Blair	75%	D	✓	✓	✓	✓	C	✓	✓	✓	B	✓
McCann, Amira	92%	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓
Terry, Taymica	100%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The Exam Generation Module of SABIS's School Management System will create the electronic tests instantly, after the dean of instruction enters the range of material taught the previous week or month. AMS tests not only align with the curricula but also match exactly what was taught in any given week. Assisted by the dean of instruction, each grade-level teaching team will meet weekly at a scheduled time to review the results of the SABIS AMS testing, as well as that of periodic tests and end-of-term tests. At the grade-team meetings, teachers will be empowered to:

- Identify and remedy variances from pacing charts
- Ensure that students receive instruction under the intensives program, if needed
- Mine instructional data to understand why students failed to master material and how this material could be presented more clearly or effectively
- Engage in constructive feedback by searching for ways to improve and adjust their own pedagogical practices

An important strength of the SABIS educational system and Ascend's proprietary curricula is that they replace subjective accounts of student performance (which are often unreliable, incomplete, or inaccurate) with objective data that tell teachers, parents, and students exactly how each student is doing. Grading practices are very consistent from teacher to teacher. To help ensure consistency, the dean of instruction meets with teachers to norm not only anticipated answers but also to norm the actual exams. Also, and very importantly, teachers do not grade their own classes independently. Instead, one teacher is designated to grade a subject exam (phonics, for example) for the entire grade. For short-answer writing assessments as well as the writing exam, rubrics designed by SABIS guide teachers' grading. Ambitious and committed teachers embrace this meaningful assessment strategy, recognizing its power to strengthen their craft. Families are grateful for objective and reliable information about their students' progress, preferring the solidity of data-driven discussions to "feel-good" conversations with no basis in fact.

Summarizing the unique value of the AMS assessments, one teacher explained, "It's more than just being able to check the class average to determine if the class can move on to new material. The AMS results tell you exactly which questions the students got wrong along with the answers that they chose. I can spot trends to see if they may have missed a particular point in the question. The results are broken down even further: Each question has a percentage next to it indicating how much of the class mastered that concept. Obviously, if 80 percent of the kids got a question wrong and they all picked the same answer, there's a problem there. I can revisit this question with them and find out what went wrong. And because each question addresses an essential concept, I can determine immediately if I need to re-teach that material."

An important benefit of having the same lesson plans used by all the teachers in any given grade and of an objective assessment system administered every week (AMS) and Periodic tests, is that leaders can objectively assess the effectiveness of each teacher. If the mastery results on a Periodic test, for example, were significantly lower in one section than in the rest of the grade, the dean of instruction would ensure that the teacher receive targeted professional development to improve his or her instruction. Each year, a school-level team led by the dean of instruction and the Ascend academic team will perform separate analyses of students' performance on the state exams. The objective will be to determine the cause of any poor results on specific strands, *e.g.* the content was not covered (alignment failure), the teacher did not get to it (pacing failure), or it was not properly taught (teaching failure). The two teams will then compare their findings and agree on actions, *e.g.*, to address a particular weakness by developing new material or supplementing with outside material.

Ascend Learning added the TerraNova to the battery of assessments at its schools because it provides school staff and external parties with a measure of how students in the school are performing relative to their peers nationwide.

Formative Testing

Students in grade 3 and higher will take two practice tests to gauge their progress toward meeting the state's expectations for the grade. These assessments are past years' tests released by the state or purchased from a third-party vendor, but the school will use the state's current scoring criteria. The dean of instruction and Ascend's director of data and analytics will study these results to identify skill strands and sub-strands where students are not at mastery. Whole-class instruction, after-school tutoring, or small-group tutoring may result from these analyses.

Teachers will receive extensive professional development to facilitate data-driven instruction as part of Ascend Learning's three-week Summer Institute pre-service program.

Use of Assessment Results

Teachers will use AMS to drive instruction of essential concepts. Each week that scholars are given the assessment, the teachers will use the results to make adjustments to their lesson plans for the following week of instruction. These weekly assessments help teachers drive students to mastery in logical and sequential steps, avoiding the development of gaps in knowledge.

Teachers will use STAR Learning reports to determine the proper use of guided reading time. Normally, students will spend up to three hours per week in guided reading sessions. These periods will be tailored to the instructional needs of the scholars according to the STAR assessment results. End-of-term tests, which are summative assessments of scholars' mastery of a unit of study, will not be used to drive further instruction but rather to ensure that scholars are ready to proceed to the next unit of study. Scholars who score below 70 on the end-of-term assessments will be recommended for intensives classes or other remedial intervention plans to ensure that any knowledge gaps are filled immediately.

School leaders will use weekly assessments to determine if grade levels and/or classroom sections are making adequate progress on the concepts outlined in the SABIS pacing guide. Classes that fall behind mastery pace will be in jeopardy of not meeting the end-of-year academic goals. School leaders will use weekly, unit-level, and end-of-term assessments to ensure that all classes are meeting the annual academic goals.

The central document provided every trustee before each monthly meeting of the school's board will be a "dashboard" that summarizes on one page the school's performance. In addition to enrollment, attendance, attrition, and financial data, the report will highlight academic results in each grade and core academic subjects. Results on the most recent tests will be detailed, as well as results on the most recent administration of the Renaissance Learning STAR reading tests. Comparisons of grade placement to grade-level results, for instance, will allow the trustees to discern if students are on average performing at or above grade level in all grades, and to see what percentage of students in each grade are below grade level and by how many months. The dashboard (and the detailed academic reports included with it) will anchor the board's discussion and ultimately inform the board's oversight of Ascend Learning

and the school director. The board will use results on state tests (and mock exams that anticipate them) as a critically important measure of the school’s performance.

Student report cards at the schools will be automatically generated from EOT results. Parents at other SABIS schools and schools in the Ascend network have valued objective information on their children’s performance in lieu of subjective and potentially biased or “feel good” accounts from their children’s teachers. These objective assessment data will form the heart of the parent-teacher conferences that will take place twice a year. Parents will also be notified of their children’s performance on the STAR assessments (approximately six times a year), and they will receive SABIS progress reports three times a year. Teachers will contact parents by phone to help cultivate strong relationships in support of students’ progress, and will schedule additional meetings as necessary to address concerns as they arise.

The following chart identifies the assessments planned for Brooklyn Ascend Charter School 2.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
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School leaders will use weekly assessments to determine if grade levels and/or classroom sections are making adequate progress on the concepts outlined in the SABIS pacing guide. Classes that fall behind mastery pace will be in jeopardy of not meeting the end-of year academic goals. School leaders will use weekly, unit-level, and end-of-term assessments to ensure that all classes are meeting the annual academic goals.

The central document provided every trustee before each monthly meeting of the school's board will be a "dashboard" that summarizes on one page the school's performance. In addition to enrollment, attendance, attrition, and financial data, the report will highlight academic results in each grade and core academic subjects. Results on the most recent tests will be detailed, as well as results on the most recent administration of the Renaissance Learning STAR reading tests. Comparisons of grade placement to grade-level results, for instance, will allow the trustees to discern if students are on average performing at or above grade level in all grades, and to see what percentage of students in each grade are below grade level and by how many months. The dashboard (and the detailed academic reports included with it) will anchor the board's discussion and ultimately inform the board's oversight of Ascend Learning and the school director. The board will use results on state tests (and mock exams that anticipate them) as a critically important measure of the school's performance.

Student report cards at the schools will be automatically generated from EOT results. Parents at other SABIS schools and schools in the Ascend network have valued objective information on their children's performance in lieu of subjective and potentially biased or "feel good" accounts from their children's teachers. These objective assessment data will form the heart of the parent-teacher conferences that will take place twice a year. Parents will also be notified of their children's performance on the STAR assessments (approximately six times a year), and they will receive SABIS progress reports three times a year. Teachers will contact parents by phone to help cultivate strong relationships in support of students' progress, and will schedule additional meetings as necessary to address concerns as they arise.

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(c) Instructional Methods

Refer to "Response 06 (c) – Instructional Methods" of the Williamsburg Ascend Charter School's original charter.

Pedagogy Overview

The school’s pedagogy will be a combination of 1) whole class, direct instruction, 2) whole class, inquiry learning, and 3) in small groups for guided reading, literature circles, and writing instruction.

1. In whole-class, direct instruction, Ascend teachers identify learning objectives (the “points”) explicitly and follow a pedagogy known as “Teach-Practice-Check.” The teacher presents the skill explicitly and then generalizes it to other examples. Students then engage in guided practice, which is done as a whole class, with a partner, or in a small group. Finally, students work independently to practice the newly acquired skill. Academic prefects, selected from the class, check the work of their peers after the completion of the “check” to ensure that all students have mastered the point. This approach provides for rapid acquisition of new skills and concepts. Frequent electronic AMS assessments (weekly in grades 3 and higher) provide teachers with *immediate* feedback on their students’ mastery of what they have just taught—before learning gaps form that inhibit subsequent learning. Tightly integrated “intensives” classes in English and math provide smaller-group, focused instruction for students who are at risk of falling behind in either or both subjects.

2. In the daily inquiry math component, students will for one period a day deepen their conceptual understanding of math through TERC’s *Investigations in Number, Data, and Space*. In this program, students are encouraged to devise their own solutions to math problems, rather than merely adopt a single prescribed algorithm. In the process, they deepen their understanding of fundamental math ideas and learn how apparently distinct concepts are facets of the same mathematical notions. The program has been refined over twenty years and offers daily, highly structured lessons that have been extensively field tested.

Similarly, the Full Option Science System is based on student inquiry; students develop a rich understanding of concepts in the natural sciences through period-long scientific experiments.

3. In guided reading, literature circles, and writing instruction, students are taught in small groups of 5 to 15 students. Small group instruction allows the teacher to work closely with each child, often in homogenous (leveled) groups.

Teaching at Brooklyn Ascend Charter School 2

Together, the instructional and cultural tools of the school design, which joins the SABIS educational system, Ascend-developed and third-party curricula, and the Ascend culture, will permit teachers to achieve gap-closing results reliably while working at a sustainable pace in a warm, focused environment.

When teachers plan instruction for a school year, they must decide:

1. What content and skills to teach
2. When to teach the determined content and skills
3. How to teach it
4. How to assess whether it has been learned

The SABIS program provides everything teachers need for the first and third components of their instructional plan. When it comes to the third—*how* to teach the material—SABIS equips

teachers with a powerful pedagogical model for their lessons, but leaves the rest to them. With the SABIS educational system, all teachers' energy and creativity is preserved for devising and delivering engaging and effective lessons.

What Brooklyn Ascend 2 Teachers Will Teach

In the majority of the school day, SABIS pacing charts, point sequences, instructional materials, and workbooks will provide teachers clear and detailed guidance on what to teach. In each core subject area, a year's worth of content and skills is mapped out in clear detail. These pacing charts and point sequences ensure that every state standard is addressed. They also clearly identify which SABIS materials teachers can deploy to ensure mastery of the content and skills and attainment of the state standards. Equipped with the SABIS system, the school will not charge teachers with the time-consuming project of developing a year-long plan that ensures students will be taught everything they need to learn in a given grade. Nor will teachers be required to develop independent practice pages for each lesson. Nearly all of this work will be done for them. Occasionally, they may opt to develop additional practice work on certain skills or points, but the majority of independent work accomplished by students will be done with materials provided by SABIS.

How Brooklyn Ascend 2 Teachers Will Assess if Content Has Been Learned

SABIS provides formal written tests of all the core content teachers will teach, so they will not have to decide how best to assess students' learning. In grades one and higher, SABIS assessments are administered every four weeks in phonics, literature, vocabulary, grammar, spelling, writing, handwriting, math, science, and social studies. Unlike in other schools, Brooklyn Ascend 2 teachers will not spend time writing these assessments, but they will personally grade the tests and evaluate the outcomes, which will guide their future planning.

The school will use these assessments for various purposes. They will provide objective and reliable data for report cards, target students for tutoring, identify students for intensive remedial classes, and allow school leaders and managers to compare instructional practices and monitor their effectiveness for students. With the SABIS program, teachers do not just "cover" content by moving through a program; frequent assessments keyed directly to the curriculum tell them immediately whether or not their students have mastered the material. In addition, there are three to five weeks each year when no new content is introduced. In these "revision" weeks teachers will re-teach concepts and expand their application.

How Brooklyn Ascend 2 Teachers Will Teach

Deciding how to teach the material and concepts will let talented, dedicated teachers at the new school unleash their creativity. SABIS is not a scripted program. Teachers will be expected to write detailed lesson plans, following a standard Ascend template, that explicitly identify the learning objectives ("points") and provide for a gradual release of responsibility from teacher to student: Every lesson objective will be taught in a cycle known as "Teach-Practice-Check" (or "I do-We do-You do"). Teachers will also be expected to use *student prefects* to assist in checking other students' mastery of the objectives. At the end of a Teach-Practice-Check cycle, teachers will check the work of the prefects first before dispatching them to check the work of their

fellow students. As the prefects engage their peers in cooperative learning, teachers will be free to work one-on-one with individual students who are struggling to grasp the new material.

Research on the Model

SABIS Educational System

Developed and refined over 30 years, the SABIS teaching system regularly produces remarkable results abroad and in the United States when implemented faithfully, with diverse student bodies, even in schools with primarily low-income populations. For example:

- At a SABIS school in Springfield, Massachusetts, serving 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past 11 years. In 2011, 90 percent of tenth-graders passed the English and math portion of the MCAS (considered among the most rigorous state tests in the nation). Compared to the SABIS school, the percentage of Springfield district tenth-graders found proficient on the exam was 30 percentage points lower in English and 49 percentage points lower in math. Still more impressive is that the SABIS school's low-income and minority tenth-graders achieved very high proficiency in reading and math, beating district and statewide averages and closing the achievement gap. In 2008, *Newsweek* named the SABIS school one of three urban "top U.S. high schools" in Massachusetts.
- At SABIS Holyoke Community Charter School in Massachusetts, a K-8 school where 86 percent of students are Hispanic (compared with 15 percent statewide), Hispanic eighth-graders outperformed the state's Hispanic student population by 27 percentage points on the state's English language arts exam and were almost at par with the state's white population

Building the Ascend Culture

Rigorous yet palpably joyful, the Ascend Culture is markedly different from that of so-called No Excuses schools, yet it shares certain elements, which makes the achievement effects of No Excuses a relevant point of reference. Low-income African-American and Hispanic students at some schools deploying the No Excuses model (including those managed by KIPP, Achievement First, and Uncommon Schools) are not only beating state averages but are also outperforming their peers in surrounding affluent districts.

Evidence of the achievement effects of the No Excuses culture is growing rapidly, as low-income black and Hispanic students at schools deploying the model (including those managed by KIPP, Achievement First, and Uncommon Schools) are not only beating state averages but outperforming their peers in surrounding affluent districts. For example:

- KIPP now has 109 schools nationally serving more than 33,000 students. A study by Mathematica Policy Research found "educationally substantial" impacts on state scores among 22 KIPP middle schools. Three years after entering KIPP schools, many students are experiencing achievement effects that are approximately equivalent to an additional year of instruction, enough to substantially reduce race- and income-based achievement gaps.
- Uncommon Schools has 21 affiliated schools in New York and New Jersey. In 2011, on average across the network's 11 New York schools tested by the state, 52 percent of K-8 test-

takers (98 percent of whom were black or Hispanic) scored Proficient or Advanced on state tests in ELA, compared with the New York City Districts' average of 44.¹ In math, 85 percent of students achieved at this level, compared with 73 percent of white students statewide. Achievement First, which manages 20 schools in New York and Connecticut, has posted similar results at its New York schools: 70 percent of fourth-graders scored Proficient or Advanced in ELA and math, compared with 62 percent statewide.

- A Harvard/MIT research study of Boston's charter schools compares the performance of students in four No Excuses middle schools and two high schools with students who applied in the enrollment lottery but were not admitted. With an experimental design eliminating selection effects and establishing a true control group, this study found "strong evidence that the charter model has generated substantial test score gains" in the No Excuses schools in comparison to students who remained in the Boston Public Schools.

The Ascend model couples the most transformative element of successful No Excuses schools—the school's consistently high expectations for student achievement and behavior, and the refusal to permit adults to invoke excuses, such as poverty and prior achievement, for why students cannot achieve at high levels with the Responsive Classroom model. In the Ascend culture, school leaders, teachers, and students insist that every child is destined for college and adopt unrelentingly high expectations for student performance in an atmosphere of joy, enthusiasm, intellectual excitement, and rigor. Ascend schools have adopted the Responsive Classroom model, a research-based practice that helps students develop social and emotional competencies in a strong, safe, and warm school community, that allow them to succeed academically and socially.

Every morning in each class, students and teachers will gather to greet one another, share news, and warm-up for the day ahead. Throughout the school, teachers will talk about what students are learning and what excites them, rather than how they are behaving. Instead of warnings and threats, teachers will use positive language that promotes learning, a sense of belonging, and self-discipline. When students do misbehave, logical consequences will allow them to fix and learn from their mistakes while preserving their dignity.

In this environment, students will learn social skills—cooperation, assertion, responsibility, empathy, and self-control—that allow them to succeed academically and socially. Misbehaviors will be averted not by the specter of punishment but because students have developed the internal capacity to respond appropriately and effectively to daily challenges. The day can be spent pursuing learning and enjoying academic, artistic, and extracurricular activities.

In this way, the founders aspire to build a pervasive culture of joyful rigor, where students are everywhere absorbed in the challenges and rewards of learning and intellectual growth; the relationship of teachers and students is marked by trust and affection; and teachers, students, and parents have formed a community of shared purpose.

In the three-week Summer Institute and weekly professional development sessions, teachers will learn how to deploy powerful techniques to build the Ascend Culture in their classrooms. Doug Lemov has codified many of these practices in his book, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. Specific, concrete, and actionable, they will enable the

school's teachers to raise academic and behavioral expectations, structure lessons to make the most efficient use of time, create a strong and vibrant culture, and build character and trust.

Implemented independently of one another, the various pedagogies of the Ascend Education Program and the Ascend Culture have proven effective in appropriately meeting the needs of diverse learners.

Students with Disabilities

The same methods have been used successfully for both students with disabilities and English language learners. For students with disabilities, the proposed school, like the other schools in the Ascend network, will work closely with the Committee on Special Education (CSE) responsible for its pertinent CSD (17), understanding that the IEPs are the jurisdiction of the CSE and not the school. The school will implement the programs and interventions prescribed in each student's IEP. Ascend Learning's full-time director of special services will manage the process, and the special education teacher(s) in the school will execute the IEP directly. The core instructional approach of the school is particularly appropriate for students with learning disabilities and emotionally disturbed students, who together comprise the majority of special education students, because the program offers a calm, focused, supportive environment and clear, sequential, explicit instruction; students experience frequent academic success, which in turn fuels further academic and behavioral progress. The school will be vigilant in the implementation of a pre-referral program to ensure that students who may have a disability are promptly evaluated. Similarly, English language learners thrive in the context of a pedagogy that teaches oral and written language explicitly and sequentially and scrupulously prevents learning gaps from forming.

English Language Learners

Brooklyn Ascend Charter School 2 will use SABIS's propriety ELL materials. This program has proved successful within the United States as well as abroad. For instance, the program has been very successfully applied at the Holyoke Community Charter School in Holyoke, Massachusetts, where 85 percent of students are Hispanic. If diagnostic results place a student in this freestanding ELL program, the student typically will exit within one year, based on scores on the NYSESLAT.

(d) Course Overview

Refer to "Response 06 (d) – Course Overview" of the Williamsburg Ascend Charter School's original charter.

Curriculum Description

The school shall use the SABIS curriculum for mathematics, English, world language (Spanish), science, and social studies, and additional third-party and Ascend-developed curricula to further align the education program with the expectations of the NYS Common Core aligned assessments. Third-party curricula include TERC Math and FOSS Science; Ascend-developed

curricula include the Ascend humanities program and literature circles. Ascend shall also develop the curriculum for music, fine arts, and physical education, as it has established at the schools it currently serves challenging, age-appropriate programming in these areas that meets the state standards.

SABIS recognizes a “hierarchy” of subjects, meaning that the value of each subject is determined by how crucial it is for future academic success. The two most important subjects are mathematics and English, as a solid understanding of both disciplines is essential for subsequent learning. By themselves, social studies and science do not provide a similarly broad base of essential skills. Therefore, the teaching of mathematics and English takes precedence over the teaching of social studies and science.

An overview of the subjects follows.

English Language Arts

English proficiency (reading, comprehension, verbal and written communication) is the foundation for progress in all academic subjects. The study of English allows students to achieve basic proficiency, develop an appreciation of the various aspects of the language, and recognize its importance for effective oral and written communication. For all students, the SABIS English language arts program is designed to:

- Provide them the ability to read, comprehend, interpret, evaluate, and respond to written material
- Expose them to various genres of significant world literature
- Enable them to write in response to literature in a grammatically acceptable, coherent, and well organized manner
- Allow them to achieve effective speaking in formal and informal situations, to communicate ideas and information, and to ask and answer questions
- Enable them to listen and express themselves critically and analytically
- Develop critical-thinking skills through the study and use of the language and significant literature

In the lower grades (K-5), which build the foundation for a mastery and love of the English language, the SABIS program focuses learning on the following components:

- Decoding the language from printed form in kindergarten through grade 2
- Mastering oral fluency in reading
- Comprehending what is read
- Developing an ever-expanding vocabulary
- Understanding the correct grammatical structure of the language
- Knowing and producing correct speech
- Producing legible penmanship

- Expressing ideas and facts in proper written composition
- Reading widely from the best available literature in all genres

Beginning in the first grade, English instruction engages children in the study of authentic and engaging texts; the literature serves as a powerful motivation for learning and connecting with phonics, vocabulary, grammar, spelling, writing, and for reading for understanding. Classic and contemporary literature from worldwide cultures invites students to explore topics from a variety of perspectives. The core components are as follows:

1. Literature Works offers an integrated approach to reading, language arts, and spelling. This program builds a strong foundation in literacy through a wealth of high-quality fiction and non-fiction selections. The readings explore the intellectual, social, emotional, and physical opportunities and challenges that face students in today's complex world.
2. Grammar and Writing, published by SABIS, focuses on correct grammar, usage, mechanics, and composition skills.
3. Class Readers, include a range of literature from traditional fairy tales, such as *The Emperor's New Clothes*, to historical readings. The primary purpose of these books is the development of vocabulary, oral reading fluency, and note-taking skills.
4. Handwriting, published by Zaner-Bloser, provides instruction in manuscript printing in kindergarten through grade 2 and cursive handwriting in grade 3.

The school will supplement the SABIS curriculum with a guided reading program to help scholars apply their developing reading skills, to promote the specific development of reading comprehension skills, and to assist teachers in assessing their students' mastery and tailoring their instruction to individual needs. Various defined by different educators, guided reading as applied in the Ascend design is a bridge between shared reading and independent reading. Working with small groups, Ascend teachers guide their scholars as they read books that closely match the students' needs, and abilities. In this context, the teacher acts as a facilitator, using prompts and questioning strategies primarily to guide children to comprehension.

Using a book introduction, the teacher sets the scene, arouses students' interest, and engages them. A skilled guided reading teacher is constantly asking questions that gauge and stimulate the scholars' comprehension, accepting only answers that can be defended using textual evidence, for example: What do you think will happen next? Why do think the character thinks that? How do you think the character is feeling? Inference and prediction skills, essential to the scholars' development of reading comprehension, are powerfully developed in this setting. Indeed, while many phonics and other programs are effective at teaching decoding, comprehension has been much harder to foster in the elementary grades, thus guided reading is a critical supplement.

The needs of the students in the guided reading group will determine the teaching point for each guided reading session. By listening to their students read and answer comprehension questions, teachers will identify what scholars know how to do and what they need to be taught. Each guided reading session will address needs identified through the previous session, whether in the area of decoding, fluency, or comprehension.

Teachers will receive intensive training in effective guided reading techniques as part of the Summer Institute and during professional development sessions throughout the year, and school leaders will rigorously monitor their implementation.

Mathematics

The SABIS approach in the teaching of mathematics goes far beyond application; students learn the theory and logic of each mathematical concept. The SABIS mathematics program tackles three important issues: (1) why each concept is true; (2) how each concept works; and (3) how each concept can be used. A key goal in the mathematics program is to place students in a course for which they have the requisite knowledge to succeed and in which they will be challenged to use their minds fully.

The SABIS mathematics philosophy is that all students can understand and use mathematics as long as the learning process prevents “gaps” from forming. Using the SABIS Academic Monitoring System, the school can detect and fill the gaps as soon as they develop and before they can interfere with subsequent learning. As a result, students make steady progress in solving a variety of mathematical operations and applying mathematics in their everyday lives.

Mathematics will focus on essential concepts of arithmetic involving the four operations of addition, subtraction, multiplication, and division. Also, the program teaches topics such as place value, fractions, decimals, metric and standard measurement, money, time, and geography in a careful sequential manner from one grade to the next. The result is a solid mathematical foundation. Mastery of computational skills and problem-solving techniques enables students to understand abstract concepts of math encountered in the middle and upper grades. The mathematics textbooks have been written and published by SABIS. The specific instructional objectives, or “points,” are clearly identified throughout the texts.

SABIS’s math program will be supplemented by the inquiry based TERC *Investigations in Number, Data, and Space* program. The TERC curriculum is well-designed, with each grade’s curriculum provided at the level of daily lesson plans, including teacher’s guides with fully scripted “teacher talk.” In this program, students are encouraged to devise their own solutions to math problems, rather than merely adopt a single prescribed algorithm. In the process, they deepen their understanding of fundamental math ideas and learn how apparently distinct concepts are facets of the same mathematical notions. The program has been refined over twenty years and offers daily, highly structured lessons that have been extensively field tested. All manipulatives, game components, handouts, and other student supplies are provided by TERC. Each lesson consists of two components (one or more activities, and a class discussion) of 20 minutes each, for a total of 40 minutes.

The lessons help students to learn overarching concepts deeply. An entire lesson in TERC may be spent on a single math problem. The first part of the lesson involves one or more activities in which students wrestle with a concept, often with their partners. As with the Common Core assessment, these activities usually involve a real-world problem. The activities are followed by discussion (20 minutes), where students explain their strategy for solving the problem.

Teachers often ask questions like:

- How did you decide where to start?

- How did you decide what to do next?
- How did you know what your answer was?
- Does anyone have questions about this strategy?
- Who else solved the problem in this way?

After students present their strategies they might discuss with a partner how the various Strategies – several of which the teacher has captured on the white board – are similar and different from one another. In the final segment, the lesson provides opportunities for follow-up independent practice or homework.

Supplementing SABIS with the TERC program, curated and adapted by Ascend, will require careful attention to lesson selection in both programs and pacing. A math specialist will be added to the network’s curriculum team to work with Ascend’s most accomplished math teachers from every grade level to devise a math sequence and pacing that knits the essential math skills required by the Common Core standards with very well chosen lessons drawn from the TERC program.

Science

Teaching students “how to do science” is the ultimate goal of the SABIS science curriculum. SABIS science courses at different levels provide a variety of ways for students to learn the material taught, as well as the problem-solving skills and analytical thinking necessary to become scientifically literate. Students start to apply science in everyday life through real-life problems, in classroom exercises, on examinations, and through laboratory work where they relate course material to actual data.

The SABIS science program has the following student objectives:

- Understand the major concepts, principles, and theories of the sciences
- Apply the process of inquiry to everyday problem-solving (*e.g.*, recognizing and identifying problems, stating hypotheses, understanding assumptions, observing critically, collecting data, interpreting and evaluating data, and drawing proper conclusions)
- Gain knowledge and a solid understanding of the mathematics needed for the study of advanced sciences (*i.e.* chemistry and physics)
- Understand and use the language of science
- Master common applications of technology, especially computers
- Demonstrate positive attitudes, values, and appreciation toward science and technology

The school will use the *Exploring the World of Science Book Series*. The program offers an effective inquiry-based core science curriculum with three strands at each grade level: physical science, life science, and Earth and space. The program enables students to develop their skills of observation to gather evidence, interpret data, and draw sound scientific conclusions. The program includes workbooks and experiment kits to accompany each chapter for written and visual reinforcement of fundamental science concepts and assessment.

Social Studies

The SABIS social studies program helps students develop a true understanding of the various societies of the world through an appreciation of differences as well as similarities. It includes diverse learning activities that teach students how to work effectively in groups and to think critically and creatively.

The study of human relationships—past, present, and future—social studies includes the investigation and formulation of alternative solutions to local, regional, national, and global problems of an economic, political, and/or social nature. The major social science disciplines of geography, history, and political science provide the primary subject matter for social studies.

The chief objectives of the SABIS social studies program are to prepare students to:

- Become knowledgeable about the heritages of people around the world
- Comprehend, interpret, analyze, apply, synthesize and evaluate information
- Draw from social studies, humanities, and natural sciences in the study of human relationships
- Become active citizens of local, national, and global communities
- Develop map skills and the ability to interpret data (graphs, charts, etc.)
- Familiarize themselves with basic concepts in economics
- Become knowledgeable about geography
- Understand global interdependence

In the lower grades, the social studies curriculum introduces students to real people, past and present. At the earliest levels, children learn about what is most familiar to them—their families, and their communities. As students' environments expand, the program broadens to include the community and then the geography, history, and cultural diversity of countries around the world.

The principal resource for social studies in grades K-4 is the Houghton Mifflin Social Studies program, a vividly written and beautifully illustrated series of student textbooks that offers a multicultural, balanced approach to history and fosters respect for all peoples. The series covers: (1) neighborhoods, examining families and communities near and far, today and long ago; (2) communities, exploring early American communities, movements of peoples, governments, and economic systems; (3) states and regions, examining geographic regions of the U.S. from early times to the present; and (4) United States history, chronicling U.S. history in depth to the 20th century.

Beginning in grade 5, students will study the Ascend social studies program. The core text Core Knowledge History and Geography (Pearson) is supplemented by extensive primary sources, mock trials, recreation of historic debates, and other activities. The focus of grade 5 is on the Western Hemisphere, and of grade 6 belief systems, ancient civilizations, and cultures.

World Language

Through the SABIS world language program, students will study Spanish to gain proficiency in the language and to develop an understanding of the history and culture of peoples whose native language is Spanish. The program has the following overall objectives for students:

- Comprehend native Spanish speakers
- Engage in and sustain conversation in Spanish
- Read short passages on familiar subjects intensively and learn to scan extended passages in search of noteworthy information
- Progress from using familiar material in guided composition to producing original compositions and ultimately responding to literature in Spanish
- Demonstrate knowledge of how cultures, as systems of values, evolve with time
- Demonstrate development of language learning techniques

In keeping with the philosophy and objectives of the SABIS program, a Spanish teacher with native-speaking fluency will teach Spanish classes at the school in the target language. The teacher will occasionally use English to highlight a point or to draw a meaningful comparison between the first and second language. Language acquisition will begin with vocabulary taught orally and students will learn structures inductively, reinforced with developmentally appropriate grammatical concepts.

Career Development and Occupational Studies

The school will use the SABIS Career Development and Occupational Studies program to provide a curriculum completely aligned with the New York State standard. The program will provide teachers with sample units, projects, lessons and classroom activities that will help students develop the knowledge and skills necessary to define and pursue their career aspirations.

Family and Consumer Sciences

Through SABIS's family and consumer sciences program, the school will help students learn to manage their resources and develop into competent, confident, and responsible individuals. The SABIS family and consumer sciences program is designed to enable all students to:

- Manage resources effectively, budgeting their time, energy, and talents to meet multiple demands
- Understand that human development is a sequential process and that there are stages of physical, intellectual, social, and emotional development from birth to death in this process
- Know what to expect during each phase of family and human development to understand human development in general and to plan for the future
- Know the general principles of childhood development
- Understand the demands of child care
- Understand good nutrition and proper food preparation; evaluate nutritional and wellness practices; make knowledgeable choices to select a healthy diet
- Understand the relevance of clothing to the culture, history, and economics of various societies

- Make appropriate clothing selections for various occasions
- Understand the relationship between housing and environment to poverty levels
- Analyze community resources and the roles of family and community members

Fine Arts - Dance

The school will use the Ascend dance program to offer all students a fundamental creative experience that addresses the bodily kinesthetic intelligence. Dance uses the body as the instrument and movement as the medium for expression, involving cognitive, affective, and physical skill development. The Ascend dance program is designed to enable students to:

- Communicate feelings, thoughts, and ideas through dance expressions
- Develop an appreciation of dance as an art form
- Develop their physical and neurological functions through gross and fine motor activities involving dance processes and applications
- Develop their critical-thinking skills by using creative problem-solving techniques involving dance processes and applications
- Gain unique skills and knowledge to serve as members of an interdependent, global society
- Increase their self-esteem through social interaction and cultural awareness
- Learn and share dances from their own cultures and from around the globe
- Understand their own cultures and develop respect for dance as part of other heritages

Fine Arts - Music

Using Ascend's sequential K-5 music curriculum, the school will teach the elements of music – melody, harmony, rhythm, tone, color, and form – through singing, listening, visual media, theory games, creative movement, and playing instruments. The school will center music education on different cultures through the instruction of songs in world languages. The school will strive to involve all students periodically in musical and play performances to help them develop a strong sense of self-expression, confidence, and teamwork. Music education develops in each student the ability to perform, understand, and value music. The Ascend music program seeks to enable students to:

- Acquire awareness of the value of music as a mode of human expression
- Become knowledgeable about, analyze, and describe the significant music of various cultures, eras, and types
- Use and read musical terms, symbols, and notation
- Listen to music analytically and critically
- Perform music expressively and accurately
- Express original musical ideas in one variety of media

Fine Arts - Theatre

The aim of the school's theatre program, also drawn from the Ascend model, is to offer students from diverse backgrounds and abilities theatre activities that foster creative expression, discipline, collaboration, self-awareness, and personal transformation. Theatre is a tool for accommodating many learning styles, as it engages tactile and kinesthetic aspects of learning and also involves auditory and visual elements. Through theatre, students learn to understand universal themes and ways of looking at the world and they develop the means to express their own ideas and visions of the world. Teaching and learning in the arena of the Ascend theatre curriculum helps build learners who are more confident and competent in their education and their future.

Fine Arts - Visual Arts

Using the Ascend art program, the school will offer all students a fundamental experience of a range of media, balancing free ideas with strict observational work. Drawing is an important discipline of Ascend's visual arts program, as an expression in its own right, and a basis for exploration in other media. The program has several objectives for students:

- Experience a sequential balanced program of art instruction that includes the study of aesthetics, art criticism, art history, and art production
- Acquire significant skills in organizing and visually expressing ideas
- Acquire critical, historical, and aesthetic concepts in the visual arts to understand regional, national, and world cultures
- Develop the sensitivity, visual discrimination, and judgment needed to enhance the visual environment including personal life, home, school, and community

Health Education

Health education classes will be provided to students as part of the general Ascend health education program. This program focuses on human growth and development; nutrition; family life; alcohol, tobacco, and other drug substances; safety, first aid, and survival; community, consumer, emotional, and environmental health; diseases and disorders; and healthy life styles. Ascend's health education draws on knowledge from biological, environmental, medical, physical, psychological and social sciences to help students learn how to prevent and manage health problems, examine alternatives, and make responsible health-related decisions. The Ascend health education program sets the following overall objectives for students:

- Acquire awareness of the human body and understand the characteristics and natural progression of development in the life cycle
- Understand the role of nutrition in the promotion and maintenance of good health
- Appreciate the role of the family in preparing each member for the responsibilities of family membership and adulthood
- Understand the factors involved in preventing drug abuse
- Recognize how safe environments promote health and reduce safety risks
- Understand the importance of becoming a contributor to the health of a community

- Understand the importance of making wise decisions in selecting and using health information
- Recognize the relationships among emotional reactions, social relationships and patterns of behaviors that promote emotional health and sound interpersonal relationships
- Recognize that environmental factors have an effect on the health of the individual and of society
- Understand that diseases and disorders limit the individual and society's potential
- Appreciate the need for responsibility and planning for developing and maintaining a healthy lifestyle

Physical Education

Physical education provides students with the knowledge, skills, and attitudes to become physically fit and maintain healthful and satisfying lifestyles throughout their lives. The physical education program, which will be used at the school, consists of activities designed to meet the present and future physical and recreational needs of students. The program is designed to meet students' diverse needs, interests, and capabilities.

The ultimate goal of physical education is to help students gain the ability to make good decisions for long-term, positive, and healthy lifestyles. Such decisions include not only what is best for the body in terms of exercise, but also in terms of nutrition, drug use and abuse, physical growth and development, and personal health. With the program, students learn how to choose healthy lifestyles (methods) and understand the reasoning that goes into their decisions (rationale). The program sets the following overall objectives for students:

- Possess acceptable levels of cardio-respiratory endurance, flexibility, and strength to be able to perform physical tasks daily and in emergency
- Perform a variety of selected team, individual/dual sport, rhythmic, and lifelong activity skills at intermediate skill levels and use appropriate rules and strategies
- Understand and perform lifesaving and survival activities
- Appreciate physical well-being and enjoy participating in physical activities

Middle School Humanities Program

By the time students begin middle school in sixth grade, they have acquired the academic skills, mental stamina, and engagement in schooling required to participate in an uncommonly ambitious course of study in the humanities, consisting of three linked classes in literature and the arts; social studies; and writing. Excellent critical thinking, close-reading, and writing skills, along with art and music appreciation and public speaking, are the primary goals of the program.

Developed by Ascend Learning and modeled on the practices of several of the nation's finest schools, the program develops the individual voices and reading sensibilities of each student by supplementing the SABIS reading materials with a customized syllabus that includes a cross-cultural selection of classic literature and primary historical documents. Many units connect thematically to museum-quality art reproductions that hang in hallways and specially designed gallery spaces throughout the middle school. Humanities classes use these spaces to examine and

discuss a work of art relevant to a literary text or historical period they are studying or a writing assignment they are developing. For example, Aaron Douglas' paintings from the Harlem Renaissance supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and work with scholars on writing assignments.

Open-form discussion of literature is one of many new experiences the Ascend Humanities Program provides for scholars entering the middle school. The emphasis on developing as attentive readers, listeners, and scholars with distinct written styles and unique perspectives will deepen their abilities to value and communicate with others. The program will encourage students to take risks, and inspire creative leaps in interpretation and self-expression.

(e) Promotion and Graduate Policy

Note that applicants who propose a significantly different academic model for the proposed new school than the replicating school should not use the Replication Requests, and should instead use the Standard Requests.

Refer to "Response 06 (e) – Promotion and Graduation Policy" of the Williamsburg Ascend Charter School's original charter.

Once students are enrolled, they will not be "socially promoted." In other words, students will not advance to the next grade by sole virtue of their age. In the Ascend Education Program, promotion to the next level depends on demonstrated student proficiency. Throughout the program, SABIS and Ascend have defined proficiency levels with care to ensure the proper placement of students and to maximize efficiency in teaching and acceleration in learning.

The basis for promotion from grade to grade or class to class (in subjects taught by level instead of grade, *e.g.* English and math where students may be in a small pull-out intensive class for one or the other but have the rest of their coursework with their regular class) will be mastery of the curriculum for that grade as demonstrated through testing. In each subject, a weighted average of student results on periodic tests, end-of-term, and end-of-year tests will be automatically calculated to yield a score for the year in the subject; a passing score will be 70 percent or higher. An overall average score will also be automatically calculated for the student's performance across all subjects, a weighted average of the student's scores in each of the academic subjects (with math and English weighted more heavily, in keeping with the hierarchy of subjects).

The school will only promote students to the next grade who: (1) pass English, (2) pass math, or (3) post an overall average of 70 percent or above. (In cases where students have passed one subject but fallen short in another, they would likely be promoted but enrolled in the intensive program to address the area in which they are struggling.) The school will provide students with every reasonable support, including remedial attention, to meet these criteria.

i <http://www.uncommonschools.org/results>, accessed May 16, 2012.

6. Calendar and Schedules

(a) School Calendar

Provide the following:

- The first and last days of school for the opening school year.
- The total full days of instruction for the school year.
- The total days and/or hours of professional development for teachers.
- The total family conference days for the school year.
- The total days of supplementary programming (e.g. summer school).

If the number of days of instruction is different than the replicating school, provide a rationale for this difference and indicate if this change would apply to all schools in the educational corporation, or this school only.

Brooklyn Ascend Charter School 2's school calendar will follow that of all schools in the educational corporation. Each school year will be at least 180 days, divided into three terms. Each term will be approximately 60 days, and could range from 50 to 66 days, depending on the scheduling of state exams and the school's start date. Within each term, the school calendar will include four types of days: instructional days, review days, end-of-term exam days, and holidays and breaks. The school will be closed on several holidays during the academic year, and will dismiss students for an extended summer vacation in late June. In addition, the calendar will include a winter break and a mid-winter break in the second term and a spring break in the third term. Instructional days will comprise most of each term, with teachers helping students master the knowledge and skills aligned with the school's high standards in each subject. The school will devote the week before the end-of-term exams to review. During review days, teachers will not introduce any new material; instead, students will engage in an intensive and comprehensive review of the material covered in classes throughout the term. Finally, the last weeks of the first and second terms will be devoted to comprehensive exams that cover the work of that term. After the first and second terms, the school will host family conference days to discuss the scholars' academic and behavioral performance. At the end of the third term, end-of-year exams will cover material taught over the full academic year.

Every year, teachers will attend Summer Institute, a three-week professional development program prior to the start of the school year. In addition, teachers will receive weekly professional development each Friday from 2:30 pm to 4:30 pm. By the end of the school year, the weekly professional development sessions will amount to 72 hours.

(b) School Schedule

Provide the following:

- The school start and end times.
- The total hours of core academic instruction per day.
- Time committed to non-instructional activities per day.

Include the total number of instructional days and/or hours for the school year. If the number of hours of instruction is different than the replicating school, provide a rationale for this difference and indicate if this change would apply to all schools in the educational corporation, or this school only.

Brooklyn Ascend Charter School 2's modified schedule will apply to all schools in the educational corporation. The school day is provisionally scheduled to run from 8:00 am to 4:00 pm (reduced by 30 minutes), Monday through Thursday, and from 8:00 am to 2:00 pm (same length) Friday. Each student in grades K-5 will have eight periods of instruction a day from Monday through Thursday, plus time for independent reading, lunch, recess, and snack. The school will have six periods of instruction and an early dismissal at 2:00 pm every Friday to provide ample time for staff professional development every week.

Scholars will receive an average of five hours of core academic instruction per day. Time committed to non-instructional activities will total 100 to 110 minutes. Each school year will consist of at least 180 days. The number of minutes scholars will be engaged at Brooklyn Ascend Charter School 2 is as follows:

- Monday-Thursday: 8:00 am-4:00 pm (480 minutes)
- Monday-Thursday: 4:00 pm-5:00 pm (60 minutes of tutoring and enrichment)
- Friday: 8:00 am-2:00 pm (360 minutes)
- Total minutes per week: 2,280 (tutoring and enrichment periods not included)

To enhance teachers' quality of life and promote staff retention, teachers will work in staggered shifts. Classroom teachers will be expected to be on-site for an eight-hour day from 7:15 am to 3:15 pm, or eight hours; and specials teachers will arrive two hours later, and work from 9:15 am to 5:15 pm. The school will also relieve teachers of some typical non-teaching duties, by engaging paid or volunteer parents to assist with breakfast and lunch responsibilities, as has been successfully pioneered at Bushwick Ascend Lower School this year.

7. Specific Populations

If the proposed school is adopting the replicating school's programs to address the needs of generally at-risk students, special education students, ELLs, and advanced and/or gifted students, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original the model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

(a) At-risk Students

Refer to "Response 08 (a) - Struggling Students" of the Williamsburg Ascend Charter School's original charter.

Identification of Struggling Students

The SABIS design includes specialized diagnostic tests, which will be administered at the school's launch to all students (and each year thereafter to new students). The diagnostic tests will guide placement decisions and detect learning gaps that impede student progress. They will also identify those who are *struggling students* requiring remediation in the SABIS intensive program, designed to help students fill pre-existing gaps in their knowledge. Persistently below-passing-level scores on SABIS "periodic" and end-of-term tests (EOT), described in Response 05 (b), will also identify a student as struggling.

Beginning in grade 3 in ELA and grade 2 in math, SABIS's weekly Academic Monitoring System (AMS) tests, also described in Response 05 (b), will promptly identify students who are struggling with concepts in the general education program – before their deficits accumulate and they fall far behind their peers. Students who are struggling academically or behaviorally in the general education classroom will be considered by the school's Response to Intervention team (RTI team), a standing committee consisting of the special education teacher and/or coordinator, the dean of students, the dean of instruction, and such teachers as may be assigned by the school director. After a careful review of the data on the child (including but not limited to such academic data from the SABIS School Management System as periodic test results; end-of-term test results; and beginning in the second grade, weekly AMS reports; behavior records; and teacher observations) the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child to foster his or her success in the general education classroom. Behavioral modifications might include referral to a social worker or guidance counselor, the development of a behavior modification plan, meetings with parents and/or teachers, or referral to an outside mental health agency. Academic interventions could include enrollment in the SABIS intensive program for either English language arts (ELA), mathematics, or both (where a dedicated intensive teacher provides small-group instruction to students who are below grade level in the subject), tutoring by a peer tutor or teacher, or a change in instructional methods for the child. The RTI team shall meet regularly to carefully consider the child's progress and effectiveness of the interventions. In many cases, the intervention will be successful because the academic delays or behavioral problems will have proven to have stemmed from behavioral management issues, a history of poor instruction, or ELL-related concerns, not from an underlying disability as enumerated in federal regulations.

Intensive Program

The school will place in the SABIS intensive program students in grades 1-5 who are working below grade level in ELA and/or mathematics. On average, where this model is employed, these classes have a substantially lower number of students than general classrooms. Periodic assessments will determine when students are ready to return to general education classes.

Staff or Peer Tutoring

Class prefects will provide one-on-one tutoring through the peer tutoring program, which will combine targeted instruction, practice, and peer mentorship under the supervision of faculty. Eventually, the school may establish a Saturday morning peer tutoring program in which students with strong academic achievement will assist their peers in mastering specific concepts in ELA and math. Targeted instruction may also be given to students in a group no larger than three to remediate any learning gaps.

If interventions are unsuccessful, the RTI team may refer the child to the regional Committee on Special Education for an evaluation, pursuant to Sections 300.300- 300.301, to determine if the child qualifies as a child with a disability under Section 300.8, as detailed below.

Efficacy of Intervention for Struggling Students

All students from Brooklyn Ascend Charter School, Ascend Learning's flagship school, took the SABIS end-of-term exams at the end of their first year in the school. The test measures students' proficiency in the skills taught throughout the term. In the final term first-graders averaged scores of 82.5 percent on the English tests and 80.7 percent on the math test, well above SABIS's current passing score of 70 percent. Second-graders averaged 86.9 percent on the English tests and 80 percent on the math test; these averages exclude students enrolled in the SABIS intensive program. Perhaps most encouraging was the performance of these students, who participated in all interim periodic assessments and the end-of-term exams alongside their peers not enrolled in the intensive program. *By the end of the term, intensive students scored at levels approaching that of their non-intensive peers, with average scores of 86 percent in English and 65.4 percent in math.*

The efficacy of the SABIS intensive remediation program has been demonstrated in other schools managed by Ascend, namely Brownsville Ascend Charter School and Bushwick Ascend Charter School, both of which use the same approach to remediation for struggling students proposed for the new school. At Brownsville Ascend Charter School, where 86.6 percent of students are enrolled in the free and reduced-priced lunch program and 98.7 percent of students are black or Hispanic, students on average at all five grade levels are reading above grade level for students nationally, as measured by the Renaissance Learning STAR reading test. Specifically, in March of this year, all grades have an average above the 50th national percentile. Also, 1st graders above the 2nd grade reading level on average, 4th graders above the 5th grade level, and 5th graders above the 6th grade level.

Staffing

The primary personnel responsible for serving struggling students are the intensive teachers. These teachers instruct students enrolled in the intensive program, which provides small-group

instruction on essential concepts. The program is designed to rapidly close learning gaps in English language arts, math, or both subjects, which prevent students from thriving in the general education classroom. Once the learning gaps are addressed, the student returns to the general education classroom.

Program Evaluation and Corrective Action

Students in intensives take all the same curriculum-based assessments as students in the general education classroom, and they are monitored by the grade-level team leader and the dean of instruction in the same manner as students not at risk. These assessments provide weekly, monthly, and term measures of academic progress in each subject and sub-subject.

The dean of instruction will review the weekly (AMS tests) and SABIS periodic test results of the intensive classroom at each grade level and in each subject and sub-subject. These results will be compared weekly with those of the general education classroom and minimum acceptable thresholds of 70 percent established by Ascend. If the numerical result exceeds the minimum threshold, the program will be deemed effective. If not, the dean of instruction will conclude that the program has not been implemented correctly, and he or she will intervene. As the program's design is known to be effective from the results it posts at other schools managed by Ascend, the intervention would likely be to improve the teacher's performance in delivering the program by providing professional development tailored to observed weaknesses in instruction. The board of trustees will also review the program's effectiveness at least every other month through academic data reports and the school's dashboard.

(b) Special Education Students

Refer to the amended "Response 08 (b) – Students with Disabilities" of the Williamsburg Ascend Charter School's charter.

Pre-referral

The school's process for pre-referral to special education is important because students' learning gaps must not be confused with disabilities. Certain findings will lead to immediate referral. Absent a clear disability, however, a sequence of interventions will seek to address students' learning gaps (which may be the cause of the failure to progress) within the general education program: first, differentiation in the classroom to meet the individual needs of the student; second, the intensive program; and third, staff or peer tutoring. The pull-out intensive program provides small-group instruction for a limited time each day, depending on scholars' needs; for example, if a student is struggling in English language arts but keeping pace with his peers in math, he or she would be pulled-out for intensive English instruction (when the rest of the class is also in an English language arts period), but spend the rest of the day in the regular classroom. By contrast, scholars in the full intensive program would receive intensive English language arts and math instruction in lieu of instruction in the regular classroom (including science and social studies instruction, since the design establishes the primacy of math and English language arts). Students in the full intensive program return to the regular classroom when the results of diagnostic assessments indicate their readiness.

If students are unable to meet the academic pacing and standards then they would be referred to the RTI team, composed of the school's special education teachers and/or coordinator, school counselor or social worker, dean of students, dean of instruction, and the student's teachers. As detailed below, the RTI team would meet to develop a plan of action, which the team would share with parents, inviting their insights and feedback. The plan will be monitored and amended as needed and given a significant amount of time before the team evaluates its success. If the plan is not successful the team and the family would meet to discuss alternatives such as special education services. If deemed appropriate and the family is in agreement, the child would be evaluated by the Committee on Special Education to determine if there is a disability.

Provision of Services

For students entering with an existing Individualized Education Plan (IEP), the school will directly provide the services as outlined in the IEP approved by the Committee on Special Education (CSE) of the student's district of residence. Brooklyn Ascend 2 will provide Special Education Teacher Support Services (SETSS), Integrated Co-teaching (ICT), and school counseling. The school will work to arrange for the provision of related services, and will use Related Service Authorization forms or agency transmittals to arrange for the provision of such services by contractors previously approved by the Committee on Special Education.

SETSS is a service through which students with disabilities are educated in the general education setting with small-group, pull-out, and push-in support. It provides students with the opportunity to receive targeted and individualized support while remaining in the general education setting.

ICT is an integrated service through which students with disabilities are educated with age-appropriate peers in the general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Students with disabilities are able to receive intervention throughout the school day in real time to guard against learning gaps forming in the first place. The general education students also benefit from smaller-group instruction and modification throughout the day.

Jennifer Young, Ascend's director of student services, will be responsible for overseeing all services provided directly by the school as well as those provided by the local district, starting in the first year of operation. Having formerly served as director of special education at Brooklyn Ascend Charter School, Young now works with the leadership teams and faculties at all schools in the Ascend network to provide the structure and support services needed to help every student succeed. She coaches teachers in filling students' learning gaps quickly through the SABIS intensive program and oversees the provision of additional services required by students with special needs and/or limited English proficiency. Young was director of curriculum and instruction and special education coordinator at another charter school in Brooklyn before joining Ascend. Previously, she taught students with special needs in Public School 5 in the borough. Young holds a bachelor's degree from Baruch College, a master's degree in elementary/special education from Long Island University, and an administrative license in school building leadership and school district leadership through the Center for Integrated Teacher Education at the College of Saint Rose.

Ascend's director of student services position requires a master's degree in special education and preferably a school administrative license and at least five years of experience. The qualifications of the school-based positions with whom the director will work will be comparable. The school-level special education coordinator must have a master's degree in special education and at least five years of experience. Because the dean of instruction plays an integral role in directly overseeing the provision of services required in students' Individualized Education Plans, candidates for this position must have:

- A clear record of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results
- Demonstrated success using data to drive instruction
- Strong analytical and problem-solving skills
- Strong communication skills (written and oral)
- Excellent skills of organization and follow-through
- A bachelor's degree (master's or higher preferred)

Special education teachers providing Integrated Co-teaching (ICT) and Special Education Teacher Support Services (SETSS) and overseeing instruction of all special needs students must have special education certification and preferably a master's degree and three to five years of experience. Similar experience will be sought in hiring the school's social worker, and New York certification will be required (master's degree preferred). State certification will also be required for any related service providers, for example, speech, occupational, and physical therapists. As at all schools in the Ascend network, preference will be given to applicants who speak Spanish to facilitate communication with English language learners and parents who use Spanish exclusively.

Of course, the precise nature of the services that will be provided at Brooklyn Ascend Charter School 2 cannot be known before students enroll and the particular complement of student Individualized Education Programs is analyzed. Throughout its development, the school will ensure that accommodations are in all instances appropriate for students of different grades.

In addition to the SETSS teacher, one kindergarten classroom will implement an Integrated Co-teaching model. This classroom will have a second teacher who is certified in special education. If there is a need for further implementation of the ICT model, such as in the first grade, additional ICT teachers will be hired.

The special education teacher and the general education classroom teacher will service all students in their ICT classroom.

As with all charter schools in New York City, the Committee on Special Education (CSE), with jurisdiction over the school, will have ultimate authority for all IEP of students in the school. The school will be responsible for implementing each student's IEP. The school will faithfully implement the IEP approved by the CSE of a student's district of residence, in keeping with the requirements of Section 2853(4)(a) of the Charter Schools Act. The school will deliver all

services in accordance with the IEP. The school will not establish its own committee, will not adjust or modify a student's IEP in any manner or otherwise usurp the role of the Committee on Special Education, and will deliver all IEP services faithfully per the IEP. Ascend's director of student services and the school's special education teachers will be responsible for coordinating all interactions with the CSE, including:

- Notifying the chairperson of the CSE at least annually that he or she is the designated contact person and liaison to the CSE and that he or she has full contact information for all local CSE chairs
- Informing all CSE chairs of the school's opening date and general calendar
- Furnishing a copy of the student roster for the upcoming school year and the names and other relevant information for all students who enroll later in the year
- Requesting in writing that the chair of the CSE review all student rosters and forward the IEP and other relevant documentation for each student with a disability
- Communicating with the CSE prior to the beginning of each year to seek records and files for all students with disabilities
- Providing the chair of the CSE with all referral documentation and other relevant information
- Working with the school director to ensure that the general education teacher and special education teacher of each student with a disability is present at the CSE meetings, including making arrangements for substitute teachers or other appropriate alternative coverage for classes
- Building a relationship with the chair of the CSE and keeping him or her informed of the school's particular curricular offerings, instructional approaches, and resources to ensure that the CSE has a complete understanding of the school's distinctive competencies and strategies that may be particularly effective in meeting the needs of individual students
- Coordinating the provision of related services via third-party providers approved by the CSE
- Ensuring that all IEP are faithfully implemented as written through frequent reviews of student services and documentation of such services

The dean of instruction and the special education coordinator will be responsible for working with the school director to ensure that general education and special education teachers of each student with a disability participate in all CSE meetings. All teachers will be accountable for participating in the CSE meetings for students they serve. To the extent that such meetings occur during the regular school day, the school director will be accountable for assigning other staff members or hiring a substitute teacher to cover the participating teacher's classes. In the event that a teacher is absent because of illness, the special education coordinator will contact the chair of the CSE to arrange for that teacher to participate via a conference call or, alternatively, to request that the meeting be rescheduled.

Ascend's director of student services will be responsible for delivering the general professional development and training on special education provided to the school's leadership team and all general education and special education teachers, including the referral process to the CSE; development of a student's IEP; implementation of a student's IEP; evaluation of a student's progress toward meeting IEP goals and objectives; reporting requirements to parents and the CSE; confidentiality and student records; and discipline of students with disabilities. With appropriate support from the director of student services, the school's special education coordinator and the dean of instruction will also be responsible for ensuring that the teachers of each student with an IEP fully understand the requirements of the IEP. The dean or the director will assess this understanding through careful monitoring of the teachers' participation in CSE meetings, and through a face-to-face review of each approved IEP with individual teachers. The general education and special education teachers of every student with a disability will be required to review the student's IEP. All such reviews of the IEP will be recorded in the school's access log, and teachers will not be permitted to keep separate copies of the IEP in their files. As described in the section related to federal requirements, all IEPs will be kept in a secure, locked repository.

The dean of instruction and the school's special education staff will be responsible for delivering all special education services mandated by the students' IEP. A New York State-certified special education teacher(s) employed by the school will provide Integrated Co-teaching throughout the school day or SETSS through pull-out and push-in services for a small portion of the day allowing the student to spend the majority of the day learning alongside his or her general education peers as specified in the IEP. Counseling services will be provided by a certified social worker or counselor on the school's staff; this individual will be responsible for overseeing all mandated reporting and assisting in managing all student support team meetings. Certain other services, such as licensed speech pathologists, occupational therapists, physical therapists, and paraprofessionals will be provided through third-parties contracted by the district and requested by the school as needed. In rare instances where the school cannot provide the placement specified by the IEP, such as a 12:1:1 model, the Committee will secure the student a place in a district school that provides the required services.

In most cases, the instructional materials used, pacing, and class size will be the same as those used in the general education program, but the pedagogy will be modified to meet the needs of the special education students. For instance, the teacher in the SETSS setting may use a more multisensory pedagogy for select students.

Students with disabilities, like all students at the school, will take frequent assessments to track their progress and academic achievement, including the Renaissance Learning Early Literacy Test (in kindergarten), STAR reading test (grade 1 and higher), and curriculum mastery tests from SABIS [AMS, Periodics, EOT, and EOY, as described in Response 05(b)]. Each term, or three times a year, as mandated by the Committee on Special Education with jurisdiction over the school, each teacher of a student with an IEP and each of the student's related service providers will prepare progress reports on the child. These reports will be submitted to the Committee; they will report on the child's academic, social, and emotional progress, which will inform the child's annual review of his or her IEP.

....

(c) English Language Learners

Refer to “Response 08 (c) – English Language Learners” of the Williamsburg Ascend Charter School’s original charter.

Charter schools may offer one of three models of instruction for English language learners: *full immersion, bilingual education, and dual language instruction*. The school will offer a full-immersion model, Structured English Immersion (SEI), for English as a Second Language (ESL).

ELL Identification

The school will use the state education department’s process for identifying students who are English language learners (ELL), employing an approved Home Language Questionnaire to screen all new students for potential limited English proficiency. If the student’s home language is not English, or his or her native language is not English, appropriate staff will conduct an informal interview in the student’s home language and in English. If the student speaks a language other than English and little or no English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). A score below the designated cut score for the child shall determine eligibility for services. The school will administer the NYSITELL only once to each incoming student. In accordance with the testing guidelines of NCLB, testing and program placement will occur within 30 days of school opening for those students who are enrolled on the first day of school and within 15 days for students who are enrolled after the first day of school.

The school’s faculty will be responsible for detecting potential limited English proficiency among students. The school will train all teachers on techniques for detecting English language deficiencies and on communicating with students designated as ELL. The school will test any student thought to have limited English proficiency to determine what, if any, levels of services are necessary. Careful tracking by the Student Support Advisory Team will allow the school to ensure that English language learners are not inappropriately designated as having special education needs. When the student support team is determining whether or not a student is ELL, it will document how long he or she has been in the country and investigate whether any language issues are related to typical ELL stages of development.

Based on the demographics of Community School Districts 17 and 22, the applicants anticipate that approximately ten percent of students will require ELL services.

Structured English Immersion

As determined by their NYSITELL, students with little or no English will rapidly acquire English language skills in remedial-style classrooms, taught by teachers with appropriate New York State certification. The school will use existing SABIS programs as well as supplemental materials specifically designed for ELL that focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. The amount of time in the English as a Second Language (ESL) program will vary; for students in kindergarten and grade 1 will likely be typical. The school will determine each student’s exit based on individual students’ needs and in accordance with SED requirements.

A key focus of the ESL program will be improving students' ability not only to speak and understand spoken English, but also to read and write in the language. This level of fluency will permit students to advance quickly to a level of proficiency at which they can function successfully in their grade-level coursework. The cognitive level or grade appropriateness of the content will not be altered. The school's ESL teacher will work collaboratively with general education and special education teachers. All teachers will receive professional development to help them communicate with students designated as ELL. The school's schedule includes ample time for intensive English language instruction. Additionally, the school will meet the English language development requirement by having the ESL teacher work with all ELL on a pull-out basis for the amount of daily minutes required by New York State guidelines.

In accordance with federal law, the school will not exclude ELL from curricular and extracurricular activities because of their inability to speak and understand the language of instruction. In addition, the school will not assign national-origin minority students to classes for the disabled because of their lack of English skills. Notices and other information will be distributed in languages that families with limited English proficiency can understand.

Structured English Immersion has repeatedly been shown to be the most effective method for ensuring that students master English and participate in all content areas alongside their peers. In a study of SEI in California, after it was mandated by Proposition 227, the strongest gains were made in districts that deployed the most intensive immersion programs. In a 2009 U.S. Supreme Court decision, *Horne v. Flores*, the majority opinion stated, "Research on ELL instruction indicates there is documented, academic support for the view that SEI is significantly more effective than bilingual education."....

(d) Advanced and/or Gifted Students

Refer to "Response 08 (d) – Gifted and Advanced Students" of the Williamsburg Ascend Charter School's original charter.

Grade Placement

Students are placed in grades by academic performance, which is based on the results of diagnostic tests and SABIS curriculum assessments. If a student is performing well above grade level (by six months or more), he or she may be placed in a higher grade that will be more academically challenging.

Advanced students will be academically challenged by serving as "academic prefects" who assist their peers in learning new concepts and providing one-on-one tutoring during the extracurricular period of the school day. Teaching a concept to others greatly deepens one's own understanding of the concept.

At other Ascend schools, in every lesson, teachers identify the key concepts explicitly and teach them interactively, alternating oral work, individual written work, cooperative learning, and group checking. Led by vibrant and committed teachers, students analyze information and claims, form and express opinions, and engage in reasoned discussion. In the process, they deepen their knowledge of the material and build their intellectual confidence. With some subjects taught by "level" and not grade, students who have achieved mastery early may be promoted to higher levels (if not grades) in advance.

Middle School Acceleration

Building on the firm academic foundation provided in the lower grades, students will engage at the middle-school level in an uncommonly ambitious course of study. The SABIS program will remain at the core, with an additional period of “response to literature” common-core aligned writing instruction created by Ascend, totaling three full periods each day of studies in English language arts and two full periods in math instruction. Students will study science and social studies every day; continue their daily instruction in Spanish; and study art, music, physical education, and dance each week.

In addition, beginning in grade 5, students will participate in Ascend’s humanities and arts program for two periods a day, which will allow advanced learners ample opportunity to develop multidisciplinary interests and understanding. Excellent critical thinking, close-reading and writing skills, in addition to arts appreciation and public speaking, are the primary goals of the program. Modeled on the practices of the city’s finest public and private schools, the program will develop the individual voice and reading sensibility of each Ascend student by supplementing the SABIS reading materials with a customized syllabus that includes a cross-cultural selection of classic literature. Many selected works will connect thematically to museum-quality reproductions of great works of art that will hang in hallways and specially designed “gallery” spaces throughout the middle-school facility. These gallery spaces will be designed for Ascend students to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Aaron Douglass jazz-age fresco cycle will supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and give public readings open to the school community in the spring.

Open-form discussion of literature and the emphasis on developing individual written voices and interpretive skills will be a new experience for Ascend students entering the middle school. The emphasis on developing as attentive readers, listeners, and scholars with distinct written styles and unique perspectives will deepen their abilities to value and communicate with others. The program will encourage students to take risks, and inspire creative leaps in interpretation and self-expression.

8. Instructional Leadership

If the proposed school is adopting the same instructional leadership and professional development models as the replicating school, incorporate the programs by reference per the instructions above. If applicable, note any changes to the original model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

(a) Instructional Leadership Roles

Refer to the amended “Response 09 (a) – Instructional Leadership Roles” of the amended Williamsburg Ascend Charter School’s original charter.

(b) On-going Teacher Supervision and Support

Refer to “Response 09 (b) – Ongoing Teacher Supervision and Support” of the Williamsburg Ascend Charter School’s original charter.

(c) Professional Development

Refer to “Response 09 (c) – Instructional Methods” of the Williamsburg Ascend Charter School’s original charter.

The Instructional Leadership Team

The school’s instructional leadership team consists of the school director, dean of instruction, and dean of students, all of whom will be full-time employees of the school.

The school director will be, above all, the school’s instructional leader. The dean of instruction will oversee academic operations at the school, including coaching and developing the teaching staff and ensuring the accurate implementation of the school design. The dean of students will guide teachers in implementing effective instructional techniques and otherwise oversee the development of a rich student culture based on Responsive Classroom techniques.

Expectations

The founders will communicate their expectations for teacher performance and student achievement from the outset through the school’s marketing materials and job postings. The school leaders will be trained by the Ascend Learning academic team and existing school directors and deans during a three-week Leader Institute, first launched at Ascend in the summer of 2013. All teachers and associate teachers will attend a three-week Summer Institute before the start of each year as well as weekly professional development on Friday afternoons, and all such sessions will underscore the school’s expectations and equip teachers with the specific tools needed to succeed.

Following are draft position descriptions for the three instructional leaders at the school. All such materials will be available via the websites of Ascend Learning and the school. Brochures

describing the school design and the founders' goals and broad expectations will be distributed in print as well.

All new hires will be fully immersed in the culture of high expectations during the three-week Summer Institute prior to the school's opening. At this time, they will learn about the philosophical and pedagogical underpinning of the school design and receive training on how to achieve the school's ambitious goals reliably while working at a sustainable pace. These lessons will be reinforced throughout the school year as part of the culture-building process day-to-day and through frequent professional development sessions.

Roles and Responsibilities

School Director

The school director shall lead the school community in achieving its academic and organizational goals, build and maintain a strong presence for the school in the community, and develop and cultivate enduring relationships with students, teachers, parents, community members and stakeholders. The school director will be responsible for:

- *Academics.* Ensuring the achievement of target academic results, including curriculum alignment, pacing charts, exams, intensives; special education and ELL compliance; and the precise implementation of the Ascend educational model
- *Culture.* Defining and building a transformative school culture consistent with Ascend's principles and tools; managing student discipline; and promoting a distinctive peer tutoring, collaborative learning, and student leadership development program called the Student Life Organization
- *Staff.* Supported by Ascend Learning, managing, developing, and evaluating the school's leadership team and faculty, building a culture of relentless self-improvement among the entire school; planning staffing needs and recruiting effectively; ensuring adherence to all human resources procedures; performing regular performance reviews and compensation adjustments in accordance with established guidelines; developing retention strategies; and addressing staff concerns
- *Founding board.* Preparing and delivering bi-monthly progress reports to the board of trustees and aiding in recruiting community and parent trustees
- *Parents.* Ensuring and managing positive school-parent relations with the goal of achieving high levels of parent satisfaction
- *Operations, finances, and compliance.* Working with the director of operations, overseeing the school's operations, finances, and compliance functions thereby maintaining ultimate accountability to Ascend Learning and to the school's board for the school's performance and the achievement of the goals stipulated in its charter
- *Community.* Developing partnerships with community organizations and stakeholders

Dean of Instruction

The dean of instruction shall be responsible for academic operations at the school, coaching and developing the teaching staff, and ensuring the accurate implementation of the school design. Responsible for the academic success of students, the dean shall inspire teachers to excel in their jobs and motivate students to achieve their highest potential. The dean will provide instructional and administrative leadership to the teaching staff, oversee the implementation of the curriculum, coordinate assessments, and monitor student academic performance.

The dean of instruction will be responsible for:

- *Academic oversight.* Ensuring the academic success of students; recommending necessary actions and strategies; overseeing effective implementation of curriculum and instruction; reviewing and implementing pacing charts; coordinating the administration of all assessments, including weekly computerized tests; coordinating the timely and accurate recording of scores; thoroughly analyzing test results and academic performance, identifying problems, recommending and implementing solutions in a timely manner; reviewing report cards for accuracy in academic entries
- *Teacher coaching.* Observing, coaching and mentoring the instructional staff; ensuring that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture; overseeing the lesson planning process and providing weekly feedback to teachers on their lessons
- *Academic operations.* Ensuring textbooks and materials are provided for each classroom and matched to the pacing charts; securing additional materials needed to meet state-mandated curriculum and state testing requirements; coordinating referral of students with perceived special needs to appropriate personnel; planning and leading assigned school events and programs
- *Admissions and placement.* Ensuring appropriate placement of applicants; actively participating in explaining the Ascend Education Program and the SABIS educational system to staff, parents, students, and the community at large
- *Staff management.* Ensuring the right spirit, determining and recommending staffing needs and teachers' workloads; effectively assessing and recommending teacher candidates; monitoring and assessing teacher performance, and ensuring required training and development; training and supporting teachers in Ascend and SABIS methods
- *Internal relationships.* Ensuring smooth and efficient working relations that have a positive impact on academics; working closely and efficiently with the director, the school leadership team, and Ascend Learning staff to ensure student success and smooth operations; requesting support as needed
- *Internal reporting and compliance.* Ensuring the proper implementation of SABIS academic systems and standards; maintaining a professional image; completing needed periodic reports in a timely and accurate manner

- *Student/parent relations.* Reinforcing positive student behavior and establishing rapport with students; counseling students with serious academic problems; reviewing and approving official school communications regarding academic progress or updates; communicating individual academic progress

Dean of Students

The dean of students will be responsible for shaping and sustaining the school's distinctive culture and ensuring that the students internalize the school's values and aspirations for academic excellence. The dean will oversee the creation of a culture of highly ambitious academic expectations, structure and order, intellectual rigor, and joyfulness, devising distinctive assemblies, celebrations, and rituals; coaching teachers on classroom management; meeting with students and parents; developing and implementing a system of merits and demerits; and implementing the classroom prefect program (and broader Student Life program). The dean of students and the student management coordinator work closely with the social worker to create, implement and track individualized behavior plans for students with severe behavioral concerns.

The dean of students will be responsible for:

- *School Culture.* Defining and building a transformative school culture consistent with the school design and inspired and informed by the top-performing urban schools in the country; with the school director, designing and implementing programs that recognize and reward students; devising school-wide rituals, including morning meetings, songs, chants, and celebrations, that promote the culture and sustain the school's values; shaping and managing the physical environment to underscore the school's culture and aspirations
- *Student Management.* Working with the student management coordinator, this position selects and implements behavior management tools, including overseeing staff training in behavior management policies, techniques, and strategies, and ensuring the consistent deployment of such tools school-wide; meeting with students referred by teachers for behavioral problems, communicating and meeting with the students' parents/guardians, and ensuring that consequences for infractions are fairly and consistently implemented throughout the school; looking for patterns of misbehavior and coordinating appropriate measures as needed with the school director and the dean of instruction; responding to acute behavioral issues; coordinating with the social worker as needed; coordinating in-school and out-of-school suspensions, ensuring regulatory compliance; and overseeing school safety
- *Teacher Resource.* Serving as an expert resource to teachers on issues of school culture, classroom management, discipline, and relationships with students; coaching teachers and staff in holding all students to high and consistent behavioral expectations
- *Student Motivation.* Communicating with students – meeting with, listening to, and seeking to understand them while helping them define high aspirations – and building a support network for students
- *Prefect Program and Student Life.* Prior to the hiring of the director of student life in year three, overseeing the Student Life program, including the use of class prefects in every classroom from the earliest grades; guiding teachers in identifying prefects, devising and

implementing training for the prefect program, and ensuring that teachers fully leverage the power of class prefects to facilitate learning, speed transitions, and build a caring culture where no student is permitted to fall behind; overseeing the Student Life period, during which students tutor one another; identifying and leading academic, artistic, and athletic activities (including after the school day)

- *Attendance and Use of Time.* Assertively engaging parents and students in realizing the school's demanding standards for attendance and on-time arrival; managing transitions, minimizing loss of time, and promoting a sense of urgency in learning
- *Documenting Incidents.* Implementing and ensuring the school-wide use of SABIS information technology tools for reporting and documenting infractions; ensuring that proper records are kept of communications with parents regarding discipline

Professional Development Overview

The school's faculty will receive intensive and ongoing professional development through pre-service training, professional development days and after-school sessions throughout the school year, weekly grade-team meetings, and ongoing modeling.

Pre-service Summer Institute

Prior to the school's opening, the leadership team and all faculty members will participate in an intensive three-week training program, including approximately one week of training in the SABIS academic program. Delivered by the senior school leadership team members of Ascend Learning, the SABIS training will progress from an overview of the program, philosophy, and supporting research to in-depth workshops on the English language arts and mathematics programs (including content, lesson plans, instructional materials, pacing charts, and assessments) and other key aspects of the model. The SABIS training will address the Student Life Organization and the use of prefects; SABIS Intensives and program implementation in a special education setting; and how the SABIS School Management System supports teachers through its unique assessment, data collection, and reporting functions.

School leaders and senior staff from Ascend Learning will deliver the remainder of the faculty's pre-service training, supplementing the SABIS training, covering school-wide policies and procedures in depth, building camaraderie, and fueling the excitement and passion needed to ensure a successful start-up. Engaging and highly interactive sessions will be planned on topics that include the following: SABIS History and Philosophy, 100 Percent and Without Apology, Warm-Strict, Do It Again, Teach-Practice-Check Cycle, Positive Framing, Strong Voice, Sweating the Details, Writing a Strong Lesson Plan, Joy Factor, Our Sense of Urgency, Who Are We: Mission Core Values, Building Community in the Classroom, Strong Classroom Procedures, Right Is Right, No Opt Out, Classroom Management System, Morning Meeting Breakouts, Morning Motivation, Vision for Special Education, Academic Prefects, Parent Communication, Student Life, Homework and Reading Log, Lesson Plan Expectations, Subject- and Grade-specific Overviews, Classroom Environment Expectations, Classroom Set-up, School-wide Procedures, Scholar Orientation Planning, Library Procedures and Establishing Independent Reading, and School Safety Plan.

Experts in ELL and special education will train teachers in how to work with students with special needs and ELL and to comply with all procedures of their programs.

Faculty will attend Summer Institute training from approximately 8:00 am to 5:00 pm daily. One defined overarching goal will provide the framework for each day. For example, the goal for one day of training will be that the founding staff: (1) will be able to implement the school's discipline protocol, and (2) will understand how to design effective classroom transitions that are efficient and require little adult narration. One of the central texts will be Doug Lemov's *Teach Like a Champion* taxonomy of effective teaching practices.

Ongoing Professional Development

In addition to the 15 days of intensive summer training and development, professional development will be held each Friday from 2:45 pm to 4:45 pm. The dean of students, dean of instruction, and school director will collaboratively plan professional development sessions for the year, but leave every other Friday open to address the evolving strengths and weaknesses in instruction as assessed during weekly meetings of the leadership team. Sessions will cover topics such as refining the use of the SABIS Point System; refining lesson plans through the Point-Teach-Practice-Check cycle of SABIS lessons; and raising the standard for behavior management by using the "least invasive" correction. Many sessions will focus on teaching and practicing one of the culture-building or instructional techniques in the Lemov taxonomy. Examples include effective least invasive corrections, cold-calling techniques, "right is right," "100 percent," and "narrating the positive." Lastly, some sessions will involve the detailed analysis of a faculty member's instruction using video of the teacher's actual class.

During one professional development day during the school year, select faculty and leadership team members will visit a high-achieving charter school to discuss best practices with experienced teachers and to see the model in a mature stage of implementation. In the past, staff members at Ascend schools have visited North Star Elementary in Newark, New Jersey, for this purpose.

Grade Team Meetings and Individual Professional Development Plans

The lead teacher and the grade-level team will meet with the dean of instruction weekly to explore ways to sharpen their skills and strengthen their practice through a relentless drive for self-improvement, the hallmark of top-performing schools. Teachers will be encouraged to offer constructive critical feedback by identifying potential improvements and adjustments in the school's practices that will promote quality.

The school director and the dean of instruction will regularly review each teacher's instruction in depth, monitoring a portion of the lesson and then providing direct, candid, and systematic feedback. As a teacher coach, the dean of instruction will be a frequent presence in the classroom, suggesting improvements, interacting with students, and even stopping the lesson to model instruction – all to improve the craft of instruction. As the year unfolds, each teacher will have an individualized professional development plan, identifying the specific areas of improvement targeted for that teacher. Senior teachers will supplement such coaching for novice teachers at each grade level, offering the more frequent monitoring and modeling and structured mentorship needed to ensure their success.

The school's career ladder will provide school leaders and teachers with professional development and advancement opportunities as well as increased compensation over time. The ladder will detail responsibilities and performance standards at each rung, from novice to lead teacher to school leadership roles, to provide a clear pathway for professional growth.

Broadly speaking, the adult culture of the school will be one of professional community, distinguished by its clarity of mission and purpose, collaboration, collective focus on academics, reflective dialogue about teaching, and "de-privatized practice," where teachers observe one another's teaching and gain constructive feedback from colleagues. The school's credo will be that only by constantly engaging the expertise, creativity, and recommendations of the classroom teacher can the school continuously refine its practices to achieve and sustain excellence.

Evaluation

To evaluate the efficacy of the professional development program, school leaders and managers will examine student performance data primarily, but also rates of attrition, anecdotal evidence, and formal feedback received from detailed surveys of the faculty.

Accountability

Objective Accountability for Learning

The school will hold teachers accountable for student results as they track the progress their students make in mastering required skills and concepts throughout the year. Using SABIS's electronic pacing charts teachers will chart a clear course toward defined achievement targets, and AMS tests (described in Response 06) will regularly measure students' mastery of the material. Lead teachers will meet weekly with the school's leadership team and frequently with members of the management team to resolve instructional issues collaboratively.

Above the lead teachers, the dean of instruction will take responsibility for the implementation of the Ascend Education Program, including the weekly AMS tests, pacing charts, dissemination of electronic reports, and alignment of the curriculum with education standards. As noted, the school director will be, above all, the school's instructional leader. As such, he or she will be ultimately responsible for the quality of instruction and the academic progress of each student.

To assess teachers' efficacy, the school director and dean of instruction will rely heavily on SABIS's School Management System (SMS). SMS is an integrated web-based system for managing aspects of the SABIS program. Importantly, for accountability purposes, the system includes an assessment module that delivers an array of insightful reports on academic performance, from that of an individual child in a single subject to the school as a whole. This tool thus enables school leaders and managers to evaluate teaching and learning objectively by individual student, group, class, or grade level. The electronic collection of granular academic data – only possible with a highly structured curriculum and interwoven assessments – permits detailed and objective measures of student progress, and by extension, of teacher performance.

(d) Teacher Evaluation and Accountability

Refer to "Response 09 (d) – Teacher Evaluation and Accountability" of the Williamsburg Ascend Charter School's original charter.

Observation and Formal Evaluation

The dean of instruction will also make rigorous and frequent classroom observations.

The school director, dean of instruction, and dean of students will evaluate all instructional staff formally at mid-year. Lead teachers, the dean of instruction, the school director, and/or instructional experts from Ascend Learning will take immediate action, using pre-defined interventions, to bolster teacher effectiveness whenever instruction is found lacking.

The evaluation instrument has six sections: lesson planning, classroom environment, instruction, data-driven assessments, professional responsibilities, and partnerships, family and community. For each section the teacher would earn a score from 1 to 4. Teachers who consistently earn 3 (meets the standard) or 4 (exceeds the standard) would be considered “high-performing.”

9. School Culture and Discipline

(a) Explain how the school will establish and maintain a culture that supports learning and achievement, including;

- The school’s general approach to school culture and rationale for this approach;
- How the school will maintain a safe and orderly environment;
- The school’s approach to behavior management and discipline; and,
- If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

Refer to “Attachment 16 School Culture and Discipline” of the Canarsie Ascend Charter School’s original charter.

Brooklyn Ascend Charter School 2 will establish a “school culture that engenders joyful rigor. Students will be absorbed in the challenges and rewards of learning and intellectual growth, and the relationship of teachers and students will be marked by trust and affection. Teachers, students, and parents will form a community of shared purpose.

The Ascend Culture

Every morning in each class, students and teachers will gather to greet one another, share news, and warm-up for the day ahead. Throughout the school, teachers will talk about what students are learning and what excites them, rather than how they are behaving. Instead of warnings and threats, teachers will use positive language that promotes learning, a sense of belonging, and self-discipline. When students do misbehave, logical consequences will allow them to fix and learn from their mistakes while preserving their dignity.

In this environment, students will learn social skills—cooperation, assertion, responsibility, empathy, and self-control—that allow them to succeed academically and socially. Misbehaviors will be averted not by the specter of punishment but because students have developed the internal capacity to respond appropriately and effectively to daily challenges. The day can be spent pursuing learning and enjoying academic, artistic, and extracurricular activities.

Teachers will assertively shape students’ habits, values, and aspirations, holding stark convictions: knowledge is the ticket to a better future. Effort, not talent, is the determinant of success, and students are the masters of their own destinies. They can beat the odds, there are no shortcuts, and the goal for every child is college.

By explicitly teaching classroom procedures, teachers will build classroom environments where learning can flourish and behavioral problems are a rarity. Low-level misbehavior and incessant verbal corrections, which typically plague urban classrooms, will be replaced with a “warm/strict” embrace that conveys respect, confidence, and caring. As the year progresses, success will build on success, and students will develop a new conception of themselves and their futures.

In Ascend’s school culture, school leaders, teachers, and students adopt unrelentingly high expectations for student performance and insist that every child is destined for college. Standards—for timely arrival, homework completion, behavior, and participation—are uncompromising, because to compromise would be to reduce expectations for the children. By teaching values, behaviors, and procedures explicitly, the schools equip students with the tools to succeed at a high level and create a setting where rigorous and engaging instruction can flourish.

Most of the charter schools nationwide that are closing the achievement gap are deploying the so-called No Excuses model, including those managed by KIPP, Achievement First, and Uncommon Schools. A radically distinct school culture drives No Excuses schools, one that assertively shapes students’ habits, values, and aspirations. Students find that the diffidence of public schools has been replaced with stark convictions: The goal for *every* child is college. Knowledge, the schools insist, is the ticket to a better future. Effort, not talent, is the determinant of success. Students are the masters of their own destinies. They can beat the odds. And there are no shortcuts.

True to their moniker, No Excuses schools reject excuses for under-achievement and poor behavior. By explicitly teaching students classroom procedures—how to get their breakfast, pass out papers, or call for help—and then waiting for 100-percent adherence to these practices, teachers build classroom environments where learning can flourish and behavioral problems are a rarity. Low-level misbehavior and incessant verbal corrections, which typically plague urban classrooms, are replaced with a “warm/strict” embrace that helps students feel respected and academically successful. As the year progresses, success builds on success, and students develop a new conception of themselves and their futures.

Responsive Classroom

Ascend schools have adopted the Responsive Classroom model, a research-based practice that replaces prescriptive discipline with an approach that helps students develop social competencies in a strong, safe, and warm school community.

Responsive Classroom is an approach to elementary education that leads to more effective instruction, higher student achievement, and an improved school climate. The Responsive Classroom practice produces better teaching in three key domains—each of which enables and enriches the others:

- *Engaging Academics.* Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.
- *Positive Community.* Teachers nurture a sense of belonging, self-worth, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- *Effective Management.* Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

Lemov Techniques

Among the powerful tools that will allow the school's teachers to build Ascend's culture of uniformly high expectations and academic excellence are the techniques defined by Doug Lemov, author of *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. Specific, concrete, and actionable, these techniques enable teachers to raise academic and behavioral expectations, structure their lessons to optimize available time, create a strong and vibrant culture, and build character and trust.

The Student Life Program and Classroom Management System

The applicants are dedicated to creating a secure school environment in which student behavior supports high-level academic learning. They believe it is the school's responsibility to provide direction, set limits, and promote self-discipline to ensure all students reach their goal of attaining a college education. To this end, the school will abide by a rigorous Code of Conduct, use a proven classroom management system to encourage and reward positive behavior, and apply a progression of logical consequences in all cases of misbehavior. School leaders and faculty will plan, guide, and reinforce positive discipline at all times.

To help create a culture of excellence, the school will follow the Responsive Classroom approach to creating rules in classrooms, studying the book, *Rules in School*, by Kathryn Brady, Mary Beth Forton and Deborah Porter. Teachers will collaborate with students to create classroom rules, providing them ownership and, as a result, fostering self-control. Teachers will begin by assisting scholars in expressing learning goals; then they will facilitate the students' brainstorming of rules that reinforce the goals. Next, the teachers will assist the students to structure their suggestions into well-defined rules. Finally, the class will discuss how to apply the rules in different scenarios. The list below is a sample of classroom rules that could be developed:

1. *Respect yourself.* Come to school every day and be on time, be prepared, and follow directions.
2. *Respect others.* Keep your hands and feet to yourself, be polite, and help others in need.
3. *Respect the environment.* Take care of all school materials and help keep the school clean.
4. *Work hard.* Do your best in everything you do.

One strategy used effectively early in the development of an Ascend school's culture is the "stoplight," where consequences are clearly defined at every level to ensure appropriate expectations and consistent responses. The goal of any consequence will be to help students see the sense in discipline, understand that certain actions lead to certain results, and recognize their power to influence outcomes. Consequences will be logical; they will match the inappropriate behavior. Inappropriate behavior will result in one of four consequences: (1) when students' mistakes result from simple carelessness, impulsivity, or forgetfulness, students will be encouraged to take responsibility by fixing the damage they have caused; (2) students who fail to take responsibility for following the rules and managing themselves appropriately will suffer a loss of privileges related to the infraction; (3) when a student acts without self-control and the two previous consequences are exhausted, time-out will be used to set clear limits; and (4) egregious behaviors, including continually disrupting the class, extreme disrespect for the

teacher or others, or any physical altercation, will result in the student's immediate removal from the class, referral to the dean of students, a phone call home, and/or suspension.

As teachers' skills in implementing the Responsive Classroom technique become more refined and effective, the stoplight will gradually become less necessary and less evident in the classroom, until it is retired completely.

Brooklyn Ascend Charter School

Our core values




1. Achieve with integrity. We aim high. We always take the high road. We achieve with integrity.

2. Choose greatness. Every day and every hour, we have the opportunity to aim for excellence. We never settle for mediocrity. We always try our best. We choose greatness.

3. Lead with respect. We are all leaders in the community of our school. We celebrate our diversity of experience and ideas – and our solidarity in purpose. We lead with respect.

4. Invest in knowledge. Knowledge – not rare talent or good fortune – is the ticket to success. We build high level skills and knowledge that will open the doors to a rewarding and fulfilling life. We invest in knowledge.

5. Be there. Our task is urgent. Time is precious. We are always punctual, fully engaged, and ready to learn. We are there.

	<p>These scholars exhibit all of our core values in everything that they do. They are exerting a great deal of effort and show enthusiasm for their education and the education of others. They live our mission every minute of the day.</p>	<p>Consequences Increased knowledge Full recess Praise Lunch with teacher Field trip participation “Golden Ticket”</p>
	<p>This scholar made choices that conflict with our mission. To get to college, we must always lead with respect. Today the scholar failed to lead with respect – but will try harder tomorrow.</p>	<p>Consequences Reparations Loss of privileges Possible parent phone call</p>
	<p>This scholar made choices that compromised our mission. To get to college, we must fully invest in building our knowledge. Tomorrow the scholar will be fully invested in knowledge, and will try harder to make consistently good choices.</p>	<p>Consequences Automatic parent phone call Loss of privileges Time-out</p>

As another tool to track and recognize strong academic achievement and positive classroom habits, teachers will use the following chart to display their classes’ engagement for each period throughout the day; again, the heading “We Ascend” refers to the students’ ongoing efforts to climb “the mountain to college.” At the end of each instructional period the teacher will evaluate whether at least 85 percent of students mastered the content taught or were 85 percent engaged. If so, the teacher will award the letter of “We Ascend” that corresponds to that period. At the end of each day, the teacher will place in a jar one marble for each letter earned. Students will thereby see in real time their strengths and areas that need improvement. Classes that earn all the letters for that day will participate in team- and character-building activities before dismissal. If the class falls short, the students would explore together why and how they could have done things differently. When the jar is full, they will vote to select an activity from several constructive and appealing options determined by the teacher.

●●●➤ For the strength of the pack is the wolf,
and the strength of wolf is the pack.
— Rudyard Kipling

W e A s c e n d

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6	SUBJECT 7	SUBJECT 8
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

The Middle School

In another departure from other school networks, the school will entrust students with increasing levels of responsibility and autonomy in the middle-school grades. Students will develop a sense of agency, voice, and individuality. The scaffolding of the early years will be gradually pulled away so that by the time they reach college students can self-manage with full autonomy.

The middle school will cultivate a fiercely intellectual culture that celebrates the emerging intellectual interests, curiosities, and pursuits of each scholar—a culture where “it’s cool to be smart.”

Code of Conduct

Published in the Family Handbook provided to all families, the school’s Code of Conduct will provide the behavioral framework by which the school will conduct its day-to-day operations. The Code will reflect academic standards and the right of every student to learn in a non-threatening environment. It will further reflect the school’s desire to protect each individual’s right to have any violations of safety issues addressed appropriately. The school will expect

students to follow the Code of Conduct before, during, and after school, in school buildings, on school grounds, on school buses, at school-related activities, and on the way to and from these activities. Further, students may also be disciplined for actions outside the school that could reasonably be determined to affect the school or its learning environment, including cyber bullying. Cyber bullying is defined as bullying that takes place using electronic technology, including devices and equipment such as cell phones, computers, and tablets as well as such communication tools as social media sites, text messages, chat, and websites.

The Code will contain three categories of behaviors unacceptable at the school: those that lead to pre-suspension consequences (Category I), generally applied in the classroom as described in Attachment 16; those that typically lead to an in-school or short-term suspension (Category II); and those that typically lead to a long-term suspension or expulsion (Category III).

Category I Offenses

Category I will include unruly or disorderly conduct; failure to cooperate with teachers or administrators; uniform violations; possession in the school building of cell phones, other electronic devices, or toys; truancy or skipping school; littering; academic dishonesty; and the falsification of records.

Category II Offenses

Category II will include repeated Category I offenses such as uniform violations; failure to accept pre-suspension consequences; profanity or obscenity; fighting; smoking; the possession or use of alcohol, drugs, and/or drug paraphernalia; the possession or creation of pornographic material; stealing; violent disorderly conduct; gang activity; defacement or destruction of property; sexual misconduct; harassment against other students, staff members or parents; and possession of look-alike weapons.

Category III Offenses

Category III offenses will include repeated Category II offenses; physical assault; sexual assault; bullying (including cyber bullying); extortion; possession of dangerous weapons (including, but not limited to, firearms); possession of narcotics with the intent to distribute or sell; robbery; false fire alarms or bomb reports; setting fires; and the possession of fireworks or explosives. Penalties for gun offenses shall be in accordance with the federal Gun Free Schools Act.

Uniform Violation

The school will strictly enforce its uniform policy, tolerating no exceptions, and this policy will be clearly communicated during pre-opening meetings, in the school's promotional literature, and in the Family Handbook that will be distributed to the families of all enrolled students. The school will maintain a uniform fund for families who are unable to afford uniforms, asking those who can repay the funds over time to do so. One of the goals of the school's Family Association will be to help organize gently used uniform sales to offer families an affordable option for outfitting their children. As noted, most uniform violations will be handled as Category I offenses through pre-suspension consequences. The school will call the parents or guardians of students who arrive at school out of uniform and ask them to bring to school the missing uniform

item(s) before admitting the students to class. Students who are not in complete uniform will remain in the back of the classroom until they are in the proper uniform. Extra uniforms will be maintained at the school for the instances where a parent or guardian is unable to bring in a uniform for his or her scholar.

Dean of Students

The dean of students will be responsible for shaping and sustaining the school's distinctive culture and ensuring that the students internalize the school's values and aspirations for academic excellence. In this respect, the dean of students will have four responsibilities: (1) to manage students sent out of the classroom; (2) to coach and work with teachers individually to strengthen their classroom cultures, improve their "warm/strict" tone, and employ the Lemov techniques; (3) to engage with "high-touch" students who need regular monitoring and communication throughout the day to stay on course behaviorally and adjust to the school's expectations; and (4) to attend to the strategic development of the school's overall culture and the realization of the goal of academic rigor, intellectual challenge, and joyfulness.

9. School Culture and Discipline

(b) Discipline Policy (for general education students)

Refer to amended “Attachment 37 (a) Discipline Policy” of the Canarsie Ascend Charter School’s original charter.

As described in the *Family Handbook*, the school’s Code of Conduct will provide the behavioral framework by which the school will conduct its day-to-day operations. The Code will reflect academic standards and the right of every student to learn in a non-threatening environment. It will further reflect the school’s desire to protect each individual’s right to have any violations of safety issues addressed appropriately. The school will expect students to follow the school’s Code of Conduct before, during, and after school, in school buildings, on school grounds, on school buses, at school-related activities, and on the way to and from these activities. Further, students may also be disciplined for actions outside the school that could reasonably be determined to affect the school or its learning environment, including cyber bullying. Cyber bullying is defined as bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as such communication tools including social media sites, text messages, chat, and websites.

Code of Conduct

The Code will contain three categories of behaviors unacceptable at the school: those that lead to pre-suspension consequences (Category I), generally applied in the classroom as described in Attachment 16; those that typically lead to an in-school or short-term suspension (Category II); and those that typically lead to a long-term suspension or expulsion (Category III).

Category I Offenses

Category I will include unruly or disorderly conduct; failure to cooperate with teachers or administrators; uniform violations; possession in the school building of cell phones, other electronic devices, or toys; truancy or skipping school; littering; academic dishonesty; and the falsification of records.

Category II Offenses

Category II will include repeated Category I offenses such as uniform violations; failure to accept pre-suspension consequences; profanity or obscenity; fighting; smoking; the possession or use of alcohol, drugs, and/or drug paraphernalia; the possession or creation of pornographic material; stealing; violent disorderly conduct; gang activity; defacement or destruction of property; sexual misconduct; harassment against other students, staff members or parents; and possession of look-alike weapons.

Category III Offenses

Category III offenses will include repeated Category II offenses; physical assault; sexual assault; bullying (including cyber bullying); extortion; possession of dangerous weapons (including, but not limited to, firearms); possession of narcotics with the intent to distribute or sell; robbery;

false fire alarms or bomb reports; setting fires; and the possession of fireworks or explosives. Penalties for gun offenses shall be in accordance with the federal Gun Free Schools Act.

Uniform Violation

The school will strictly enforce its uniform policy, tolerating no exceptions, and this policy will be clearly communicated during pre-opening meetings, in the school's promotional literature, and in the Family Handbook that will be distributed to the families of all enrolled students. The school will maintain a uniform fund for families who are unable to afford uniforms, asking those who can repay the funds over time to do so. One of the goals of the school's Family Association will be to help organize gently used uniform sales to offer families an affordable option for outfitting their children. As noted, most uniform violations will be handled as Category I offenses through pre-suspension consequences. The school will call the parents or guardians of students who arrive at school out of uniform and ask them to bring to school the missing uniform item(s) before admitting the students to class. Students who are not in complete uniform will remain in the back of the classroom until they are in the proper uniform. Extra uniforms will be maintained at the school for the instances where a parent or guardian is unable to bring in a uniform for his or her scholar.

At the discretion of the school leadership team, more serious disciplinary action may be taken in response to any inappropriate dress or demeanor that proves to be disruptive to the academic environment or that may endanger student safety. The school's policy will not permit suspension for uniform violations unless such violations are egregious, e.g., after five violations. In actuality, it is very unlikely that the school director would suspend a student for uniform infractions, especially in the lower grades before the student can dress himself or herself.

Suspensions

The dean of students and school director will have the authority to impose short-term suspensions, which are ten days or fewer, and which include both at-home and in-school suspensions.

Students charged with an offense in any category will have the right to due process, and this right will be clearly stated in the school's Family Handbook. Consistent with the U.S. Supreme Court's ruling in *Goss v. Lopez*, school personnel will investigate, to the extent necessary, the facts surrounding the alleged misconduct, inform the student of the reason for the disciplinary action, and give the student an opportunity to deny the charge and present his or her own version of the events. Beyond the classroom teacher, the dean of students shall be the first point of contact for issues related to student conduct.

In the event that an offense warrants a longer-term suspension or expulsion from the school, the school director or a designee shall have the authority to seek such measures.

Should the school director or a designee contemplate a long-term suspension or an expulsion, he or she will notify the student and parents via telephone and written correspondence of the alleged misconduct that may warrant a long-term suspension or expulsion. The school director or designee will conduct an investigation. Pending the conclusion of the investigation, the scholar shall be provided with alternate instruction. If the school director or designee determines that a

long-term suspension or an expulsion is warranted, a disciplinary hearing will be scheduled over which a hearing officer will preside. The scholar will remain in alternate instruction pending the hearing.

The parent or guardian will receive a written disciplinary hearing notice, either via hand delivery or certified mail, within 24 hours of the decision to recommend such disciplinary action. The notice will be in the parent's or guardian's dominant language when feasible and will explain the nature of each allegation; a description of the investigation including the conclusion(s) reached; the grounds for the decision of the school director or designee to seek a long-term suspension or an expulsion, including which clause or clauses of the Code of Conduct have been violated; and a description of the hearing process. The description of the hearing process shall include the parent's right to attend the disciplinary hearing with a representative or an attorney; to hear the school's presentation of evidence and witnesses; to call witnesses and present evidence on the scholar's behalf; to cross-examine the school's witnesses; and to receive a record of the hearing upon request. The notice shall also contain the hearing date, time and location, and the information that the parent will have the right to appeal the decision to the school's board of trustees. The school director shall appoint a hearing officer to preside over the hearing.

At the hearing, the hearing officer will hear the school's position and review the school's evidence, as presented by a school leader, and hear the scholar's position and review the scholar's evidence, which may be presented by the scholar, the parent or an advocate. After all testimony and evidence has been presented and heard, the hearing officer will close the hearing. The hearing officer will issue a written decision to the family within two school days either affirming the school's recommendation for a long-term suspension or an expulsion, or reversing the recommendation.

The scholar and parent/guardian shall have the right to appeal the school's decision to impose a long-term suspension or an expulsion to the school's board of trustees or to a designated committee of the board of trustees.

As required by the New York State Education Department, the school will complete a Violent and Disruptive Incident Report Form each year and submit it to the department.

Staff Training

All faculty and staff will attend Summer Institute, a three-week training program in August of each year. During Summer Institute, staff will be trained in the school's Code of Conduct and procedures, including obligations under federal and state law and regulations. Attention will be given to the special requirements governing disciplinary actions and additional due process rights and procedures for students with disabilities, including students who do not have an IEP and have yet to be evaluated by the Committee on Special Education (CSE) but whom the school knows may be eligible for referral to the CSE.

9. School Culture and Discipline

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA))

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The school will comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of ten days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits, and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals more than ten school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to the CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

9. School Culture and Discipline

(d) Dress Code Policy

Refer to the amended “Attachment 38 Dress Code Policy” of the Canarsie Ascend Charter School’s original charter.

The changes below noted in bold would apply to all schools under the education corporation.

Student uniforms will be an important aspect of the school culture, helping create balance in the school and allowing students to focus on what is most important—their learning. School leaders and staff will therefore insist that students arrive for school on time in their clean, complete uniform as follows:

Boys

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; standard collar)
- Sweater of a color to be determined by the school director (cardigan, sweater vest, or V-neck long-sleeve pullover; no stripes or designs)
- Ties may be required by the school director

Bottom

- Pants of a color to be determined by the school director (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Black belt (no colored seams or designs; standard buckle)
- White, gray, or black socks

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (no stripes, colored seams, colored laces, snaps or buttons)
- During inclement weather (snow or rain), students may wear boots but they must change into their uniform shoes upon entering class.

Girls

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; no lace, rounded, or Peter Pan collars)
- Sweater of a color to be determined by the school director (cardigan, sweater vest, or V-neck long-sleeve pullover; no stripes or designs)

Bottom

- Pants of a color to be determined by the school director (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Jumper of a color to be determined by the school director
- Pleated skirt of a color to be determined by the school director (no extra buttons, snaps, or hooks; no miniskirts)

- Black belt (required if pants are worn; no colored seams or designs; standard buckle)
- White, gray, or black socks (no lace, no designs)
- White, gray, or black tights (no lace, no designs)

Please note: Girls will not be permitted to wear jumpers or skirts on days when they have physical education (gym). The school will strongly recommend that girls always wear tights under their skirt or jumper.

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (Mary Janes will be acceptable; no wedges, heels or open-toe shoes)

Hats

Hats and stocking caps may not be worn unless they are worn in observance of one's faith.

Prohibited (Boys and Girls)

- Boots (except to and from school; students will be allowed to change at the beginning and end of each day)
- Hooded sweatshirts, zippered jackets, or non-sweater vests
- Make-up (including nail polish and lip gloss)
- Jewelry (bracelets, necklaces, rings, etc., including nameplates) (Jewelry depicting religious symbols must be worn under clothing.)
- Hoop/Large Earrings (Only stud earrings are permitted.)
- Cologne/perfume
- Students will not need "gym clothes" for physical education. Students will wear their school uniforms in physical education.

Consequences for failure to adhere to the discipline policy are defined in Response 09(b). As described in that attachment, dress code infractions will not result in suspension unless they are chronic—five infractions or more. In actuality, it is very unlikely that the school director would suspend a student for uniform infractions, especially in the lower grades before the student can dress himself or herself. As with all suspensions, students would have due process rights and alternative instruction would be provided.

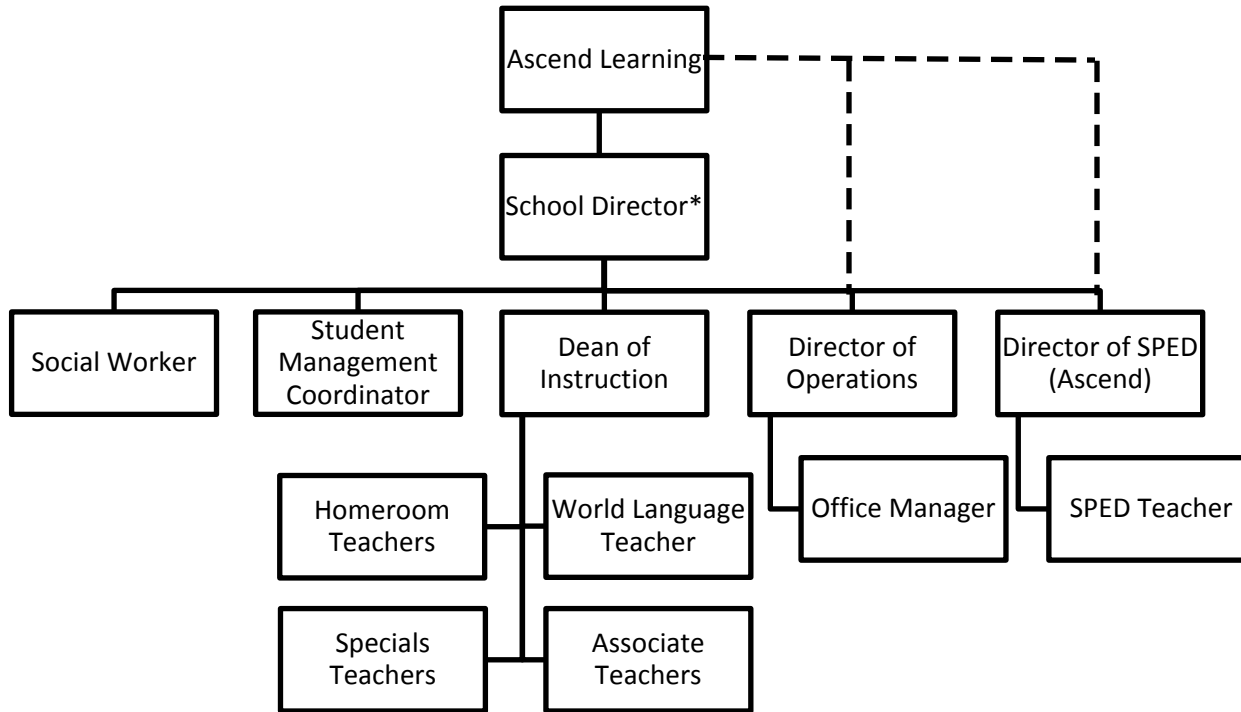
10. Organizational Chart

Provide organizational charts for the individual school for at least the first and fifth years of operation and a narrative description of the charts.

- **The charts should clearly indicate the reporting structure of staff to the school leader(s) and of school leader(s) to the board of trustees. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.**
- **The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should not duplicate the information in the Staffing Chart narrative, immediately below.**

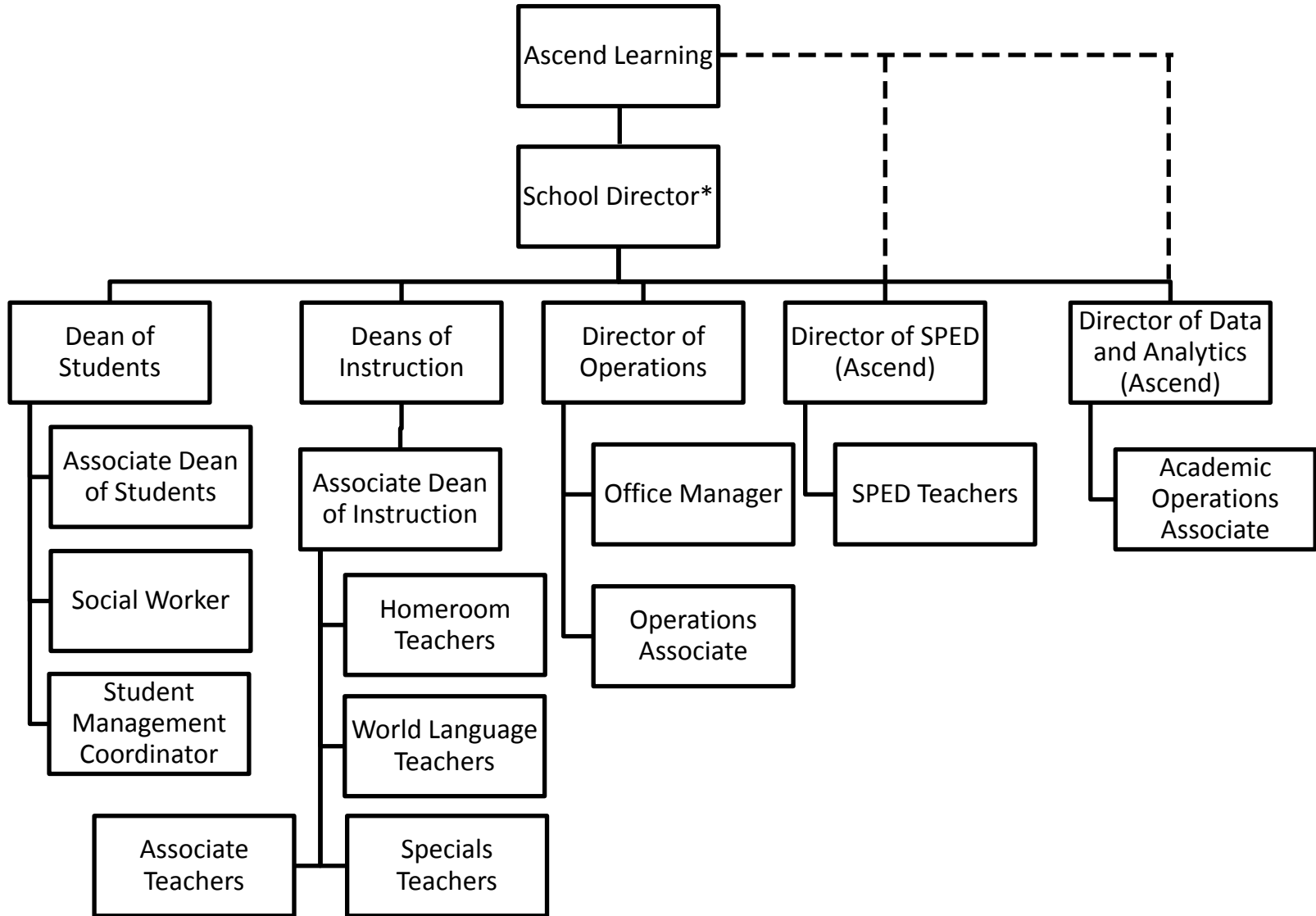
An organizational chart for the school is provided on the following page. The chart includes all positions planned for the school for the first year and the end of the first charter term (year 5).

Brooklyn Ascend Charter School 2 (Year 1)



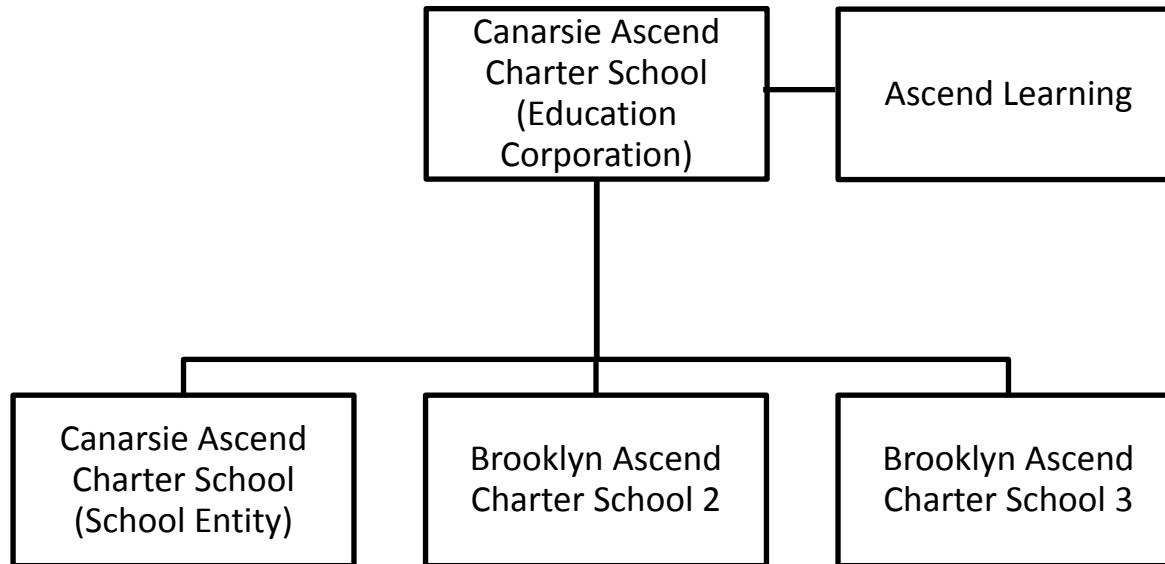
*The school director will serve at the pleasure of the board of trustees, reporting directly to Ascend Learning.

Brooklyn Ascend Charter School 2 (Year 5)



*The school director will serve at the pleasure of the board of trustees, reporting directly to Ascend Learning.

Canarsie Ascend Charter School (Education Corporation)



The education corporation trustees contract with Ascend Learning, a nonprofit 501(c)(3) organization based in Brooklyn, for comprehensive school management services. Under a five-year management contract between Ascend Learning and the education corporation, Ascend is responsible for providing the education corporation's educational program; selecting and acquiring instructional materials; recruiting, recommending to the board for hire, and developing the school director; day-to-day operations, including business administration, contracted services, human resources, and maintenance of the school's facilities; and assisting the school director with recruiting and training of the education corporation's leadership team, faculty, and staff.

The board has ultimate responsibility for the education corporation, broad policy, and managing and evaluating Ascend. Accountable to the authorizer for the achievement of the education corporation's goals set out in the charter applications and for the requirements of the Charter Agreements, School Readiness Reviews, and School Monitoring Plans; the board oversees and monitors Ascend. At monthly meetings of the board, Ascend reports on its fulfillment of its contractual responsibilities, on the education corporation's progress toward their performance goals, and on the education corporation's compliance with the charter and applicable laws and regulations.

Ascend provides the board a dashboard at each of its meetings to provide an at-a-glance summary of performance. The board also requires Ascend to provide an oral and written report of progress each month, which is delivered by the school directors and/or Ascend staff. Lastly, the board will use a formal evaluation tool to evaluate Ascend's performance annually.

On the recommendation of Ascend, the board hires the school directors. By year 3, the school director of Brooklyn Ascend Charter School 2 will oversee a leadership team composed of a dean of instruction, a dean of students, and a director of operations (who will oversee non-instructional staff and have a dotted-line reporting relationship to Ascend). The school director will hold his or her team, faculty, and staff accountable for the performance of their job responsibilities (as defined in detailed position descriptions) through weekly meetings, semi-annual reviews, and annual performance reviews. Teachers will be held accountable for student results as they track their students' progress in mastering required skills and concepts. Pacing charts for all curricula used in the education corporation will describe a clear course toward year-end mastery, and assessments will measure students' mastery of the material as taught. In assessing teachers, students' progress will be supplemented by rigorous and frequent classroom observations.

Ascend assists the board of trustees in holding the school directors accountable for their responsibilities as described in the job description. On behalf of the board, Ascend's chief academic officer will closely monitor the directors' performances and evaluate them annually using a formal evaluation instrument. The school directors are ultimately responsible for the quality of instruction in the schools and the academic progress of the student body; above all, they will be instructional leaders.

The applicant team has selected this management structure because it affords the clearest lines of accountability and sufficient leadership to ensure the robust implementation of the school design,

the establishment of the school culture as well as sound operational, financial, and regulatory compliance practices.

11. Personnel

(a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESOL teachers, as well as any other specialty teachers.

If the applicant is an existing SUNY authorized education corporation and proposes to operate additional school(s), please provide a second, clearly labeled chart indicating the aggregated staffing for the entire education corporation.

Brooklyn Ascend Charter School 2	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	212	249	428	536	644
Position					
School Director	1	1	1	1	1
Dean of Instruction (DOI)	1	1	1	1	2
Associate DOI	0	0	1	1	1
Dean of Students (DOS)	0	0	1	1	1
Associate DOS	0	0	1	1	1
Student Management Coordinator	1	1	1	1	1
Office Manager	1	1	1	1	1
Director of Operations	1	1	1	1	1
Operations Associate	0	0	1	1	1
Academic Operations Associate	0	1	1	1	1
Homeroom Teacher	8	10	12	12	12
Math/ELA Teacher	0	0	4	8	12
Spanish Teacher	1	1	2	3	3
Intensives Teacher	1	2	3	4	5
Art	1	1	1	1	1
Music	0	1	1	1	1
Physical Education	1	1	1	1	1
Dance/Movement	0	0	0	0	1
Associate Teachers	2	2	4	6	8
SPED Teacher (Lower School)	1	2	3	4	5
Social Worker	1	1	1	1	1

Brooklyn Ascend Charter School 2	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Total	21	27	42	51	61

Canarsie Ascend Charter School	Number in Position				
	Year 3	Year 4	Year 5	Year 6	Year 7
Grades Served:	K-3	K-4	K-5	K-6	K-7
Enrollment:	799	1025	1393	1690	1987
Position					
School Director	3	3	3	4	4
Dean of Instruction (DOI)	3	3	4	4	5
Associate DOI	1	1	2	3	4
Dean of Students (DOS)	1	1	3	4	4
Associate DOS	1	1	2	2	4
Student Management Coordinator	3	3	3	4	4
Office Manager	3	3	3	4	4
Director of Operations	3	3	3	4	4
Operations Associate	1	1	3	3	4
Academic Operations Associate	1	3	3	4	4
Homeroom Teacher	26	31	33	33	33
Math/ELA Teacher	4	8	19	26	33
Math Teacher (MS)	0	0	0	1	2
Science Teacher (MS)	0	0	0	1	2
English Teacher (MS)	0	0	0	1	2
Social Studies Teacher (MS)	0	0	0	0	1
Humanities Teacher (MS)	0	0	0	1	2
Spanish Teacher	4	5	7	10	10
Intensives Teacher	5	8	10	14	17
Art	2	3	3	3	4
Music	1	2	2	4	4
Physical Education	3	3	4	4	4
Dance/Movement	1	1	1	1	4
Associate Teachers	9	11	16	21	25
SPED Teacher (Lower School)	5	8	11	13	15
SPED Teacher (MS)	0	0	0	1	2
Social Worker	3	3	3	4	4
Total	83	105	138	174	205

In the lower school (kindergarten through grade 2), the program will use self-contained classrooms. Teaching in grades 3-5 will be fully departmentalized, with dedicated math and ELA teachers (four per grade), or quasi-departmentalized.

In middle school beginning in grade 6 and beyond (not shown in the Brooklyn Ascend Charter School 2 staffing plan), students will be taught by a humanities teacher (for English language arts and social studies), math teacher, and science teacher.

Every year, a sufficient number of associate teachers will be staffed so that the ratio of associate teachers to classroom sections is 1:5 or greater. In the lower school, there will be one teacher for every class. The number of world language (Spanish) teachers will increase over the charter term to ensure that every class section receives a minimum of four periods of instruction per week. While in the first year of operation two specialty teachers will be hired on the basis of 212 scholars, four will meet the proposed number of instructional periods for subsequent years in the lower school.

Brooklyn Ascend 2 will staff one in-house SPED teacher in the first year and continue to hire an additional SPED teacher every year. More SPED teachers will be added as needed to meet the needs of the students. Intensives teachers will be hired so that at least 1.0 full-time equivalent (FTE) teacher is available to each grade after kindergarten.

The lower, middle, and high schools' directors will each be joined by a director of operations, dean of instruction, and student management coordinator in the first two years. As each school tier reaches maturity, a dean of students, associate dean of instruction, and associate dean of students will be added.

(b) Qualifications and Responsibilities

If the proposed school is adopting the same qualifications and responsibilities all staff members, incorporate this Response by reference per the instructions above. If any of the positions in the school or education corporation (if relevant) would have new qualifications or responsibilities, explain the changes as appropriate.

(c) School Leadership and Management Structure

Explain the management structure of the school, including;

- **Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
- **If the education corporation would work with a management organization, an explanation of the relationship between employees of the education corporation and that organization; and,**
- **Evaluation procedures and processes for staff in management positions.**

The 2013-2014 Ascend Learning Staff Handbook is attached to Response 24(b) – Supplemental Documents, as this or a similar handbook will be used at all schools in the Ascend network.

The school will set clear and rigorous expectations for leaders and staff in terms of the responsibilities assigned to each position, and a high bar for the candidates that it will consider.

Responsibilities of Staff

Dean of Students

To build a culture of highly ambitious academic expectations, structure and order, intellectual rigor, and joyfulness, the dean of students will devise distinctive assemblies, celebrations, and rituals; coach teachers on classroom management; meet with students and parents; develop and implement a system of merits and demerits; and implement the classroom prefect program (and broader Student Life program).

The dean of students will be responsible for:

School culture. The dean will define and build a transformative school culture consistent with Ascend Learning's principles and inspired and informed by the top-performing urban schools in the country. With the school director, the dean will design and implement programs that recognize and reward students; devise school-wide rituals, including morning meetings, songs, chants, and celebrations that promote the culture and sustain the school's values; and shape and manage the physical environment to underscore the school's culture and aspirations.

Student management. The dean will select and implement behavior management tools, including overseeing staff training in behavior management policies, techniques, and strategies, and ensuring the consistent deployment of such tools school-wide; meet with students referred by teachers for behavioral problems, communicate and meet with the students' parents/guardians, and ensure that consequences for infractions are fairly and consistently implemented throughout the school; look for patterns of misbehavior and coordinate appropriate measures as needed with the school director and the dean of instruction; respond to acute behavioral issues; coordinate in-school and out-of-school suspensions, ensuring regulatory compliance; and oversee school safety.

Teacher resource. The dean will serve as an expert resource to teachers on issues of school culture, classroom management, discipline, and relationships with students; and coach teachers and staff in holding all students to high and consistent behavioral expectations.

Student motivation. The dean will communicate with students – meeting with, listening to, seeking to understand, and convincing them as appropriate – and build a support network for students.

Prefect program and Student Life. The dean will oversee the Student Life program, including the use of class prefects in every classroom from the earliest grades. The dean will guide teachers in identifying prefects, devise and implement training for the prefect program, and ensure that teachers fully leverage the power of class prefects to assist their peers' learning, speed transitions, and build a caring culture where no student is permitted to fall behind. The dean will oversee the Student Life period, during which students will tutor one another, and identify and lead academic, artistic, and athletic activities (including after the school day).

Attendance and use of time. The dean will assertively engage parents and students in realizing the school's demanding standards for attendance and on-time arrival; and manage transitions, minimize loss of time, and promote a sense of urgency in learning.

Documenting incidents. The dean will implement and ensure the school-wide use of information technology tools for reporting and documenting infractions, and ensure that proper records are kept of communications with parents regarding discipline.

Dean of Instruction

The dean of instruction will be responsible for:

Academic oversight. The dean will ensure the academic success of students; recommend necessary actions and strategies; oversee effective implementation of curriculum and instruction; review and implement pacing charts; coordinate the administration of all assessments, coordinate the timely and accurate data entry of scores; thoroughly analyze test results and academic performance, identify problems, recommend and implement solutions in a timely manner; and review report cards for accuracy in academic entries.

Teacher coaching. The dean will coach and mentor the faculty; and ensure that teaching is at all times intentional, engaging, and rigorous.

Academic operations. The dean will ensure textbooks and materials are provided for each classroom and matched to the pacing charts; secure additional materials needed to meet state-mandated curriculum and state testing requirements; coordinate the referral of students with perceived special needs to appropriate personnel; and plan and lead assigned school events and programs.

Admissions and placement. The dean will ensure the appropriate placement of applicants; and actively participate in explaining the Ascend educational system to staff, parents, students, and the community at large.

Staff management. The dean will ensure the right spirit, determine and recommend staffing needs and teachers' workloads; effectively assess and recommend teacher candidates; monitor and assess teacher performance, and ensure required training and development; and train and support teachers in Ascend and SABIS methods.

Internal relationships. The dean will ensure smooth and efficient working relations that positively impact academics; work closely and efficiently with the school director, the school leadership team, and Ascend Learning staff to ensure student success and smooth operations; and request support as needed.

Internal reporting and compliance. The dean will ensure the proper implementation of all Ascend academic systems and standards; maintain a professional image; and complete needed periodic reports in a timely and accurate manner.

Student/parent relations. The dean will reinforce positive student behavior and establish rapport with students; counsel students with serious academic problems; review and approve official

school communications regarding academic progress or updates; and coordinate individual academic concerns with parents as appropriate.

Director of Operations

The director of operations will be responsible for:

Financial transactions and operations. The director will manage the daily financial and business activities of the school; ensure timely and accurate bookkeeping and reconciliations; use Ascend Learning's accounting policies and procedures of financial recordkeeping; ensure proper cash management, including timely and accurate deposits, record-keeping, and receipts; ensure proper management of accounts receivable and payable, with timely processing of billings and payments; ensure proper asset management, compliance with GAAP standards, and adherence to the school's budget; forecast and collect public revenues; prepare financial statements and variance analyses using the school's accounting software; manage and ensure compliance with grants; prepare the proposed school budget, in close coordination with the school director and Ascend Learning; coordinate with the school director to ensure that staff members adhere to the budget; and ensure that all reports are submitted accurately and on time.

Enrollment and funding. The director will ensure timely and proper enrollment and attendance reporting to the state and the timely and accurate collection of public funds; maintain the school's waiting list for admission and enroll new students in compliance with the charter law and other regulations; and maintain all student records using the school management software and ensure compliance with student confidentiality laws.

Human resources. The director will oversee and administer personnel matters, including (through vendors) payroll, benefits, and COBRA; properly implement all school and Ascend Learning policies and procedures relating to human resources (HR); provide appropriate information and assistance to school staff regarding personnel matters and benefits; provide effective support and advice to the school administrative team on personnel and HR issues; ensure that all staff hold credentials required by law (including NCLB) and pass background checks; prepare and maintain legal personnel-related documentation (including employment statements of hire, disciplinary procedures, and terminations of employment); maintain up-to-date personnel files; assist the school director with salary budget planning and staffing requirements; and effectively coordinate with the school director and Ascend Learning as needed.

Meals. The director will oversee the school's meals programs and achievement of the school's goal of serving healthful, fresh, and appealing meals; manage the food service vendor and lunch staff, as well as the determination of free and reduced-price lunch eligibility and the collection of meals payments from families.

Physical plant. The director will manage and oversee the school's custodial staff and manage the school's facility, including all repairs and preventive maintenance programs.

Nursing services. The director will manage and oversee the school nurse and ensure compliance with all education laws affecting the health and safety of students; and ensure that students

receive all required immunizations and health assessments, that proper student health records are maintained, and that staff are trained in emergency medical procedures.

Information technology. The director will manage and oversee the director of information technology and ensure that the school's information systems are fully operative and meet the requirements of the educational system.

Procurement. The director will manage all procurement of goods and services, in accordance with governing law and Ascend Learning policies; and negotiate and oversee contracts with major vendors.

External reporting and compliance. The director will ensure strict compliance with state and federal regulations; ensure that all required financial reports (to the school's board of trustees, the chartering authority, the state, etc.) are submitted in a timely and accurate manner; monitor management/lease/charter agreements, with particular attention to their financial reporting requirements; and maintain effective working relationship with the authorizer, the state, and other regulatory and oversight agencies.

Teacher, Lower School

The teacher will be responsible for:

Teaching. The teacher will plan and deliver vibrant, engaging, and creative lessons. This is not a scripted program. The teacher shall develop a measureable goal for each lesson, "the point," and will use the teach-practice-check model of instruction to ensure mastery. The teacher will use the school's periodic, end-of-term, and end-of-year assessments to ensure that students over time maintain mastery of the content taught.

Culture and classroom management. The teacher will reinforce and maintains the school's culture of high academic and behavioral expectations by making use of the behavior systems and cultural tools of Ascend Learning; apply school and classroom rules consistently and effectively; make use of preventive discipline; communicate expectations to students clearly; and supervise students within the school setting and school grounds.

Teamwork and professional relations. The teacher will ensure accurate and timely reporting to the dean of instruction, including information on students' performance and challenges and recommendations for action; participates actively in grade-level meetings and school-planned professional development, and engage in a school-wide practice of continuous self-improvement and a relentless drive for improvement of school practices; maintain respectful and positive relations with colleagues, administrators, and staff; inspire trust and respect; maintain a positive attitude at all times; adhere to school policies and practices; meet attendance and punctuality guidelines, and demonstrate a total commitment to the organization and to excellence.

Accountability. The teacher will accept ultimate responsibility for the academic progress of his or her students, actively develop solutions to problems, meet commitments, require minimal supervision and direction, and communicate effectively and regularly with the dean of instruction and the dean of students.

Special needs students and ELL. The teacher will work collaboratively with the school's special education and ELL staff to implement the school's special education and ELL programs and to comply with all state and federal regulations.

Collaborative Team Teacher, Lower School

The collaborative team teacher will be responsible for:

Teaching. The teacher will plan and deliver vibrant, engaging, and creative lessons. This is not a scripted program. The teacher shall develop a measureable goal for each lesson, "the point" and will use the teach-practice-check model of instruction to ensure mastery. The teacher will use the school's periodic, end-of-term, and end-of-year assessments to ensure that students over time maintain mastery of the content taught.

Culture and classroom management. The teacher will reinforce and maintain the school's culture of high academic and behavioral expectations by making use of the behavior systems and cultural tools of Ascend Learning; apply school and classroom rules consistently and effectively; make use of preventive discipline; communicate expectations to students clearly; and supervise students within the school setting and school grounds.

Teamwork and professional relations. The teacher will ensure accurate and timely reporting to the dean of instruction, including information on students' performance and challenges and recommendations for action; participate actively in grade-level meetings and school-planned professional development, and engage in a school-wide practice of continuous self-improvement and a relentless drive for improvement of school practices; maintain respectful and positive relations with colleagues, administrators, and staff; inspire trust and respect; maintain a positive attitude at all times; adhere to school policies and practices; meet attendance and punctuality guidelines, and demonstrate a total commitment to the organization and to excellence.

Accountability. The teacher will accept ultimate responsibility for the academic progress of his or her students, actively develop solutions to problems, meet commitments, require minimal supervision and direction, and communicate effectively and regularly with the dean of instruction and the dean of students.

Special needs students. The teacher will be passionate about supporting scholars who are at-risk for academic underperformance because of emotional and/or physical challenges so that they can succeed in the school's rigorous academic program. The CTT will hold primary responsibility for providing academic, emotional, and physical services for students who require additional support to thrive within the school's core academic program. Specifically, the CTT will:

- Ensure that all scholars receive the educational services that they need to succeed
- Work collaboratively with the general education co-teacher, including co-planning, co-teaching, and co-reflection
- Work with the parents, students, and the local CSE to create and revise IEPs when appropriate

- Participate in pre-referral and student support team meetings
- Conduct academic testing as part of the evaluation process
- Deliver one-on-one, small-group, and whole-class instruction as appropriate
- Maintain student records regarding special education issues and help prepare reports for regulatory agencies
- Ensure compliance with all city, state, and federal special education law and regulations
- Contribute to the design of curricular materials
- Help to create a culture of order, structure, humanity, and academic rigor in the classroom and the school as a whole

SETSS Teacher

The SETSS teacher will be responsible for:

Teaching. The teacher will plan and deliver vibrant, engaging, and creative lessons. This is not a scripted program. The teacher shall develop a measureable goal for each lesson, “the point” and will use the teach-practice-check model of instruction to ensure mastery. The teacher will use the school’s periodic, end-of-term, and end-of-year assessments to ensure that students over time maintain mastery of the content taught.

Culture and classroom management. The teacher will reinforce and maintain the school’s culture of high academic and behavioral expectations by making use of the behavior systems and cultural tools of Ascend Learning; apply school and classroom rules consistently and effectively; make use of preventive discipline; communicate expectations to students clearly; and supervise students within the school setting and school grounds.

Teamwork and professional relations. The teacher will ensure accurate and timely reporting to the dean of instruction, including information on students’ performance and challenges and recommendations for action; participate actively in grade-level meetings and school-planned professional development, and engage in a school-wide practice of continuous self-improvement and a relentless drive for improvement of school practices; maintain respectful and positive relations with colleagues, administrators, and staff; inspire trust and respect; maintain a positive attitude at all times; adhere to school policies and practices; meet attendance and punctuality guidelines, and demonstrate a total commitment to the organization and to excellence.

Accountability. The teacher will accept ultimate responsibility for the academic progress of his or her students, actively develop solutions to problems, meet commitments, require minimal supervision and direction, and communicate effectively and regularly with the dean of instruction and the dean of students.

Special needs students. The teacher will be passionate about supporting scholars who are at-risk for academic underperformance because of emotional and/or physical challenges so that they can

succeed in the school's rigorous academic program. The SETSS teacher will hold primary responsibility for providing academic, emotional, and physical services for students who require additional support to thrive within the school's core academic program. Specifically, s/he will:

- Ensure that all scholars receive the educational services that they need to succeed
- Review the results of intake assessments of new scholars to identify special education needs
- Work with the parents, students, and the local CSE to create and revise IEPs when appropriate
- Participate in pre-referral and student support team meetings
- Schedule and provide pull-out services as needed
- Conduct academic testing as part of the evaluation process
- Deliver one-on-one, small-group, and whole-class instruction as appropriate
- Maintain student records regarding special education issues and help prepare reports for regulatory agencies
- Ensure compliance with all city, state, and federal special education law and regulations
- Contribute to the design of curricular materials
- Help to create a culture of order, structure, humanity, and academic rigor in the classroom and the school as a whole

Office Manager

The office manager will be responsible for the following:

- Greeting and signing-in all visitors and controlling access to the school
- Setting the tone for the school's culture
- Answering phone calls, directing calls, taking messages, placing outgoing calls, and making public address announcements
- Collecting and maintaining forms and other records, securing missing forms, and ensuring the confidentiality of all student records
- Entering student enrollment data and updating all student records, including student registration and attendance, using the school's student management software
- Generating and distributing wait list and attrition reports, and continually updating the school's master enrollment list

- Managing the daily distribution of the students' bus list
- Ensuring that students leave only with authorized parents or guardians
- Receiving and distributing incoming mail and deliveries, and preparing outgoing mail and deliveries
- Ensuring that the school's physical environment is at all times neat and orderly, including but not limited to the reception/administrative area, waiting area, copier room, supplies closets, records room, and teacher center
- Planning and preparing for school events and activities
- Processing applications for admission
- Performing all duties designated by the director of operations for the school's successful functioning, including hallway supervision, arrival/dismissal, and meals
- Attending all professional development sessions, as appropriate

Qualifications of Staff

Dean of Students

The dean of students must:

- Be relentlessly committed to preparing every student for college
- Be aligned with the education philosophy and core beliefs of Ascend Learning
- Possess strong leadership and team skills
- Be a self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively; have strong planning and execution skills; be a goal-oriented and effective problem-solver
- Be dependable
- Be driven to improve the minds and lives of students from underserved communities, dedicated to doing whatever it takes to help all the school's students achieve academic success
- Be passionate about academic learning and insistent on academic excellence and rigor at all times

Candidates must have:

- A clear record of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results
- Excellent communication skills (written and oral)
- Strong analytical and problem-solving skills
- Excellent skills of organization and follow-through
- A bachelor's degree (advanced degree preferred)

Dean of Instruction

The dean of instruction must:

- Be relentlessly committed to preparing every student for college
- Be aligned with the education philosophy and core beliefs of Ascend Learning
- Possess strong leadership and team skills
- Be a self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively; have strong planning and execution skills; be a goal-oriented and effective problem-solver
- Be dependable
- Be driven to improve the minds and lives of students from underserved communities, dedicated to doing whatever it takes to help all the school's students achieve academic success
- Be passionate about academic learning and insistent on academic excellence and rigor at all times

Candidates must have:

- A clear record of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results
- Demonstrated success using data to drive instruction
- Strong analytical and problem-solving skills

- Strong communication skills (written and oral)
- Excellent skills of organization and follow-through
- A bachelor's degree (master's or higher preferred)

Director of Operations

The director of operations must:

- Be relentlessly committed to preparing every student for college
- Be aligned with the education philosophy and core beliefs of Ascend Learning
- Possess strong leadership and team skills
- Be a self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively; have strong planning and execution skills; be a goal-oriented and effective problem-solver
- Be dependable
- Be driven to improve the minds and lives of students from underserved communities, dedicated to doing whatever it takes to help all the school's students achieve academic success
- Be passionate about academic learning and insistent on academic excellence and rigor at all times

Candidates must have:

- A bachelor's degree or equivalent combined experience and schooling
- A CPA or MBA, or equivalent experience
- Experience working in an educational organization or a school, preferably in an urban setting

Teacher, Lower School

Candidates must have:

- A bachelor's degree in the subject area to be taught, preferably from a selective college or university
- High GPA in an academic major

- At least two years of urban teaching experience

A master's degree and certification in the subject area to be taught will be preferred.

Collaborative Team Teacher, Lower School

Candidates must have:

- Full-time classroom experience and a demonstrated track record of propelling students' academic growth and mastery
- A bachelor's degree and special education certification

Applicants with out-of-state special education certification will be considered, but if hired s/he must complete the reciprocity process before the start of the school year.

SETSS Teacher

Candidates must have:

- Full-time classroom experience and a demonstrated track record of propelling students' academic growth and mastery
- A bachelor's degree and special education certification

Applicants with out-of-state special education certification will be considered, but if hired s/he must complete the reciprocity process before the start of the school year.

Office Manager

Candidates must have:

- Bachelor's degree
- Two or more years of experience in an office environment, preferably an education-related organization
- Experience using ATS and other city and state database systems

The successful candidate will also demonstrate:

- A winning personality and professional demeanor that conveys warmth, caring, responsiveness, and a desire to help at all times
- An interest in people and the capacity to connect sincerely and appropriately with children and their parents
- Thorough attention to detail
- Strong organizational and follow-through skills

- Effective communication skills in speaking and writing; commitment to modeling courteous, appropriate speech in correct English at all times
- Ability to juggle multiple tasks of varying complexity and to stay organized in a fast-paced environment
- A “can-do” attitude and eagerness to be a team player
- Willingness to take feedback and engage in a process of self-improvement
- Robust computer skills, including proficiency with Microsoft Office (Word, Excel) and Outlook for email
- Relentlessness in the pursuit of the school’s academic objectives
- Total commitment to the organization’s mission of preparing every child for college, an unwavering belief that all students can achieve at high levels, and passion about urban education and closing the achievement gap

Because some students’ parents will likely speak only Spanish, the school will give preference to applicants for all positions who speak Spanish.

(d) Staff Recruitment and Retention

Describe the qualifications required for the school leader, including;

- **The process and criteria the school has, or will, use to select the school leader;**
- **Who has been, or will be involved in the selection process; and,**
- **The role of any CMO/ESP and/or partner organization in the selection process (if applicable).**

Describe how the school will recruit and retain all other staff, particularly high quality teachers, including;

- **The process, policies and procedures used to recruit and hire teachers and other staff;**
- **The strategies used to retain high quality teachers;**
- **The selection process that the applicants used or will use to select a school leader including who was or will be involved in this process; and,**
- **Explicitly note the role of the board and of any CMO/EMO/ or partner organization (if any) in the selection process.**

One year in advance of the school’s opening Ascend Learning will assist the school in identifying the school director from existing talent in the network, while also actively recruiting strong talent from external sources. The school director will serve a one-year residency, shadowing a current Ascend school director and preparing for the new role. In recruiting a school director, Ascend Learning will seek a candidate who is demonstrably:

- Committed to preparing *every* student for college
- A bold, tireless, and engaging change agent and culture-creator; a visionary; a leader who inspires and motivates children and adults
- Driven to improve the minds and lives of students from underserved communities, dedicated to doing whatever it takes to help all the school's students achieve academic success
- Passionate about academic learning and insistent on academic excellence and rigor at all times
- Self-motivated, entrepreneurial; a team player; a problem-solver who combines confidence and humility
- An effective and winning communicator, orally and in writing
- A self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded
- A person of absolute integrity
- Aligned with the educational philosophy and core beliefs of the school

Candidates must have a clear record of elevating student achievement in an urban classroom for at least two years, with a strong understanding of pedagogy that drives results *or* of exceptional leadership working with young people in urban communities; and a bachelor's degree, with an advanced degree strongly preferred. Because of the likelihood that some students' families will speak other languages, preference will be given to applicants who speak languages of the community.

Candidates will be sourced by Ascend Learning, and the top candidates will be presented to the board for approval. The board will have the opportunity to interview candidates, and reject those it deems inappropriate for the position. Only the board in its sole discretion may make the decision of whom to hire as school director.

Staff Recruitment and Retention

The board will engage Ascend Learning to assist the school director in the recruitment and staffing of the school. The school director will interview, hire, assign, manage, review, and terminate teachers as necessary, with advice from Ascend Learning. Ascend Learning will post detailed job descriptions online. These descriptions will serve as a guide in all hiring decisions. For prospective candidates, they will clearly delineate the school's high expectations and standards for performance.

The school will prize diversity in its workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions. Discrimination against any individual on the basis of race,

religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated.

Employees will be selected, retained, and promoted solely on the basis of their qualifications and job performance, and all reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The school's firm commitment to diversity means that, beyond providing equal opportunities to all employees, the school will take positive action to hire and promote people of color, women, disabled persons, and veterans. Diversity will apply to all personnel activities, including employment advertising and recruiting; hiring, upgrading, and transferring; establishing rates of pay and other benefits; and providing opportunities for training and development.

As a prerequisite for working in the school, all faculty and staff will be required to clear FBI background checks, including fingerprinting. The school will require that a minimum of two professional references be verified before an offer of employment is made. In accordance with Section 2854(3)(a-1) of the Education Law, no more than 30 percent of the teaching staff, or five teachers, whichever is less, will lack New York certification. Such uncertified persons may only be hired if they satisfy one of the following conditions: they have at least three years of elementary, middle, or secondary classroom teaching experience; they are tenured or tenure-track college faculty; they have two years of satisfactory experience through the Teach For America program; or they possess exceptional business, professional, artistic, athletic, or military experience. In no instance may this final provision be interpreted as a blanket waiver of the general requirements; it will apply only in those rare cases where an individual possesses unique qualifications or a particular record of success that relates directly to the particular subject he or she will be teaching, *e.g.*, a concert violinist serving as a music teacher, or a respected journalist serving as an English instructor. All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. All teaching staff will meet the requirements of both NCLB and IDEA.

To help identify candidates whose philosophy and work ethic are aligned with those of the school and Ascend Learning, the school will work collaboratively with such like-minded organizations as Teach For America, Education Pioneers, The New Teacher Project, New Leaders for New Schools, and will look for alumni of these programs to apply. Ascend Learning has already developed fruitful bonds with these organizations in staffing other Ascend schools.

Staff Input

Every Friday afternoon, the faculty will meet with the school director and the dean of instruction for weekly professional development. This session will always include a candid and unstructured discussion of what teachers and staff believe is working in the school and what is not, and teachers will be encouraged to describe problems and propose solutions. In addition, the dean of instruction will meet individually with every member of the faculty and staff at least quarterly, and this session will serve as another opportunity for staff to propose changes to the way the school is run. Grade-team leaders will also regularly forward teacher concerns and ideas to the deans and director. The leadership team members will recognize that their close attention to these concerns and proposals is essential to maintaining the faculty's commitment to the school and retaining staff.

The bi-weekly newsletter, *Inside Ascend*, gives voice to the Ascend network of schools' common purpose of setting every scholar on the path to college and demonstrates a model for closing the achievement gap. It is a way for staff across the network to meet one another and begin a conversation despite spending school days in different Ascend locations. It is a medium by which all staff can get acquainted, celebrate successes, build on each other's ideas, puzzle through problems, and after some inevitable disappointments, find new inspiration. The staff members network-wide learn from one another, explore the intriguing practices of other schools, and meet colleagues at other campuses who are tackling challenges much like their own. *Inside Ascend* is the schools' forum. Everyone is encouraged to submit content, from notice of an upcoming event or performance at one's school to a short piece sharing insights from one's practice.

The newsletter is one of several initiatives that Ascend launched in 2013-2014 school year to enhance the network's sense of community. Ascend Learning has also conducted brown bag lunches in every school for conversation and the exchange of ideas. Additionally, Ascend regularly hosts open houses to facilitate interaction with the organization over refreshments and forge new ties. Finally, Ascend has launched a series of "town halls" at each campus to develop Ascend's vision for the next five years, assess the network's strengths and deficits, and identify the greatest priorities.

Aspiring Leaders Program

Ascend established the Aspiring Leaders Program to provide a formal path for deans and teachers to develop their capacity to serve as leaders in future Ascend schools. The first cohort of Aspiring Leaders received their certificates in early 2013. Two-thirds of this cohort transitioned smoothly into leadership roles in the current 2013-2014 school year. The second cohort began the program in January 2014.

The Aspiring Leaders Program is a selective-admission program that consists of leadership development training and support for teachers and deans who aspire to be the next generation of Ascend leaders. Ascend Learning has mapped the skills, knowledge, and dispositions that a school director must have to drive high levels of achievement within the Ascend educational model. The Aspiring Leaders Program identifies and prepares candidates to be effective school leaders. Talent development and academic staff engage in strategic, proactive, and targeted recruitment to build a strong candidate pool to ensure that the Aspiring Leaders Program has a robust pipeline of candidates likely to thrive in the program and grow into highly effective school leaders.

The Aspiring Leaders Program includes participation in Saturday sessions as well as experiential training that gives participants authentic opportunities to lead fellow professionals, make mistakes, and grow. Cohort members develop leadership portfolios cataloging evidence of their emerging skills in the course's areas of focus. Through this portfolio process, cohort members have the opportunity to practice the skills they are learning and receive ongoing coaching and detailed feedback. The program is lively, interactive, rigorous, and demanding.

11. Personnel

(e) Personnel Policies

If the proposed school is adopting the same Personnel Policies as the replicating school, incorporate the Personnel Policies by reference per the instructions above. If the school would use new Personnel Policies, attach the new policies and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation.

Refer to “Attachment 12 (d) – Personnel Policies” of the Williamsburg Ascend Charter School’s original charter.

The changes below noted in bold would apply to all schools under the education corporation.

The board will engage Ascend Learning to recruit and recommend the school director and to assist the school director in the recruitment and staffing of the school. Once hired, the school director will interview, hire, assign, manage, review, and terminate teachers as necessary, with advice from Ascend Learning. Job descriptions detailing the qualifications required and the specific roles of each position will serve as a guide in all hiring decisions. For prospective candidates, the descriptions will clearly delineate the school’s high expectations and standards for performance.

The school will prize diversity in its workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated. All employment applications will clearly state that the school does not discriminate, including on the basis of gender, in compliance with 34 CFR §106.9 and Title IX of the Education Amendments of 1972 (20 USC §1681).

Employees will be selected, retained, and promoted solely on the basis of their qualifications and job performance. All reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

As a prerequisite for working in the school, all faculty and staff must clear Department of Education fingerprinting. As per the Department of Education, the Office of School Personnel and Accountability (OSPRA) will process the fingerprints with the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigations (FBI). DCJS and the FBI will provide OSPRA with a criminal history so that OSPRA can analyze the results and clear the applicant.

All offers will be made pending verification of at least two professional references.

In accordance with Section 2854(3)(a-1) of the Education Law, no more than 30 percent of the teaching staff, or five teachers, whichever is fewer, will lack New York certification. Such uncertified persons may only be hired if they satisfy one of the following conditions: they have at least three years of elementary, middle, or secondary classroom teaching experience; they are

tenured or tenure-track college faculty; they have two years of satisfactory experience through the Teach For America program; or they possess exceptional business, professional, artistic, athletic, or military experience. In no instance may this final provision be interpreted as a blanket waiver of the general requirements; it will apply only in those rare cases where an individual possesses unique qualifications or a particular record of success that relates directly to the particular subject he or she will be teaching, *e.g.*, a concert violinist serving as a music teacher, or a respected journalist serving as an English instructor. All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. All teaching staff regardless of certification will meet the requirements of NCLB and, as applicable, IDEA.

To help identify candidates whose philosophy and work ethic are aligned with those of the school and Ascend Learning, the school will work collaboratively with such like-minded organizations as Teach For America, Education Pioneers, The New Teacher Project, and New Leaders for New Schools, encouraging alumni of these programs to apply. Ascend Learning has already developed fruitful bonds with these organizations in staffing schools across the Ascend network.

Ascend Learning has built a powerful recruitment function, through which it will identify the school's director, dean of instruction, dean of students, and director of operations. Ascend's former chief operating officer developed, tested, and employed this function successfully to secure the strong founding leadership teams of the Brooklyn Ascend, Brownsville Ascend, and Bushwick Ascend Charter Schools. In addition to posting the leadership positions with several education schools and organizations, Ascend Learning has developed a strong referral pipeline, which was responsible for 25 percent of network hires for the 2013-2014 school year. Ascend Learning has also built a robust leader development program, Aspiring Leaders, which develops participants' skills in data-driven meeting facilitation; providing effective teacher feedback; and planning and delivering effective professional development sessions. The 2013 program was highly successful; 16 members, or two-thirds of participants, readily assumed leadership roles in the 2013-2014 school year. Ascend Learning will offer the Aspiring Leaders program at least once each calendar year, and will continue to consider participants as promising prospects for leadership roles within the network. Ascend Learning will apply all effort and leverage every opportunity to recruit the strongest possible leadership team for the school.

12. Partner Organizations

(a) Partner Information

If the proposed education corporation or school, as applicable, would have the same partnership relationship(s) as the existing corporation or replicating school, incorporate this section by reference per the instructions above, *but also provide a letter of support or resolution of the partner organization stating that its role would be the same with respect to the new school (see Request 12(b) – Partner Commitment)*. If the proposed or existing education corporation would have any new partnership(s) that will have a significant relationship with the proposed school, for each partner organization, provide the following:

- Name of the partner organization(s);
- Description of the nature and purpose of the proposed school’s relationship with the organization(s); and,
- Name of a contact person for the partner organization(s), along with the address, phone number, and e-mail of such contact person for the partner organization.

The Institute may at its sole discretion, determine that the partner organization must submit Business Plan <http://www.newyorkcharters.org/openAppKit.htm>. Please contact the Institute with any questions related to this request.

Request is not applicable

12. Partner Organizations

Attach the following in support of the narrative response:

(b) Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating that the organization(s) will be involved in the charter school and the terms and extent of its involvement.

If the school would provide compensation to the partner(s) for any goods or services (i.e. a lease or fee), provide a copy of the contract and include an explanation about how such services would be at or below fair market value.

Request is not applicable

13. Governance

(a) Education Corporation Board Roles and Responsibilities

Proposed new education corporation

If the proposed education corporation would have the same board roles and responsibilities as the replicating education corporation, incorporate the board roles and responsibilities by reference per the instructions above. If any aspect of the proposed education corporation board roles and responsibilities would be different from the education corporation to be replicated, complete this Response accordingly.

Existing Education Corporation

If the existing SUNY authorized education corporation proposes to operate an additional school, and the governance structure would not change, incorporate this section by reference per the instructions above.

If the existing SUNY authorized education corporation proposes to operate an additional school, and the governance structure would change then a full response must be supplied that would include how the roles and responsibilities will change to address the governance of more than one school including any new procedures or committee structures. In such cases, describe the roles and responsibilities of the education corporation's board of trustees.

The response should explain the role of the board in:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance; and,
- Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.

Refer to "Attachment 20 (a) – School Board Rules and Responsibilities" of the Canarsie Ascend Charter School's original charter.

The new language below would apply to all schools under the education corporation.

The substantive changes that will result upon the replication of Canarsie Ascend Charter School are: (a) a new governance structure with one board overseeing a network of three schools; and (b) a new network-wide enrollment preference for siblings, given to applicants of siblings enrolled anywhere in the network of three schools. (See Response 15(d).) There will be several non-substantive changes including changing the structure of the management agreement such that Canarsie Ascend Charter School contracts directly with Ascend Learning for the management of the three schools, rather than for the management of one school.

The new governance structure is needed because the replication schools will be part of the Canarsie Ascend education corporation, and the duties of the trustees will thereby be expanded. The Canarsie education corporation will continue to have one board of trustees with the same number of trustees on the board (between 5-11 trustees). However, the bylaws will be amended such that (a) the bylaws are silent on the requirement of a parent or community-based trustee serving on the board, and the board can elect either as it sees fit; and (b) the bylaws will state that the board will work with each school-based family association to create a Parent Advisory Committee from each school composed of one parent delegate per school to advise the board on school-based issues. We believe this will ensure a parental voice from each school in the education corporation. The board will craft this structure once the two replication schools have established family associations and have elected leadership.

The board of Canarsie Ascend voted in May 2013 to merge with the other schools in the Ascend network, and have Canarsie Ascend as the surviving education corporation. Upon the effective date of the merger Canarsie Ascend will operate four additional schools (Brooklyn Ascend Charter School, Brownsville Ascend Charter School, Bushwick Ascend Charter School, and Williamsburg Ascend Charter School) under the same bylaws and governance structure as proposed in this replication application.

(c) Current or Proposed Founding Board of Trustees

Complete the following table for all members of the current/proposed education corporation board, including any currently vacant seats that the board would fill by the end of the first year of operation (e.g. a seat for an ex-officio parent representative).

A minimum of five members must be identified when the proposal is submitted. (In circumstances where persons affiliated with a CMO will serve on the education corporation board, more than five trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)

Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Theodore J. Coburn	X	<input type="checkbox"/>	board chair, finance committee	1 year
Stephanie Mauterstock	X	<input type="checkbox"/>	board treasurer, education/accountability committee	1 year
Amanda Craft	X	<input type="checkbox"/>	board secretary, education/accountability committee	1 year

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Christine Schlendorf	X	<input type="checkbox"/>	trustee, finance committee	1 year
Lisa Smith	X	<input type="checkbox"/>	trustee, education/accountability committee	1 year
Kay Alleyne	X	<input type="checkbox"/>	trustee, education/accountability committee	1 year
Kathleen Quirk	X	<input type="checkbox"/>	trustee, education/accountability committee	1 year

Explain the capacity of the board to govern the proposed school and ensure that its mission is met, including the relevant skill sets and experiences of the proposed board members and the extent to which those skills sets have contributed to effective oversight of the school(s) to be replicated.

Each of the founding board members—Theodore Coburn, Stephanie Mauterstock, Amanda Craft, Christine Schlendorf, Lisa Smith, Kay Alleyne and Kathleen Quirk—has the qualifications essential for successfully managing the Education Corporation Management Agreement and holding Ascend Learning accountable for its performance. First, the founding trustees have the professional knowledge, skills, experience, and personal maturity required to execute their obligations faithfully. Second, they are deeply committed to the school’s mission and are philosophically aligned with the educational program of Ascend Learning and SABIS. Third, they have all served on the boards of other schools in the Ascend network. They will be reliable fiduciaries and stewards of the school, and they will implement formal mechanisms to gauge objectively the efficacy of Ascend Learning and the school’s progress against its performance goals.

Kay Alleyne

Kay Alleyne is a tests and measurement specialist at the New York City Department of Citywide Administrative Services, whose primary responsibility is developing civil service examinations. Formerly, Alleyne worked in human resources for the Target Corporation, and earlier she served as an admissions and career counselor at New York City College of Technology at the City University of New York. Alleyne began her career as a teacher at St. Mark’s Day School in Brooklyn. She earned a bachelor’s degree in psychology at Hunter College of the City University of New York and graduated *magna cum laude* with a master’s degree from Brooklyn College of the City University of New York.

Theodore Coburn

With 30 years devoted to a corporate finance practice, Ted Coburn has worked in the following disciplines: developmental stage finance and growth capital, global capital markets and equity underwriting, securities marketing and distribution, and mutual fund development. Coburn established Coburn Greenberg Partners and from 2009 through 2013 his activities included

corporate finance and merger and acquisition advisory services and strategic advisory services. Coburn Greenberg also worked with various entrepreneurs pursuing public service initiatives.

He recently accepted the position of Executive Director of the Dwight Schools, which is a K-12 institution with campuses in New York, London, Canada, Korea, and China, as well as an online International Baccalaureate program.

Throughout his career, Coburn has been active in the not-for-profit community and during the 1990s he worked in various social services settings with at-risk youth. He was a founding team member of one of the first state-appointed charter schools in Massachusetts and a Harvard-based intervention and after-school program.

Coburn received his B.S. from the University of Virginia and an MBA from Columbia University. He received a M. Divinity, M. Ed in Counseling Psychology, and a Certificate of Advanced Studies in Cognitive Development from Harvard University. Among his academic and research interests is adolescent moral development, with a particular focus on psycho-socio developmental resilience.

Amanda Craft

Amanda Craft is a recruiting research analyst at Bridgewater Associates, an investment company that oversees \$120 billion in international investments for diverse clients, including foreign governments, university endowments, and charitable foundations. After graduating from Columbia University with a bachelor's degree in Russian language and literature, Craft served as a regional recruitment fellow for Teach For America (TFA) in New York City. Later, she served as the managing director of strategy in TFA's human assets department. At the TFA Summer Institute, Craft worked as director of data management, devising systems for improving corps member training. Craft has also taught business English in St. Petersburg, Russia. In the New York community, Craft has worked for eight years as a youth group coordinator of the Village Church. She lives in Brooklyn.

Stephanie Mauterstock

Stephanie Mauterstock was most recently co-director for business and operations of Manhattan Charter School. Having inherited a failing school, she managed its turnaround and growth; wrote the school's renewal application; and secured a full, five-year charter renewal in July 2010. She applied for a second charter for Manhattan Charter 2, which opened in 2012. Mauterstock also provides consulting services on projects relating to charter schools, accountability, funding, and grants. She previously worked for Edison Schools, where she served as a grants compliance manager and later as a strategy and market research analyst. Mauterstock began her career as a program officer at the Institute of International Education. A graduate of Tufts University, she has also studied in Paris and the Yunnan Province of China.

Kathleen Quirk

Kathleen Quirk serves as Program Manager, Corporate Citizenship, at IBM. She earned her MBA at Duke's Fuqua School of Business in 2013. Previously, she was the chief operating officer of Cambridge Leadership Associates (CLA), where she focused on management operations and refining CLA's business development strategies to meet clients' needs.

Prior to joining CLA, Quirk worked for the New York City Department of Education (NYCDOE) as special assistant to Chancellor Joel Klein and later as associate director of knowledge management. In these roles, she managed the 2006-2007 district-wide winning application for the Broad Prize in Urban Education and also worked closely with NYCDOE's governing body, the Panel for Education Policy. She previously held positions at the University of California, Berkeley in student affairs and served as a Jesuit/AmeriCorps volunteer in an elementary school in West Oakland, California. Quirk has been an active member of the New York City Coro Leadership Center, and an onsite support staff member for a volunteer community in Bedford Stuyvesant.

Quirk is a former Coro Fellow in New York City and holds a Bachelor of Arts in English from the College of the Holy Cross.

Christine Schlendorf

Architect Christine Schlendorf is a principal at Perkins Eastman with more than 15 years of experience in creating beautiful and innovative educational spaces. She has been responsible for numerous public and private school projects in the United States and overseas, including Mott Haven Campus in the Bronx, a 2,200-student campus containing two high schools, one intermediate school, one charter school, and a performing arts center. Prior to joining Perkins Eastman, Schlendorf was an architect with the firm Louise A. Agnes AIA of Northport, New York. She earned a Bachelor of Architecture at Syracuse University.

Lisa Smith

Lisa Smith is a parent of a Bushwick Ascend scholar and a longtime resident of the community. She has worked for nearly a decade at Infotech Solutions, a recruiting firm for IT professionals, most recently as office manager. Previously, she worked for the New York Transit Authority as traffic checker and as a clerk for Merlite Industries. She holds certificates of achievement from CEC Computer Educational Consultants.

(d) Stakeholder Participation

If stakeholders are able to participate in school governance in the same manner as the replicating school, incorporate this section by reference per the instructions above. If there are any differences, explain how parents and school staff, including teachers, will be able to provide input and participate in the governance of the school.

The board of trustees and its committees shall comply with the New York State Open Meetings Law and all meetings, including special meetings and committee meetings, shall be held in accordance with the Open Meetings Law including, without limitation, the requirement that the notice of meetings include the date, time and location. Parents, the general community, and school staff may participate at board meetings by attending and offering input during the open comment period that will take place at each meeting.

13. Governance

(e) By-laws

Proposed new education corporation

In cases where a new education corporation is being formed to operate the proposed school please provide the by-laws for the proposed education corporation.

Existing Education Corporation

Only provide bylaws as indicated below if there would be changes to the by-laws of the education corporation as a result of being granted authority to operate the additional school(s).

Note that the by-laws must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010. By-laws that have not been reviewed or updated for those provisions should be reviewed and, if necessary, submitted in full.

Refer to the amended “Attachment 34 Board By-Laws” of the Canarsie Ascend Charter School’s charter.

CANARSIE ASCEND CHARTER SCHOOL
(a New York State Education Corporation)

BY-LAWS

I.
NAME, CERTIFICATE OF INCORPORATION AND CHARTER

The name of the corporation is the Canarsie Ascend Charter School (the “School”).

The location of principal office, and purposes of the School shall be as set forth in the Certificate of Incorporation prepared and filed by the New York State Board of Regents upon said Board’s approval of the School’s charter or approval by operation of law. These By-Laws, the powers of the School and of its Trustees and officers, and all matters concerning the conduct and regulation of the business of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Certificate of Incorporation and charter; and the Certificate of Incorporation and charter are hereby made a part of these By-Laws. All references in these By-Laws to the Certificate of Incorporation or charter shall be construed to mean the Certificate of Incorporation or charter of the School as each may be from time to time amended.

II.
PURPOSE

1. Not For Profit. The School is organized as an education corporation under Article 56 of the New York State Education Law and is not organized for any profit-making purpose.

2. Purposes and Powers. The purposes of the School are educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. Specifically, the School is organized to establish and operate a charter school in the City of New York and shall have all corporate powers necessary and desirable for carrying out a charter school program in accordance with the provisions of the New York Charter Schools Act of 1998 as amended, and other applicable laws, including those powers granted under the provisions of the New York State Not-for-Profit Corporation Law that are made applicable to education corporations.

3. Mission. The mission of this School is to operate a school that will equip students of all racial and ethnic backgrounds with the knowledge, confidence, and character to succeed in college and beyond. The School's students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in the middle and high school, mastering high-level math and science; and graduate as confident young adults, prepared to succeed as college students, as citizens, and as leaders in their chosen fields.

II. MEMBERSHIP

The School shall have no members. The Board of Trustees shall take any and all actions and votes required or permitted to be taken by members under the Not-For-Profit Corporation Law of New York and any such action or vote so taken shall be taken by action or vote of the same percentage or number of Trustees of the School as would be required of members so acting or voting.

III. MEMBERS, SPONSORS, BENEFACTORS, CONTRIBUTORS, ADVISERS, FRIENDS OF THE SCHOOL

The Trustees may designate certain persons or groups of persons as members, sponsors, benefactors, contributors, advisers or friends of the School or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the Trustees shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

IV. BOARD OF TRUSTEES

1. Number of Trustees. The Board of Trustees shall include *one* representative from the community served by the School and two parents who have a child enrolled in the School. Thereafter, if at any time the Board of Trustees does not include persons described in the immediately preceding sentence due to death, resignation or removal, the Board of Trustees shall fill the vacancy thus created as soon as appropriate candidates are identified and agree to serve. Notwithstanding the foregoing, the absence due to death, resignation or removal of a Trustee

who is a representative of the community served or a parent of a child attending the School shall not by itself render actions of the remaining Board invalid.

The number of Trustees constituting the entire Board shall never be fewer than five (5) and not more than twenty-one (21). Subject to the foregoing limitations and except for the initial Board of Trustees, such number may be fixed from time to time by action of the Trustees. The number of Trustees may be increased or decreased by a vote of the majority of the entire Board. In any event, the fixed number of Trustees shall be an odd number. No decrease shall shorten the term of any incumbent Trustee.

2. Qualifications of Trustees. Trustees shall be selected on the basis of their expertise and experience in primary and secondary education, community-based organizations, fundraising, financial management, and other skills valuable to the School. However, teachers, school administrators, and other school employees may not serve on the board of trustees.

3. Election and Term. The first Board of Trustees shall consist of those persons named as the initial Trustees in the School's Amended Charter, and shall hold office until the first annual meeting of Trustees and until their successors have been elected and qualified. Thereafter, Trustees who are elected at the annual meeting of the Board of Trustees, and Trustees who are elected in the interim to fill vacancies and newly created trusteeships, shall hold office until the next annual meeting of the Trustees and until their successors have been elected and qualified. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the remaining Trustees, he shall be deemed to have resigned, and the vacancy shall be filled in accordance with this Article IV.

4. Vacancies. Vacancies created by the death, removal or resignation of one or more Trustees, or otherwise, may be filled by vote of a majority of the Trustees remaining in office.

5. Powers. Responsibility for the policy and operation of the School shall be vested in and exercised by the Board of Trustees, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Certificate of Incorporation, the School's charter and these By-Laws. To the extent permitted by law, the Board of Trustees may, by general resolution, delegate to officers, the Executive Director or Headmaster, or employees or agents of the School such powers as they may see fit.

6. Resignation of Trustees. Any Trustee may resign from the School by delivering a written resignation to the President, the Secretary, or to a meeting of the Board of Trustees. The resignation shall be effective upon receipt unless a later date is specified.

7. Removals. The Board of Trustees may, by affirmative vote of a majority of the Trustees then in office, remove any Trustee from office for misconduct, incapacity, or neglect of duty, provided that said Trustee may be removed only after examination and due proof of the truth of a written complaint by any other Trustee, of misconduct, incapacity or neglect of duty; and provided further, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee.

8. Meetings of the Board of Trustees. The Board of Trustees shall meet once each month at the school for a regular, annual or special meeting as scheduled by the Trustees.

The Trustees shall hold an annual meeting in June of each year, and any business may be transacted thereat. If in any year such annual meeting is not so held, a special meeting may be held in lieu thereof at a later time.

Regular or Special Meetings of the Board of Trustees may be held at any time when called by the President, or three or more Trustees. Written notice of the time and place of any meeting of the Trustees shall be given to each Trustee by the Secretary, or, in the case of the death, absence, incapacity or refusal of the Secretary, by the President or Trustees calling the meeting.

Notice to a Trustee of any meeting shall be deemed to be sufficient if sent by mail at least five but not more than ten days prior to such meeting, addressed to such Trustee at such Trustee's usual or last known business or residence address.

A Trustee may waive any notice (or specify alternate, lesser notice) before or after the date and time of the meeting. The waiver shall be in writing, signed by the Trustee entitled to the notice, or to the extent permitted by applicable law in the form of an electronic transmission by the Trustee to the School, and filed with the records of the meeting. A Trustee's attendance at or participation in a meeting waives any required notice to him or her of the meeting unless the Trustee at the beginning of the meeting, or promptly upon his or her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Notice of each meeting shall be posted at the school, on the school's website and on the Ascend Learning website, and sent to a media contact at least 72 hours before each meeting scheduled at least one week in advance, or, for all other meetings, at a reasonable time prior thereto.

The Board of Trustees and its committees shall comply with the New York State Open Meetings Law and all meetings, including Special Meetings, shall be held in accordance with the Open Meetings Law including, without limitation, the requirement that the notice of meetings include the date, time and location.

A record shall be kept and maintained of all meetings of the Board of Trustees or committees thereof, including: the time, date, and location of the meeting; the Trustees present at the meeting; and a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon. The record of all meetings shall be made available to the public in accordance with the Open Meetings Law.

9. Quorum; Action at a Meeting. A majority of the whole number of Trustees at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Trustees present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Certificate of Incorporation, the School's charter or these By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further

notice to any absent Trustee. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

10. Consent in Lieu of Trustees' Meeting. No action required or permitted to be taken at any meeting of the Trustees may be taken by written consent.

11. Presence Through Communications Equipment. Members of the Board of Trustees or any committee of the Board may, to the extent permitted by Article 7 of the Public Officers Law, participate in a meeting of such Board or committee by means of live video conferencing. Such participation shall be considered for purposes of establishing a quorum, and Trustees shall have the right to vote at such meetings, provided that all Trustees participating in such meeting can see and hear one another, and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by means of live video conferencing shall not vote. Trustees participating by means of video conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting.

12. Committees of Trustees. The Board of Trustees shall appoint from their number five or more Trustees to constitute an Executive Committee, and shall appoint from their number three or more Trustees to separately constitute a Finance Committee and an Education/Accountability Committee.

The Board of Trustees, by vote of a majority of the whole number of Trustees, may at any time appoint from their number three or more Trustees to other standing committees.

Each standing committee, to the extent provided in the resolution creating such committee or in the Certificate of Incorporation, charter or By-Laws, shall be vested with all of the authority of the Board, provided, however, no such committee shall have any power prohibited by law, the Certificate of Incorporation or the School's charter, or the power

(a) to submit to members, if any, any action requiring members' approval under the Not-For-Profit Corporation Law;

(b) to change the size of the Board of Trustees or to fill vacancies in the Board of Trustees or in any committee;

(c) to fix the compensation of the Trustees for serving on the Board or on any committee;

(d) to amend or repeal the By-Laws or to adopt new By-Laws;

(e) to amend or repeal any resolution of the Board of Trustees which by its terms shall not be so amendable or repealable;

(f) to authorize a sale or other disposition of all or substantially all the property and business of the School; or

(g) to authorize the liquidation or dissolution of the School.

Other special committees of the Board may be established and members appointed by the president of the School with the consent of the Board. Special committees shall have only the powers specifically delegated to them by the Board and in no case shall have powers which are not authorized for standing committees.

The Board of Trustees shall have the power to rescind any vote or resolution of any special committee; provided, however, that no rights of third parties shall be impaired by such rescission.

Each member of a committee shall hold office until the next annual meeting of the Board of Trustees (or until such other time as the Board of Trustees may determine, either in the vote establishing the committee or at the election of such member) and until his successor is elected and qualified, or until he sooner dies, resigns, is removed or becomes disqualified by ceasing to be a Trustee, or until the committee is sooner abolished by the Board of Trustees.

A majority of the members of any committee shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in these By-Laws for meetings of the Board of Trustees, and shall be subject to the Open Meetings Law.

13. Open Meetings Law. To the extent of any conflict between any provision of these By-Laws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

14. Executive Director or Headmaster. The Board of Trustees, by vote of a majority of the Trustees present when there is a quorum, may appoint an Executive Director or Headmaster for such period of time and upon such terms and conditions as the Board may determine.

V. OFFICERS

1. Officers. The officers of the School shall be a President, a Treasurer, a Secretary, and such other officers, which may include a Controller, one or more Vice Presidents, Assistant Treasurers, Assistant Secretaries or Assistant Controllers, as the Board of Trustees may, in its discretion, elect or appoint. The School may also have such agents, if any, as the Board of Trustees may, in its discretion, appoint. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Subject to law, to the Certificate of Incorporation, the School's charter and the other provisions of these By-Laws, each officer shall have, in addition to the duties and powers herein set forth, such duties and powers as the Board of Trustees may from time to time designate.

The President, the Treasurer, and the Secretary shall be elected annually by the Board of Trustees at its annual meeting, by vote of a majority of the entire Board of Trustees. Such other offices of the School as may be created in accordance with these By-Laws may be filled at such meeting by vote of a majority of the entire Board of Trustees, or at any other time.

Each officer shall hold office until the next annual meeting of the Board of Trustees and until his successor is elected or appointed and qualified, or until he sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his authority at the pleasure of the Board of Trustees.

Any officer, employee, or agent of the School may be required, as and if determined by the Board of Trustees, to give bond for the faithful performance of his duties.

2. President. The President shall be the chief executive officer of the School and shall have general charge and supervision of the business, property and affairs of the School unless otherwise provided by law, the Certificate of Incorporation, the School's charter, the By-Laws, or by specific vote of the Board of Trustees. The President shall preside at all meetings of the Board of Trustees at which he is present except as otherwise voted by the Board of Trustees.

3. Vice President. Any Vice President shall have such duties and powers as shall be designated from time to time by the Board of Trustees, and in any case, shall be responsible to and shall report to the President. In the absence or disability of the President, the Vice President, or if there be more than one, the Vice Presidents in the order of their seniority or as otherwise designated by the Board of Trustees, shall have the powers and duties of the President.

4. Secretary; Assistant Secretary. The Secretary shall record all proceedings of the Trustees in books to be kept therefore which shall be open during business hours to the inspection of any Trustee, and shall have custody of the School's records, documents and valuable papers. He shall notify the Trustees of the meetings in accordance with these By-Laws. In the absence of the Secretary from any such meeting, the Assistant Secretary, if any, may act as temporary secretary, and shall record the proceedings thereof in the aforesaid books, or a temporary secretary may be chosen by vote of the meeting.

Unless the Board of Trustees shall otherwise designate, the Secretary or, in his absence, the Assistant Secretary, if any, shall have custody of the corporate seal and be responsible for affixing it to such documents as may required to be sealed.

The Secretary shall have such other duties and powers as are commonly incident to the office of a corporate secretary, and such other duties and powers as may be prescribed from time to time by the Board of Trustees.

Any Assistant Secretary shall have such duties and powers as shall from time to time be designated by the Board of Trustees or the Secretary, and shall be responsible to and shall report to the Secretary.

In accordance with Not-For-Profit Corporation Law § 713, at no time shall the President also serve as Secretary.

5. Treasurer. The Treasurer shall be the chief financial officer of the School and shall be in charge of its funds and the disbursements thereof, subject to the President and the Board of Trustees, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer and such other duties and powers as may be prescribed from time to time by the Board of Trustees.

6. Assistant Treasurer. Any Assistant Treasurer shall have such duties and powers as shall be prescribed from time to time by the Board of Trustees or by the Treasurer, and shall be responsible to and shall report to the Treasurer. In the absence or disability of the Treasurer, the Assistant Treasurer or, if there be more than one, the Assistant Treasurers in their order of seniority, or as otherwise designated by the Board of Trustees, shall have the powers and duties of the Treasurer.

7. Resignations. Any officer of the School may resign at any time by giving written notice to the School by delivery thereof to the President, the Clerk, or to a meeting of the Board of Trustees.

8. Removals. The Board of Trustees may, by affirmative vote of a majority of the entire Board of Trustees, remove from office the President, the Secretary, the Treasurer or any other officer or agent of the School in the same manner as it may remove a Trustee.

9. Vacancies. If the office of any member of any committee or any other office becomes vacant, the Board of Trustees may elect or appoint a successor or successors by vote of a majority of the whole number of Trustees. Each successor as an officer shall hold office for the unexpired term and until his successor shall be elected or appointed and qualified, or until he sooner dies, resigns, is removed or becomes disqualified.

VI.
INDEMNIFICATION OF DIRECTORS,
OFFICERS, EMPLOYEES, OR OTHERS

1. The School shall, to the extent legally permissible, indemnify each person who serves as one of its Trustees or officers, or who serves at its request as a member, trustee, director or officer of another organization or in such capacity with respect to any employee benefit plan (each such person, including such person's heirs, executors and administrators, being herein called a "Person") against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, actually and reasonably incurred by such Person in connection with the defense or disposition of any action, suit, or appeal therein, or other proceeding, whether civil or criminal, in which such Person may be involved or with which such Person may be threatened, while in office or thereafter, by reason of being or having been such a Person, except with respect to any matter as to which such Person shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School and, in criminal actions or proceedings, not to have had reasonable cause to believe that his conduct was unlawful. Any Person who at the request of the School serves another organization or an employee benefit plan in one or more of the above indicated capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the School.

2. Notwithstanding the foregoing, as to any matter disposed of by a compromise payment by any Person, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise shall be

approved as in the best interests of the School, after notice that it involves such indemnification, (A) by a majority of the Trustees when a quorum is present, none of whom are interested Trustees; or (B) by a majority of the Trustees when a quorum is present, none of whom are interested Trustees, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such Person appears to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School; or (C) if the School has members at any time, by a majority of the members entitled to vote, none of whom are interested members, voting as a single class.

3. Expenses, including counsel fees, actually and reasonably incurred by any Person in connection with the defense or disposition of any such action, suit or other proceeding may be paid from time to time by the School in advance of the final disposition thereof upon receipt of an undertaking by such Person to repay the amounts so paid if such Person ultimately shall be adjudicated to be not entitled to indemnification under this Article VI. Such an undertaking may be accepted without reference to the financial ability of such Person to make repayment.

4. Each Person shall be deemed to have accepted and to have continued to serve in the office to which he or she has been appointed in reliance upon the provisions of paragraphs 1 and 2 of this Article VI. Such provisions shall be separable, and if any portion thereof shall be finally adjudged to be invalid, such invalidity shall not affect any other portion which can be given effect. Such provisions shall not be exclusive of any other right which any Person or any employee or agent of the School may have or hereafter acquire, whether under any By-Law, agreement, judgment, decree, provision of law or otherwise; and such provisions and all other such rights shall be cumulative.

5. The School, by vote of its Board of Trustees, may purchase and maintain insurance on behalf of any Person who is or was a Trustee, officer, employee or other agent of the School, or is or was serving at the request of the School with respect to an employee benefit plan or as a trustee, director, officer, employee or other agent of another corporation of which the School is or was a stockholder, member or creditor, against any liability incurred by him in any such capacity or arising out of his status as such, whether or not the School would have the power to indemnify him against such liability.

6. As used in this Article VI, an “interested” member, Trustee or officer is one against whom in such capacity the proceeding in question, or another proceeding on the same or similar grounds, is then pending.

VIII. EXECUTION OF PAPERS

Except as the Board of Trustees may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals, bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the School shall be signed or endorsed on behalf of the School by the President or the Treasurer or their designees.

IX. SOURCE AND INVESTMENT OF FUNDS

Funds for the operation of the School and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the Board of Trustees. Except as otherwise provided by law or lawfully directed by any grantor or donor, the School may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board of Trustees, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

X.
**PROHIBITION REGARDING THE USE OF FUNDS AND
DISTRIBUTION OF ASSETS ON DISSOLUTION**

No part of the net earnings or receipts of the School shall inure to the benefit of any Trustee or officer of the School or any private individual; provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the School in conformity with these By-Laws and the General Municipal Law. No Trustee or officer of the School, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the School. All the Trustees of the School shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the School, whether voluntary or involuntary, the assets of the School then remaining in the hands of the Board of Trustees shall be distributed, transferred, conveyed, delivered and paid over to the school district in which the School is located or another charter school located within the school district, and further, that the Trustees will oversee the orderly transfer of students and student records to the school district in which the School is located.

XI.
SEAL

The seal of the School, if any, shall be in such form as the Board of Trustees shall prescribe.

XII.
FISCAL YEAR

The fiscal year of the School shall be from the first day of July through the thirtieth day of June.

XIII.
AMENDMENTS

The Board of Trustees, by a majority vote of Trustees then in office, may alter, amend or repeal these By-Laws, in whole or in part, provided that material changes to these By-Laws must be approved by Board of Trustees of the State University of New York or its designee.

XIII.
CONFLICT WITH CHARTER

To the extent there are any conflicts between the terms of the School's Charter and the terms of these By-laws, the terms of the Charter will control. To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control.

13. Governance

(g) Board Member Information

ONLY for new education corporation trustees, please attach a resume or biographical statement and a completed “Request for Information from Prospective Charter School Board Members” (RFI form) for each proposed new board member to the Institute. The RFI form can be found on the Institute’s website at: <http://newyorkcharters.org/schoolsBOT.htm>.

Request is not applicable

14. Community Relations

(a) District Relations

Provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include;

- **Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges; and,**
- **A description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.**

Ascend Learning's director of community outreach and external affairs, Susan Bakst, sent an email to Community School District (CSD) 22 Superintendent Rhonda Farkas to describe plans to establish Brooklyn Ascend 2 (see endnote) and to solicit an ongoing relationship with the district. The email offered detailed information about the school, including the school mission; facts about the curriculum, instruction, and culture; and the schools currently managed by Ascend Learning.

This year Ascend's outreach team did not meet with Dr. Farkas in person, but last year on September 13, Ascend had the opportunity to talk to the superintendent and the family advocate, Therese Salli, at the district office. Dr. Farkas and Ms. Salli shared their experiences and challenges in adjusting to the new Common Core State Standards. They acknowledged that the potential location of the new Ascend school in CSD 22 could foster positive competition among the principals of the neighboring district schools.

Susan Bakst also sent an email to CSD 17 Superintendent Buffie Simmons. To date, the district office has not responded to the outreach team's communications. If the school district does not reply to Ascend by the time the final proposal is submitted, Ascend will attempt additional outreach after the fact.

In early meetings with the pertinent CSDs regarding the opening of Brooklyn Ascend 2, the school will attempt to request standing meetings to report on the start-up progress and request feedback. Brooklyn Ascend 2 would welcome ongoing meetings with the school districts. The school would also welcome a partnership with the CSDs to share information about job openings.

While the proposed school does not yet have partnerships with public schools in the area, the school does intend to invite local school leaders, teachers, and other staff of CSDs 17 and 22 to visit the school(s) to discuss the schools' practices and offer invitations to professional development programs.

(b) Community Relations

Describe any explicit support for this proposal from community stakeholders or others, including an analysis of both the depth of support and opposition to the

school.

Ascend Learning identified and initiated contacts with stakeholders in the target community to inform them of plans to open Brooklyn Ascend Charter School 2 (see end note) and give them background information on existing Ascend schools. These stakeholders included directors of daycare centers and non-profit organizations, local business owners, and religious leaders. The organizations were generally very receptive; some did not respond to Ascend's communications regarding plans to establish the new school.

Ascend's community outreach team established a warm relationship with Kendall Charter, executive director of the YMCA of Greater New York/Flatbush. Mr. Charter was very enthusiastic about the Ascend educational model and the need for more charter schools to support academic achievement in the Flatbush community. He kindly offered the outreach team public meeting space at the YMCA and helped Ascend identify pre-school parents who might be interested in enrolling students at the school.

Ascend has received or is expecting to receive letters of support from BumbleBeesRUs, Emeralds Family Day Care Center, Learning Center Lifelong, Comfort Zone II Daycare, the Campus After School Program, Kimricks Daycare, the Haitian Enlightenment & Literacy Project, and Ifetayo Cultural Arts Academy.

Center director Brenda Lawrence of BumbleBeesRUs welcomed the prospect of Ascend's schools in Flatbush and provided a letter of support. She invited Ascend Learning to present at the daycare center for a scheduled informational day regarding charter schools where parents at the session were thrilled about the program. Executive director Greg Durandisse of the Haitian Enlightenment & Literacy Project, which supports immigrants of Flatbush, also provided a letter of support. He was excited to hear about Ascend's proposed schools and in his letter praised the opportunity for the educational choices that the organization would provide. Comfort Zone II Daycare director Sharleen Shango has promised to provide a letter in support of the school in Flatbush, stating that there is a demand for additional charter schools as evidenced by the frequency in which parents approach her to inquire about neighborhood charter schools. The director of the Campus After School Program, Baruchi Nissinboim, supports a greater charter school presence in the community, remarking that the schools attract more students to the center. Nissinboim has committed to drafting a letter of support for the school.

Among other organizations contacted were:

- CAMBA's After School Program
- Stepz to Success Child Care Center
- Initial Steps Child Development Center
- Imani Day School
- Friends of Crown Heights Day Care Centers
- Excelsior Day Care
- B Above Headstart
- Little Pumpkin Daycare
- Family Head Start

- Candy Kids Preschool
- East Flatbush Village
- Macs Family Day Care
- New Vista Academy
- St. Augustine's Episcopal Church
- National Youth Organization of Pakistan
- Midwood Development Corporation
- Brooklyn Housing and Family Services
- Caribbean Women's Health Association
- Brooklyn Congregations United
- New York State Assembly District members
- Bonnie Youth Club
- Madison Square Boys and Girls Club
- A Brooklyn Family Place
- Brooklyn Rising Stars of East Flatbush Lions Club
- Brooklyn Cathedral of Praise
- Flatbush Dutch Reformed Church
- Flatbush Development Corp
- Erasmus Neighborhood Association
- New Life Church of God..

Ascend Learning also identified and initiated contacts with the district managers of Community Boards 14 and 17 with the goal of establishing a meeting in the near future to discuss community need and the proposal to establish Brooklyn Ascend 2. Ascend is tentatively scheduled to present at the Community Board 17 meeting on Tuesday, March 25.

Finally, parents have also demonstrated strong support for the schools. Ascend Learning sought parents of children enrolled in public schools in the target community to sign letters acknowledging their awareness of, and showing support for, the proposal to establish Brooklyn Ascend 2. To date, Ascend Learning has received 94 such letters.

Endnote: Ascend is submitting a replication application for Brooklyn Ascend 3 concurrently with this application, which could result in a second school in Flatbush or a nearby community. This response addresses only Brooklyn Ascend 2, but Ascend's outreach efforts for Brooklyn Ascend 3 overlap with outreach for Brooklyn Ascend 2 as the schools would target student enrollment from all sections of the greater Flatbush neighborhood.

15. Student Demand, Recruitment and Retention

(a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

Plans for Brooklyn Ascend Charter School 2 arose from the evident demand for expanded educational opportunities in the neighborhood of Flatbush.

As reported in Response 01, there are currently three charter schools in the target community. Nine of the 17 non-public schools are religiously affiliated schools. The public school population in the target greater Flatbush neighborhood totals 18,630. Assuming an equal distribution of students across grades, there are approximately 2,866 kindergartners and first-graders enrolled in public schools in the target Flatbush neighborhood. Considering that there are currently 23 public elementary schools in the pertinent area serving kindergarten and first grade, the opening of Brooklyn Ascend Charter School 2 in September 2015 and its initial enrollment of 212 students in kindergarten and first grade would potentially reduce K-1 enrollment at the public schools by seven percent, or an average of nine students at each school. However, this estimated decrease in student enrollment across Flatbush does not take into account the likelihood of applications from other surrounding neighborhoods.

(b) Target Populations

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement.

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students, including;

- **The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);**
- **Any at-risk admissions factors or “preferences” the school would offer that would increase the likelihood of enrolling targeted students (understanding that the inclusion of such preferences will make the proposed school ineligible to receive Charter School Program (CSP) grant funding – please see Appendix A below and accompanying guidance related to Appendix A in the Institute’s *Guidance Handbook* for further information); and,**
- **A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.**

Clearly delineate how the school would address each sub-group.

Recruitment and Retention of SPED Students

The founders are committed to closing the achievement gap for each and every child, including every student with special needs, and to ensuring that students with special needs make dramatic academic, independence, and self-advocacy gains. The school's approach to serving students with special needs will be grounded in its mission of preparing all students for college.

Recruitment

In its marketing efforts, the school will work closely with the district Committee on Special Education (CSE) offices to reach out to all student populations, distributing promotional materials to childcare centers (including Head Start facilities) with IEP populations, early intervention programs, as well as doctors' offices, the Brooklyn Early Childhood Direction Center, and other community agencies that serve children with disabilities. All marketing materials will include explicit language stating that Brooklyn Ascend Charter School 2 welcomes special education students. Ascend also plans to invite heads of local Head Start facilities and CSE's to a special breakfast presentation about the school's program. Using such a strategy, the school will attract students with special needs in percentages comparable to the resident Community School District.

As part of the admissions process, all families will be asked how they heard about the school, and the school will track such referrals as a proxy for recruitment data on potential students with disabilities.

As an example of Ascend's outreach efforts, in the 2013-2014 school year, the director of student services visited an early childhood center for students with autism in Community School District 75 to learn about the center, meet with its leaders, and share materials about the Ascend Education Program.

Retention

Faculty and staff at Brooklyn Ascend Charter School 2 will embrace students with special needs with the same enthusiasm they apply to all scholars at the school, communicating with words and actions appreciation, respect, and unfailing support. Faculty and staff will communicate regularly with all parents via email and phone, and at parent-teacher conferences and school events. Special meetings with parents of children with special needs (to discuss placement, changes of services, progress, and the like) will provide additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns—before they escalate to the point of a student's withdrawal.

The founders' goal is to ensure that all scholars obtain a substantive and quality education regardless of their individual impediments or language requirements. The school will aim to accomplish by offering a remedial program for English and math, supplemental evidence-based instruction, a longer school year and several support settings including co-teaching.

Schools across the Ascend network implement a Response to Intervention (RTI) approach, which is a multi-tiered model. Each RTI tier provides more intensive support than the tier before it. Struggling students will be provided with additional support beyond what is provided in class, though they will continue to attend their main subject classes while they receive this extra help.

Student progress will be monitored regularly by teachers, and support staff if appropriate, to ensure they show improvement toward meeting grade-level standards. Changes to the frequency, time, or intensity of the intervention will depend on students' individual needs and progress, and will be reassessed regularly.

In the 2012-2013 school year, the Ascend Learning student support team created a special education parent group that meets several times across all schools in the network. The purpose of the group is to provide support and develop knowledge. Session topics have included Understanding Your Child's IEP, Knowing Your Child's Disability, and The Evaluation Process: What Does This Testing Really Mean?

Further, Brooklyn Ascend Charter School 2 will have expanded Integrated Co-Teaching Model ("ICT") classrooms to accommodate any increasing student need. ICT is an integrated service through which students with disabilities are educated with age-appropriate peers in the general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. With this model, students with disabilities will be able to receive intervention throughout the school day in real time, eliminating learning gaps from forming in the first place. The general education students will also benefit from smaller-group instruction and modification throughout the day.

The culture at Brooklyn Ascend 2 will be one of caring and compassion, such that students will value one another's differences, cheer for their peers who are struggling, and celebrate progress. All students will be regarded as scholars and treated as such. No one will be exempt from high expectations, which is realistic given the proven efficacy of the Ascend educational model for diverse populations. Students who might otherwise be consigned to separate offerings and held to a lesser standard will thrive with a program that builds their knowledge systematically. This powerful culture of achievement for *all* and emphasis on teamwork and sense of family will contribute to low attrition rates at Brooklyn Ascend 2.

Brooklyn Ascend Charter School 2 will carefully track student performance and persistence. The school will report to the board of trustees on adherence to special education and other enrollment targets. The board will monitor such data and hold the school's leadership team accountable for meeting the needs of students with identified special needs. The board will also conduct outreach and follow-up to families who withdraw their children from the school to determine why they elected to withdraw. While some student attrition will result inevitably from family mobility, the trustees will focus especially on families who indicate that they are withdrawing their children from the school because of dissatisfaction. The school will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period. This documentation will guide school leaders in adjusting their strategies should they experience difficulty meeting their enrollment targets; it will also help them identify patterns or trends in enrollment and attrition.

The school's most effective recruitment and retention tool will be the parent body. The school will work closely with our parents to ensure they are getting the support they need, and that they are satisfied with the education and services that their children are receiving.

Recruitment and Retention of ELL Students

The school will have all marketing materials translated into Spanish, and have a native speaker available at the school, which will foster inclusion of non-English-speaking families, and help to integrate the school more fully in the life of the community. All marketing materials will include explicit language stating that Brooklyn Ascend Charter School 2 welcomes English language learners.

The school will employ an outreach strategy to cultivate relationships with businesses, immigrant support centers, and other organizations serving minority-language communities in the district. For example, the school will target stores that are owned by members of minority-language communities or are frequented by non-English speakers, *e.g.*, ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority-language populations. The school will drop-off and distribute dual-language flyers at these locations. The school will document all outreach efforts.

As described above, the school’s strong culture of achievement, respect, and compassion will enfold all students—including English language learners—in a powerful embrace, which will likely have a positive impact on the retention rate. As noted, faculty and staff will communicate regularly with all parents via email and phone and at parent-teacher conferences and school events. Special meetings with parents of English language learners (to discuss placement, progress, and any issues) will provide additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns.

The most powerful means of attracting and retaining English language learners, of course, is providing a program that helps students develop English language skills reliably and within a reasonable amount of time.

The school will effectively train staff involved in student enrollment to help and support parents accurately identify themselves as ELLs.

Recruitment and Retention: FRPL

School	School FRPL	Pertinent CSD	CSD FRPL
Brooklyn Ascend Charter School	84%	18	79%
Brownsville Ascend Charter School	87%	23	79%
Bushwick Ascend Charter School	92%	32	85%
Canarsie Ascend Charter School	73%	18	79%

As shown in the table above, Ascend schools generally serve a higher proportion of students who are eligible for free or reduced price lunch than the community school district in which the school is located. As a result, the school will not make any additions to its current student recruitment strategies to attract more students who are eligible applicants for the free and reduced-price lunch program.

Evaluation of Recruitment and Enrollment Strategies

Brooklyn Ascend Charter School 2 will conduct ongoing marketing efforts throughout the life of its charter to enroll new grades each year, replace students lost through attrition, and maintain a robust wait list. The school will constantly evaluate its recruitment strategies by evaluating data on enrolled students. The school will also track and regularly report to the board of trustees its enrollment trends, including data disaggregated by English language learner and special education status. The board will carefully monitor such data and hold the school's leadership team accountable for conducting outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw. Some student turnover will result inevitably from family mobility. The trustees will focus on families who indicate that they withdrew their children because of dissatisfaction with the school. The school will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

The founders are confident that the percentage of students who qualify for the federal free and reduced-priced lunch program will be at least equal to that of the average for schools in the community school district.

The school will not offer admission preference to at-risk students. Most students in the target neighborhoods are from low-income families and, as the school's marketing campaign will focus on these communities, most students in the school will likely be at-risk academically.

15. Student Demand, Recruitment and Retention

(c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling them in the school).

Important Note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

Student demand in the target community is evidenced by the underperformance of schools, lack of sufficient charter school options in the community, and letters of support from parents with school-age children. See Response 14(c).

15. Student Demand, Recruitment and Retention

(d) Admissions Policy

If the proposed school is adopting the same admissions policy as the replicating school, incorporate the policy by reference per the instructions above. If applicable, note any changes to the original model or policies and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe or attach any changes and attach the updated Admissions Policy.

Refer to the amended “Attachment 36 Admissions Policy” of the Canarsie Ascend Charter School’s charter.

Admission Criteria

Any child who is qualified under New York State law for admission to a public school is qualified for admission to the school, including students with Individualized Education Plans (special education students) and English language learners. To qualify for admission to kindergarten, children will have to be five years of age on or before December 31 of their kindergarten year. As required by law, the school will give preference to those applicants who are residents of the school district of location, as well as those applicants with siblings who have already enrolled in any school within the Canarsie Ascend education corporation.

The school will not give preference to at-risk students, nor will it give preference to the children of school employees or to the children of members of the board of trustees. The school’s admission policy is non-sectarian. Admission to the school shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. The school’s application forms will not request student demographic data, with the exception of age and grade information. The application forms will request both a residential address and several forms of family telephone contact information.

Application Process

In no event shall a staff member complete an application for a parent or guardian over the phone, or sign a form on behalf of a parent or guardian in the event the he or she neglected to do so. In those instances where a parent or guardian requires assistance in completing the application, e.g., because he or she cannot read or write in English, a school staff member will complete the document on behalf of the parent or guardian in his or her presence or provide an application translated in his or her native language. If the parent is unable to sign, the staff member will ask the parent or guardian to make a mark in lieu of a signature. The staff member will note on the form that the parent or guardian was unable to read or write English as the case may be, and will initial the form next to the mark to ensure that he or she is identified as the individual who completed the form.

The school will accept applications through the close of business on April 1 of each year. Applicants will indicate whether or not they are requesting transportation from the district and do so prior to April 1 in accordance with the Education Commissioner’s policy, or will follow the

NYC School Chancellor's policy, if different. If April 1 falls on a weekend or holiday, then the following business day will be the lottery application deadline.

Oversubscription Procedures

Should the school receive more applications than can be accommodated at a given grade level, the school will conduct a random, electronic public lottery for the applicable grade(s), which will ensure that all applicants have an equal chance of admission. The school will give preference to returning students, siblings of enrolled students, siblings of students enrolled in other schools in the Canarsie Ascend education corporation, and to students who reside in the local Community School Districts. In addition, the school will invite an impartial representative to observe the proceedings.

Each application will contain the student's prospective grade, as well as whether the applicant has a currently enrolled sibling or a sibling who is currently applying, or an in-district preference. In the event that multiple siblings (defined as students who have at least one parent or legal guardian in common, including foster parents) are applying for admission, there will be no admission preference during the lottery; preference will be given once one sibling is enrolled in the school or a school in the Canarsie Ascend education corporation. The selection of names will begin at the lowest grade level where a lottery is required, and proceed through the grades of the school, one grade at a time. The school will record students' names in the order they are drawn to create grade-level lists.

Families will be notified within one week of whether their child was admitted or placed on the wait list, as well as the child's number on the lottery. The school will make at least two attempts to contact parents or guardians of students who are selected for admission in the lottery. Staff will document all such outreach efforts.

Parents who are called from the wait list will be given at least 72 hours to accept the offer of admission or forfeit their seat. In the event that the school is unable to reach an admitted parent or guardian after two attempts, the school will document the admissions contact, place the family on an inactive list, and move to the next student on the wait list.

Students will be placed in their academically appropriate grade if space is available.

Any student whose application is received after April 1 will be placed at the end of the wait list, except for siblings of enrolled students, who will be placed after all other siblings on the wait list, but before all other waitlisted applicants.

The wait list will be active for one school year only, and will no longer be valid after June 30 of the following year.

In each year, the school will request that parents/guardians of currently enrolled students communicate their intent to return to the school or withdraw by April 1. This courtesy will ensure that the school has an accurate accounting of all returning students prior to any lottery for new students. In addition, the intent to return form will include a space for parents/guardians to indicate if they are seeking to enroll additional siblings in the school. Such students will be given first preference for admission (after returning students). For example, if the parent of a rising

first-grader wishes to enroll a rising second-grader sibling who previously attended another school, but there is insufficient space in that grade, that child will be placed after all siblings already on the wait list, but ahead of non-sibling applicants who are on the wait list.

16. Facility

(a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program, including;

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs; and,
- Space requirements for administrative functions, food services and physical education.
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program and overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service and other facility related needs unique to the residence program proposed.

The desired location of the school is in the Flatbush section of Brooklyn, located in Community School District 17. The number of required general education classrooms in years one through five is 8, 10, 16, 20 and 24, respectively. Additional smaller classrooms are required to provide private space for small groups of students to receive specialized instruction in a small-group setting. One classroom will be dedicated to special education. Offices are required for the four members of the school's leadership team: the school director, the dean of instruction, the dean of students, and the director of operations. An administrative and reception area, a kitchen, and a multipurpose room (for gym, lunch, and events) are required, at a minimum. A detailed building program has been prepared by Ascend Learning's architect.

(b) Facility Selection

Describe the efforts to date to secure a facility for the school, including;

- If a facility has been identified, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; and,
- How the proposed facility will be able to meet New York State Education Department (SED) specifications by when the school would commence instruction.
- If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets SED specifications). Also, explain any contingency planning including the associated costs.
- If the applicants are seeking facility space from the school district of location, provide contingency plans should such space be unavailable. Such plans must include an analysis of potential privately held options and an explanation of

their potential impact on the school's finances, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location, two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required. In the case of the latter, identify the additional source(s) of revenue that would support the increased facility costs.

Ascend Learning has not yet confirmed a specific facility for Brooklyn Ascend Charter School 2, but has identified a building at 15 Snyder Avenue that may be a suitable candidate.

This property, located in the southern portion of Community School District 17, between Flatbush and Bedford Avenues, comprises more than 52,000 square feet of space which can be reconfigured to meet Ascend's design standards. The six-story building is located on a 75' x 100' lot, and provides approximately 7,500 square feet per floor. Originally designed as a warehouse, but having previously housed an elementary charter school, the building already includes some required features such as a warming kitchen and a full-service cafeteria. Preliminary conversations with the landlord have been encouraging.

The owner is eager to continue its use as a school, and Ascend is pursuing two approaches for the building's redevelopment. Ascend's architect has revised the layout of the floor plans so that the facility better suits Ascend's educational program, and working together with Ascend's architect, broker, and chief real estate and planning officer, the owner has engaged MEP, structural, and construction consultants to help evaluate the costs of repurposing the facility to meet the school's needs. Productive conversations are continuing. A second approach, under consideration on a parallel track, would involve the owner entering into a leasing agreement with Civic Builders, who in turn would renovate the property as described above and enter into an agreement with Ascend as sub-lessee.

15 Snyder Exterior



Former Classroom at 15 Snyder



(c) Facility Related Conflicts of Interest

If the charter school education corporation or its partners would own or lease its facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Please note in addition that no education corporation trustee may have an ownership interest in the facility.

The applicant team anticipates no conflicts of interest with respect to the school's potential facility at 15 Snyder Avenue. The school would lease this facility from the landlord in a transaction negotiated at arm's length. No member of the applicant team or the school's board of trustees, and no employee, consultant, contractor, officer, or trustee of Ascend Learning has any financial, employment, or other pecuniary interest or relationship to the builder-landlord.

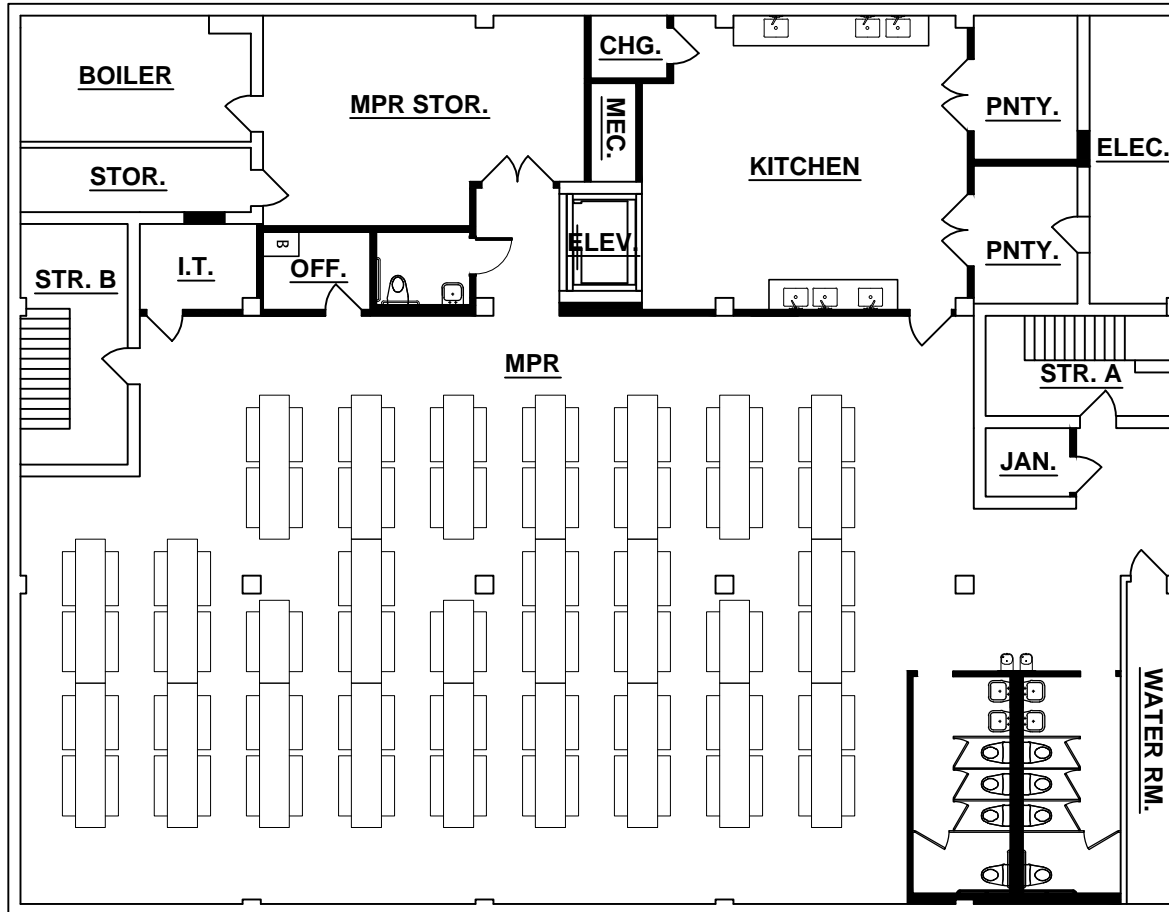
16. Facility

(d) Additional Facility Information

Provide Information such as blue prints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response. If another entity or organization is assisting the education corporation with obtaining facilities, please include information about such organization.

Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet NYSED specifications by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.

Attached are 15 Snyder architectural plans.



CELLAR LEVEL - PROPOSED
 GROSS AREA 7,500 SF.
 NET AREA 6,800 SF.

KEY

- A - NEW CABINET 12"DX72"WX90"H
- B - NEW CABINET 24"DX36"WX90"H

ANDERSEN-MILLER
 ARCHITECTURE + INTERIORS

298 WAVERLY AVENUE BROOKLYN, NY 11205

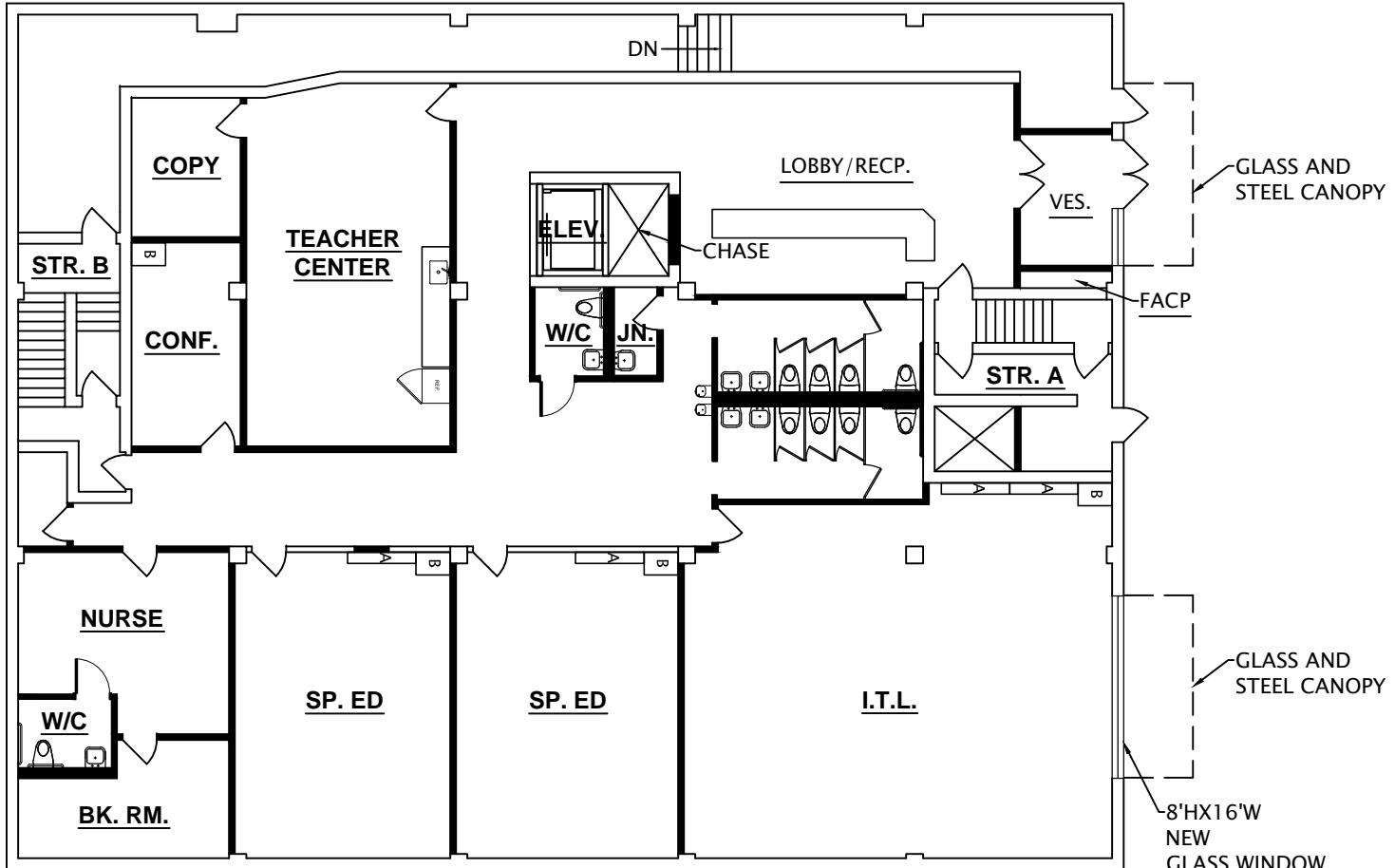
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 15 SNYDER AVENUE SPACE PLANNING - SCHEME D - CELLAR

ADDRESS:
 15 SNYDER AVENUE
 BROOKLYN, NY 11226

SCALE:
 1 / 16" = 1'

DATE:
 06 / 20 / 2013

DRAWING #:
A101.00
 Response 16(d)-2



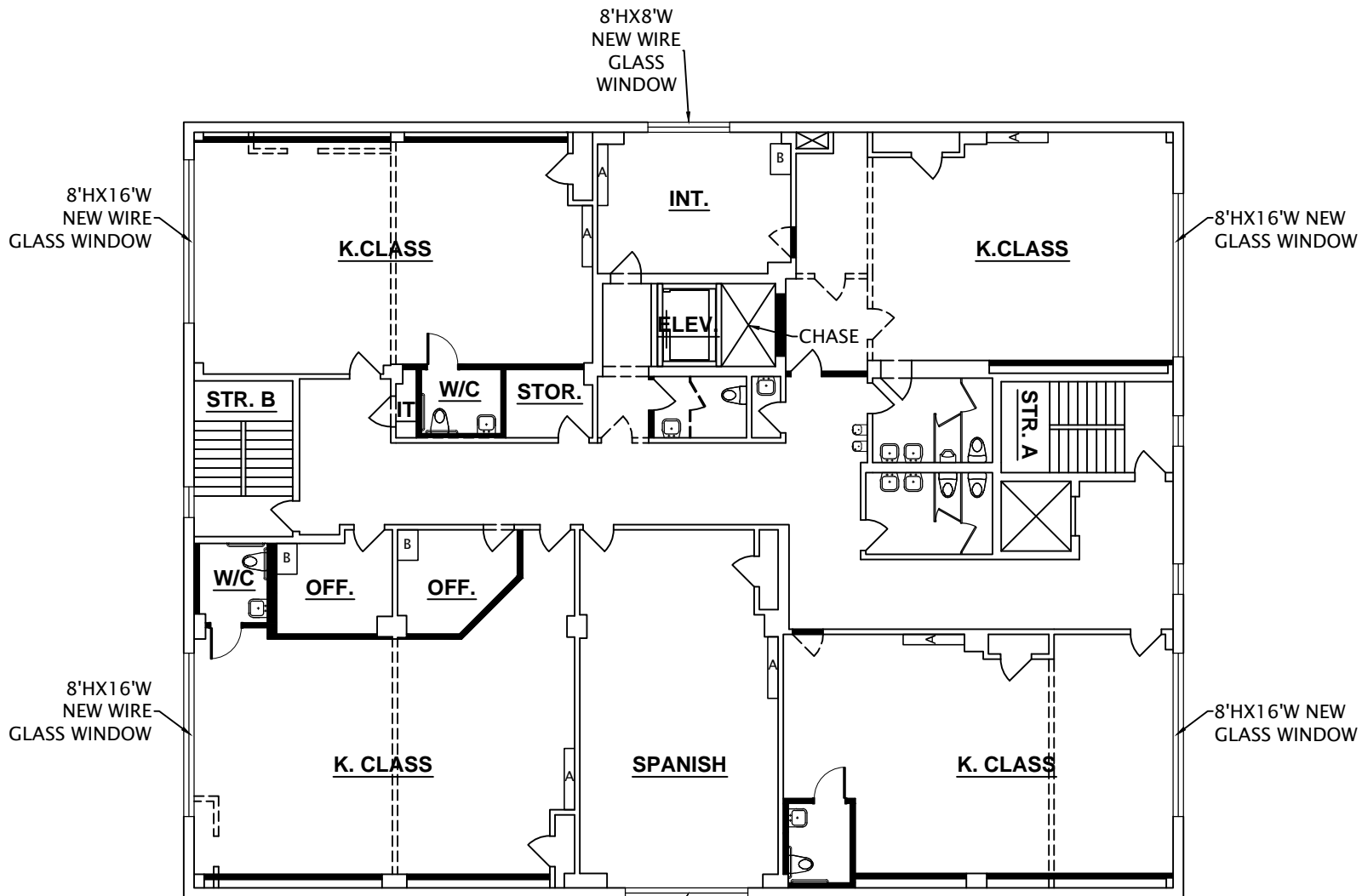
1ST LEVEL - PROPOSED
 GROSS AREA 7,500 SF.
 NET AREA 6,800 SF.

KEY
 A - NEW CABINET 12"DX72"WX90"H
 B - NEW CABINET 24"DX36"WX90"H

ANDERSEN-MILLER
 ARCHITECTURE + INTERIORS

298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE: 15 SNYDER AVENUE SPACE PLANNING - SCHEME D 1ST FLOOR		
ADDRESS: 15 SNYDER AVENUE BROOKLYN, NY 11226	SCALE: 1 / 16" = 1'	DRAWING #: A102.00 Response 16(d)-3
	DATE: 06 / 20 / 2013	



2ND LEVEL - PROPOSED
GROSS AREA 7,500 SF.
NET AREA 6,800 SF.

8'Hx12'W
NEW WIRE
GLASS WINDOW

KEY
A - NEW CABINET 12"DX72"WX90"H
B - NEW CABINET 24"DX36"WX90"H

ANDERSEN-MILLER
ARCHITECTURE + INTERIORS

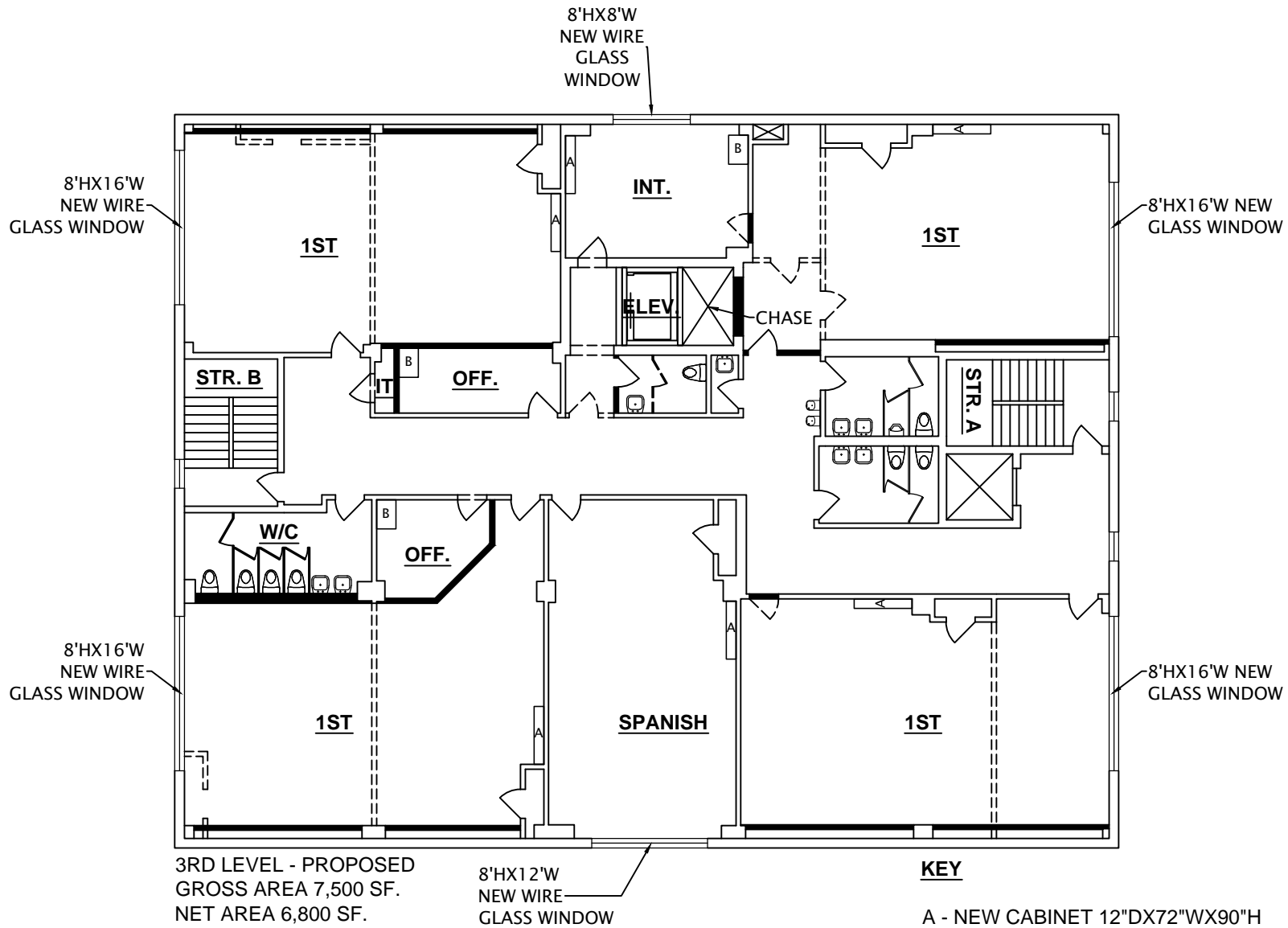
298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE:
15 SNYDER AVENUE SPACE PLANNING SCHEME - D - 2ND FLOOR

ADDRESS:
15 SNYDER AVENUE
BROOKLYN, NY 11226

SCALE:
1 / 16" = 1'
DATE:
06 / 20 / 2013

DRAWING #:
A103.00
Response 16(d)-4



ANDERSEN-MILLER
ARCHITECTURE + INTERIORS



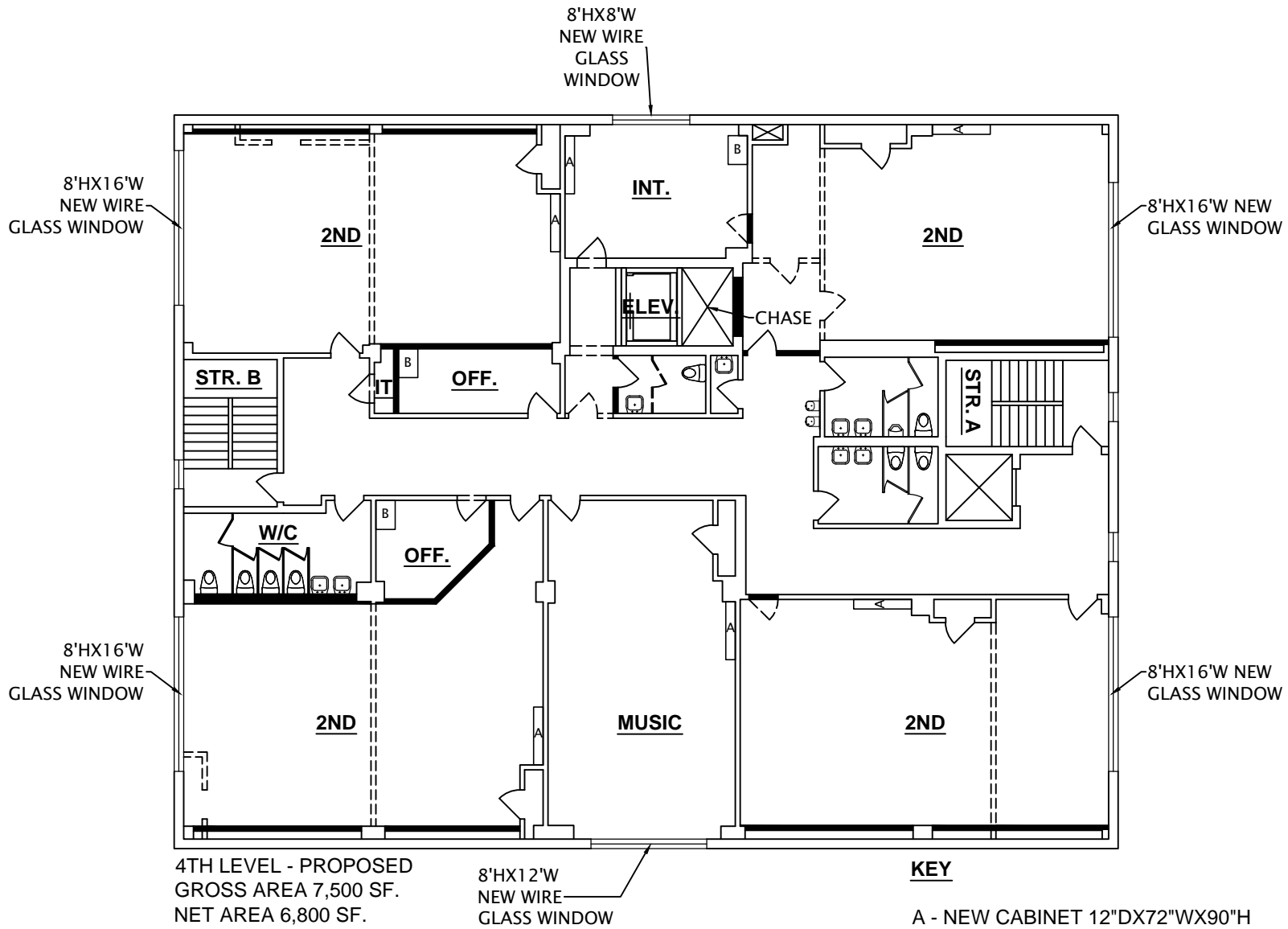
298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE:
15 SNYDER AVENUE SPACE PLANNING - SCHEME D - 3RD FLOOR

ADDRESS:
15 SNYDER AVENUE
BROOKLYN, NY 11226

SCALE:
1 / 16" = 1'
DATE:
06 / 20 / 2013

DRAWING #:
A104.00
Response 16(d)-5



ANDERSEN-MILLER
ARCHITECTURE + INTERIORS



298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE:
15 SNYDER AVENUE SPACE PLANNING - SCHEME D - 4TH FLOOR

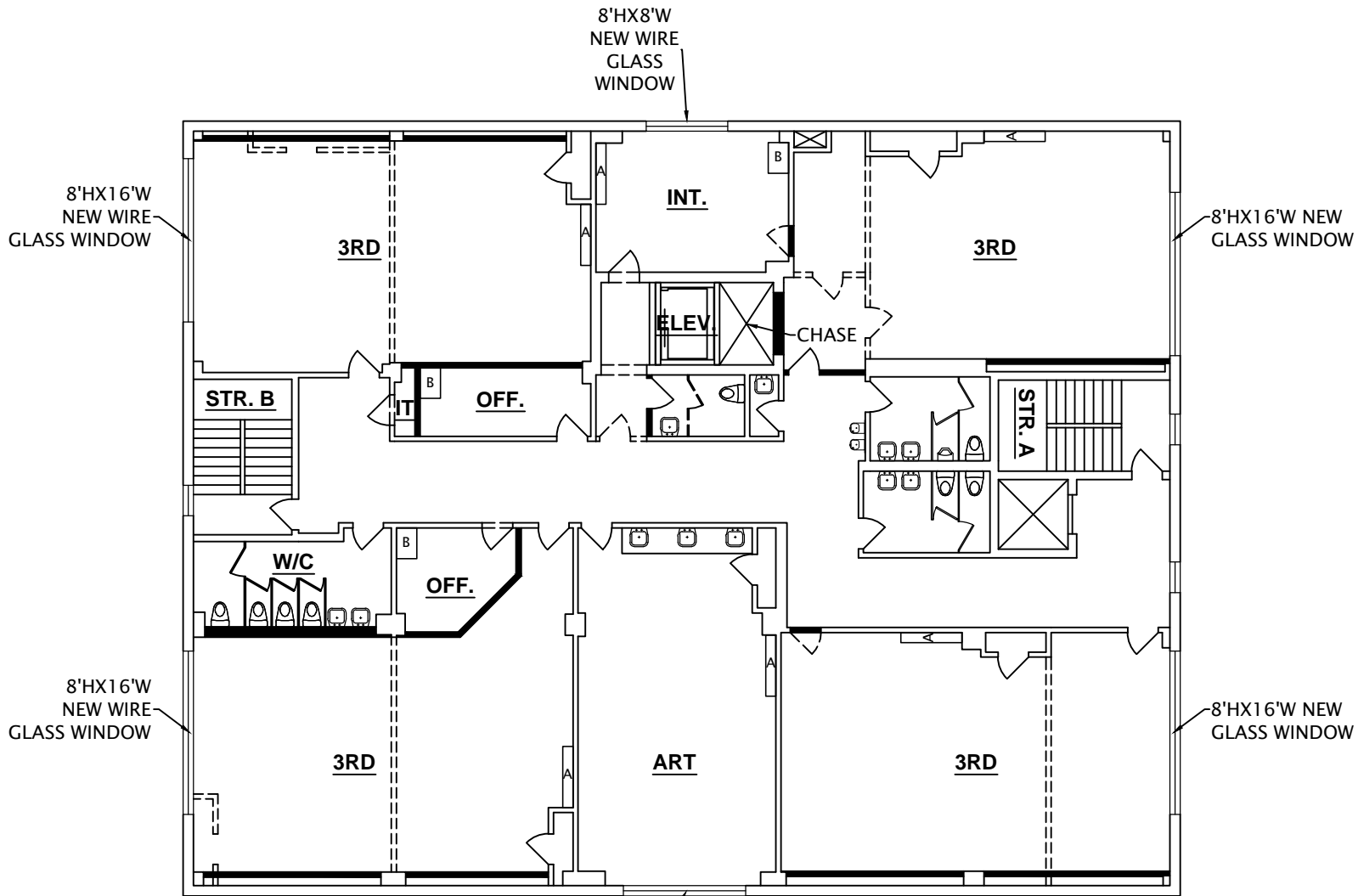
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SCALE:
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DATE:
06 / 20 / 2013

DRAWING #:

A105.00
Response 16(d)-6

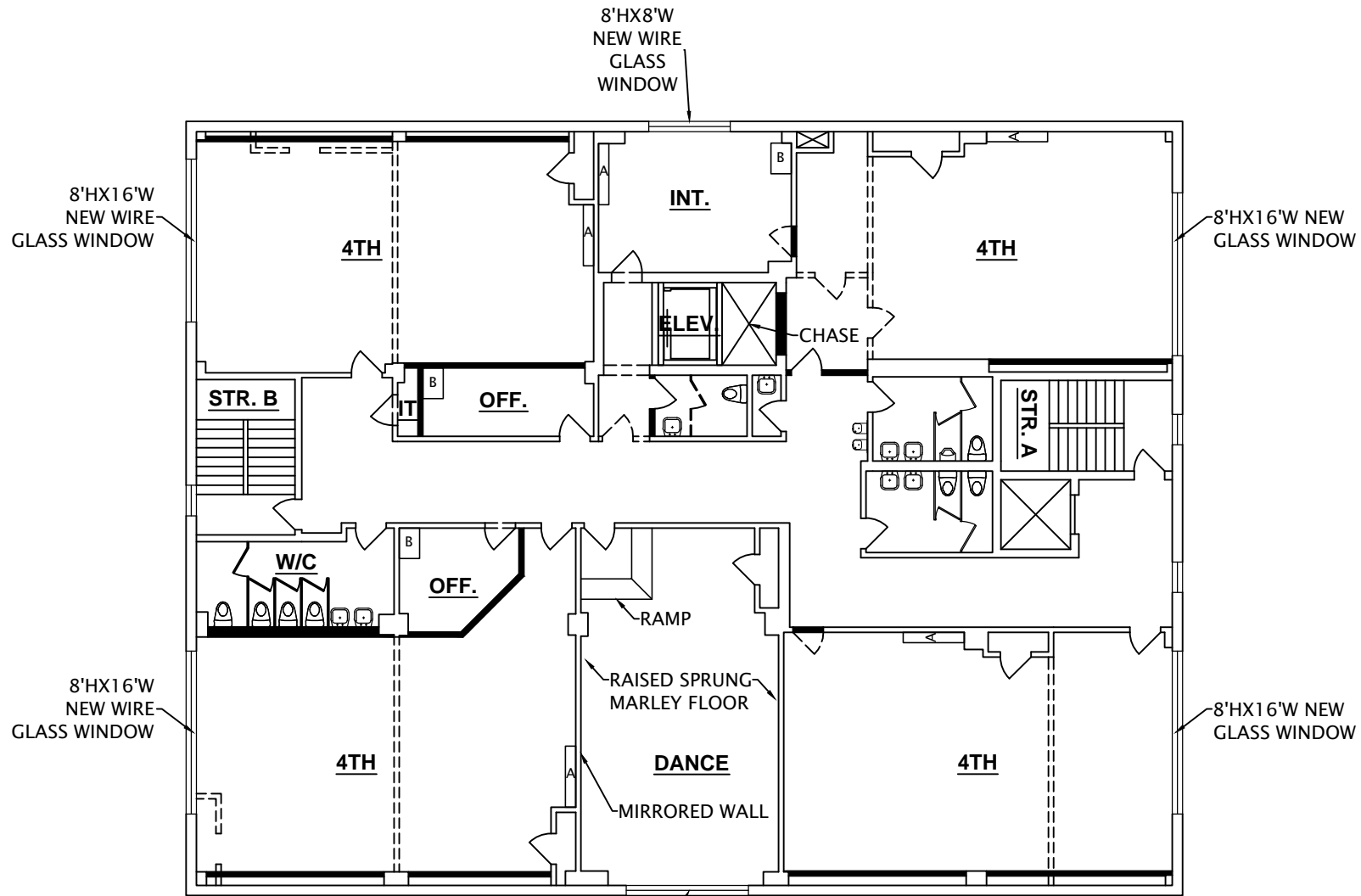


5TH LEVEL - PROPOSED
GROSS AREA 7,500 SF.
NET AREA 6,800 SF.

8'Hx12'W
NEW WIRE
GLASS WINDOW

KEY

- A - NEW CABINET 12"DX72"WX90"H
- B - NEW CABINET 24"DX36"WX90"H



6TH LEVEL - PROPOSED
GROSS AREA 7,500 SF.
NET AREA 6,800 SF.

8'HX12'W
NEW WIRE
GLASS WINDOW

KEY

- A - NEW CABINET 12"DX72"WX90"H
- B - NEW CABINET 24"DX36"WX90"H

ANDERSEN-MILLER
ARCHITECTURE + INTERIORS



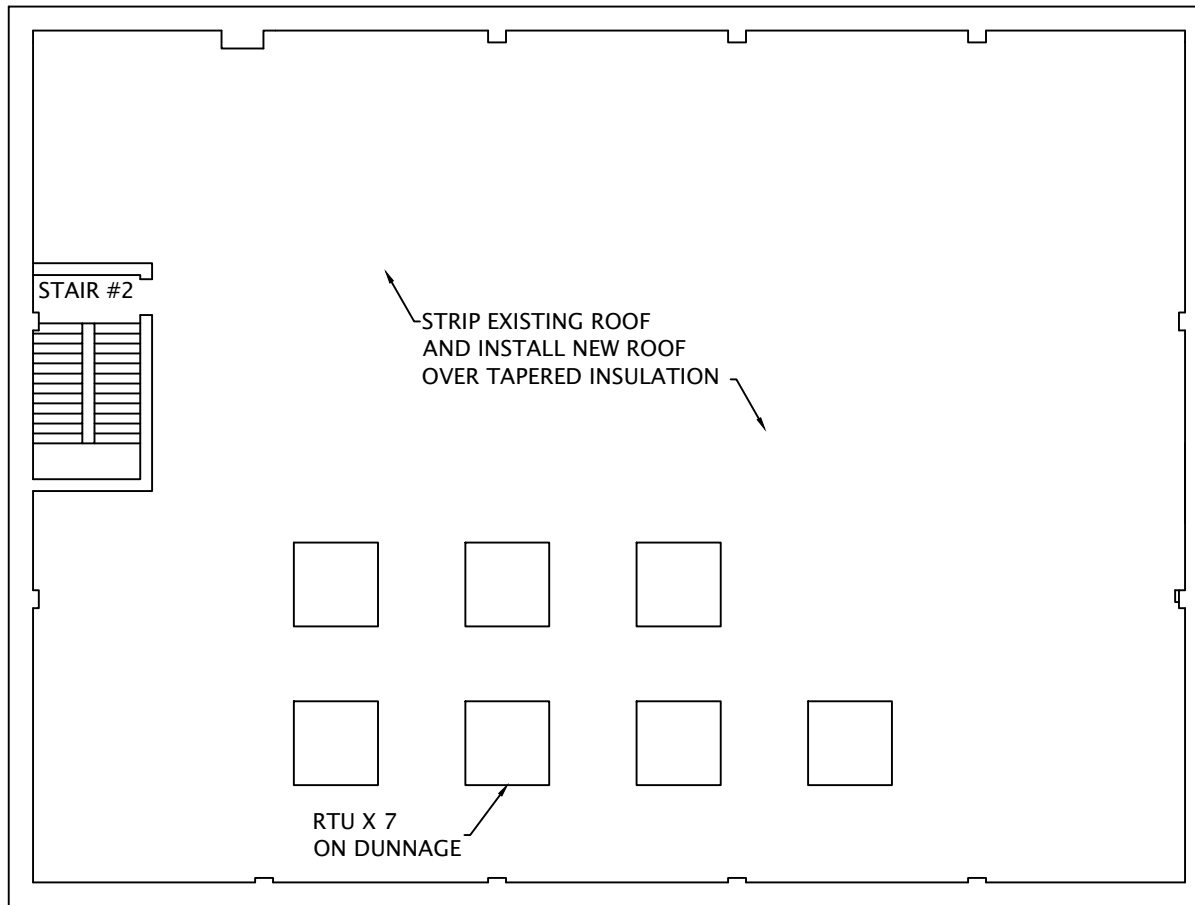
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TITLE:
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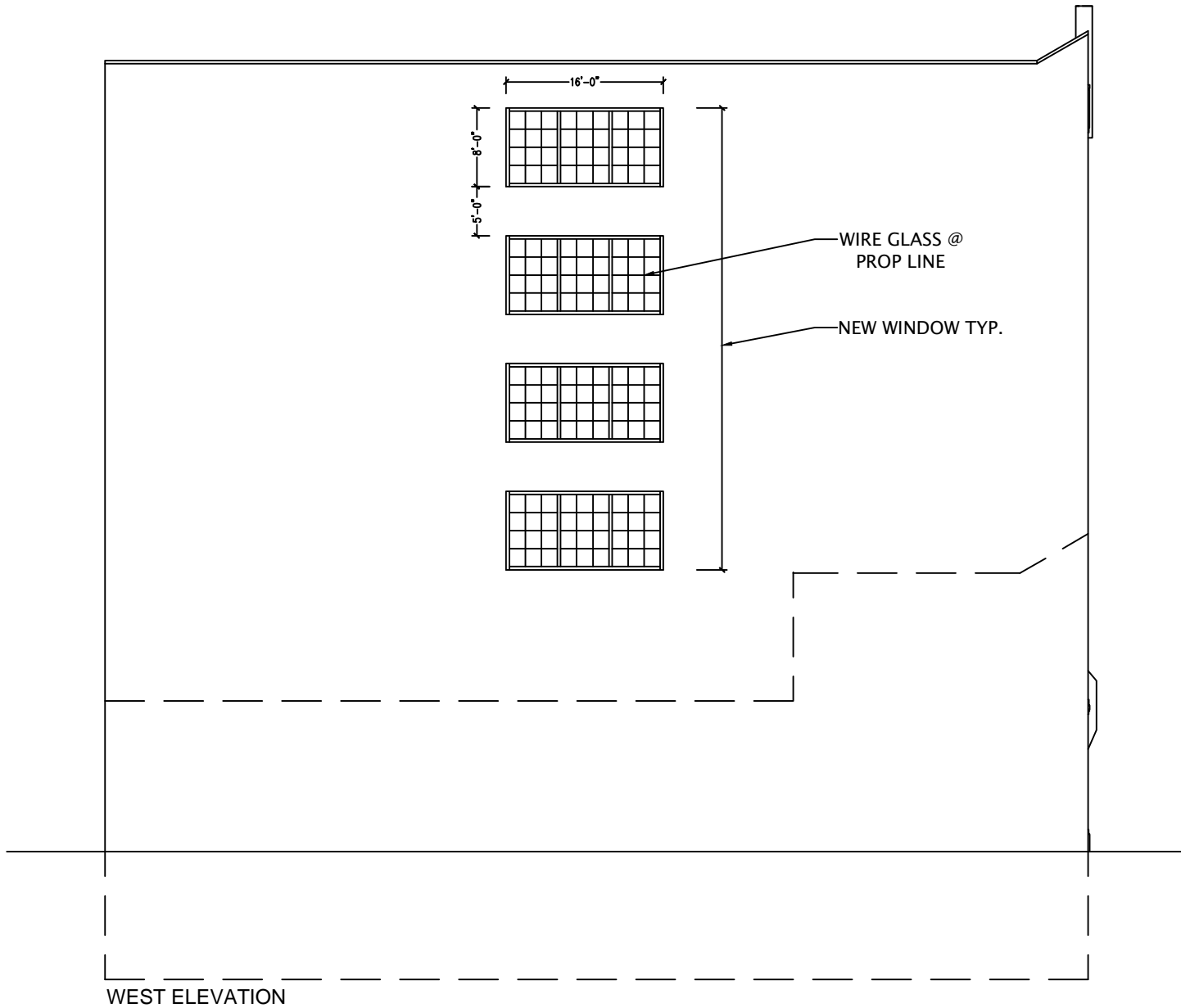
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15 SNYDER AVENUE
BROOKLYN, NY 11226

SCALE:
1 / 16" = 1'
DATE:
06 / 20 / 2013

DRAWING #:
A107.00
Response 16(d)-8



ROOF LEVEL
 GROSS AREA 7,500 SF.
 NET AREA 6,800 SF.



WEST ELEVATION

ANDERSEN-MILLER
ARCHITECTURE + INTERIORS



298 WAVERLY AVENUE BROOKLYN, NY 11205

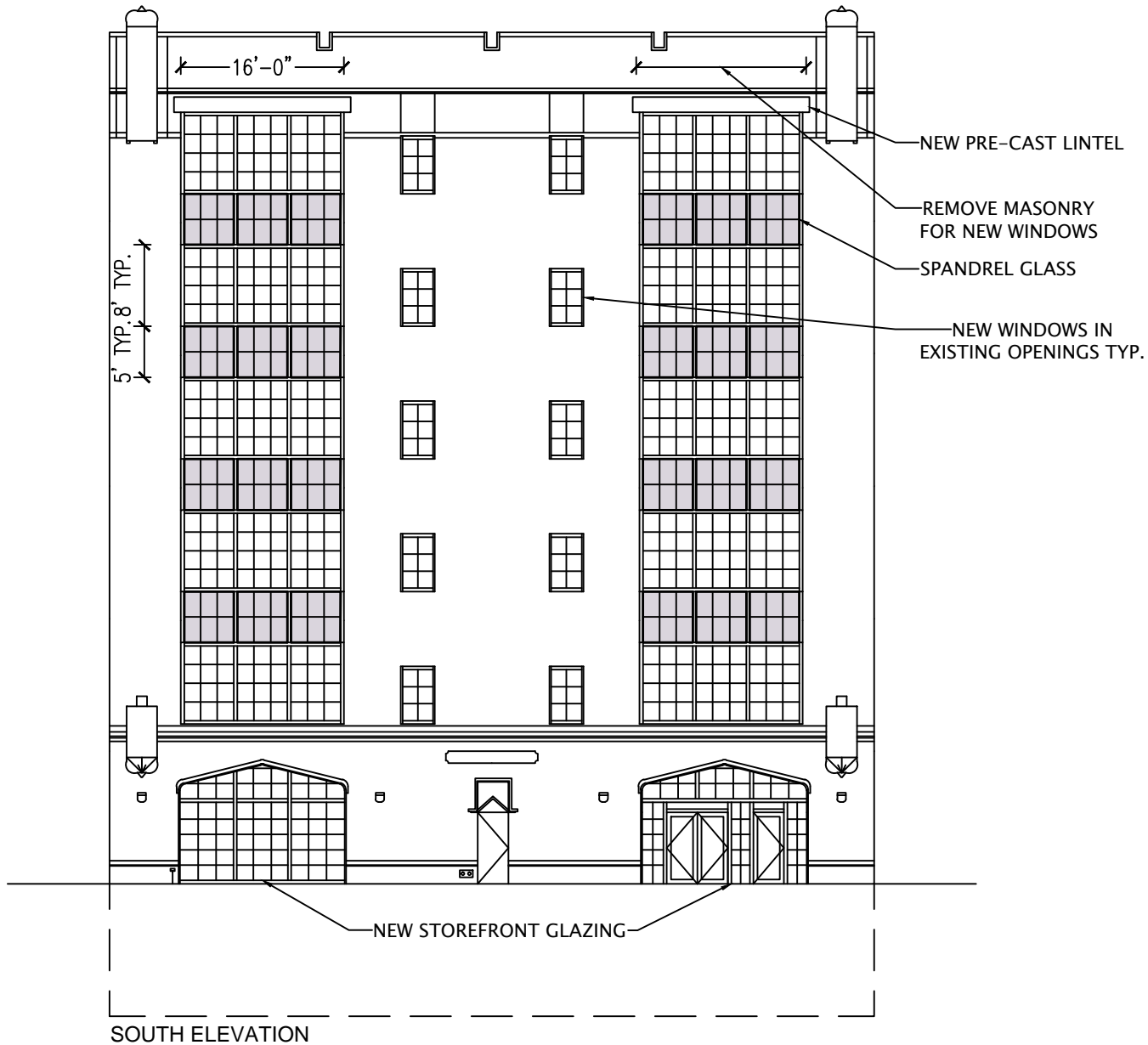
TITLE:
15 SNYDER AVENUE SPACE PLANNING

ADDRESS:
15 SNYDER AVENUE
BROOKLYN, NY 11226

SCALE:
1 / 16" = 1'

DATE:
05 / 22 / 2013

DRAWING #:
A111.00
Response 16(d)-10



ANDERSEN-MILLER
ARCHITECTURE + INTERIORS

298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE
15 SNYDER AVENUE SPACE PLANNING

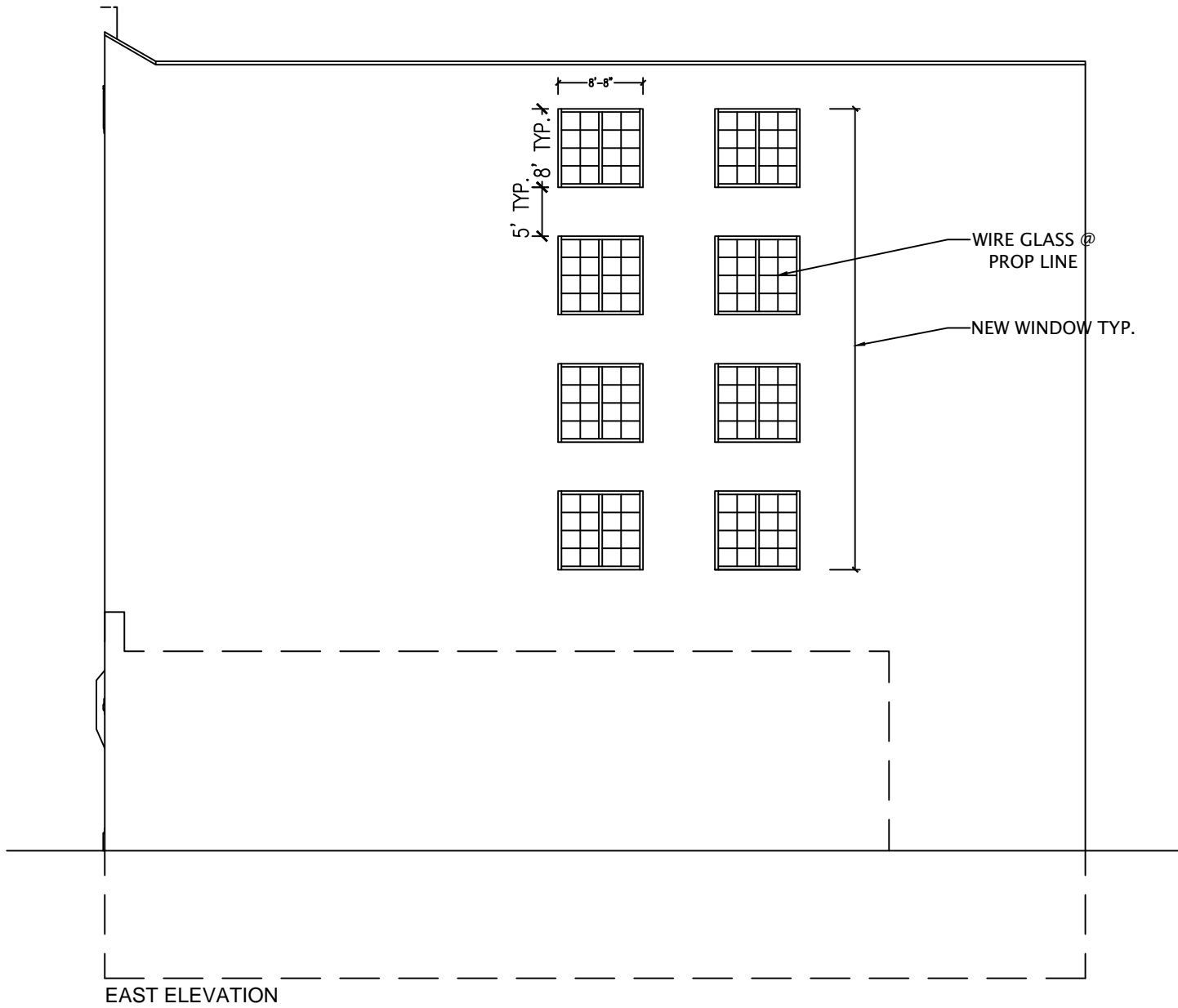
ADDRESS:
15 SNYDER AVENUE
BROOKLYN, NY 11226

SCALE:
1 / 16" = 1'

DATE:
05 / 22 / 2013

DRAWING #:

A112.00
Response 16(d)-11



ANDERSEN-MILLER
ARCHITECTURE + INTERIORS



298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE:
15 SNYDER AVENUE SPACE PLANNING

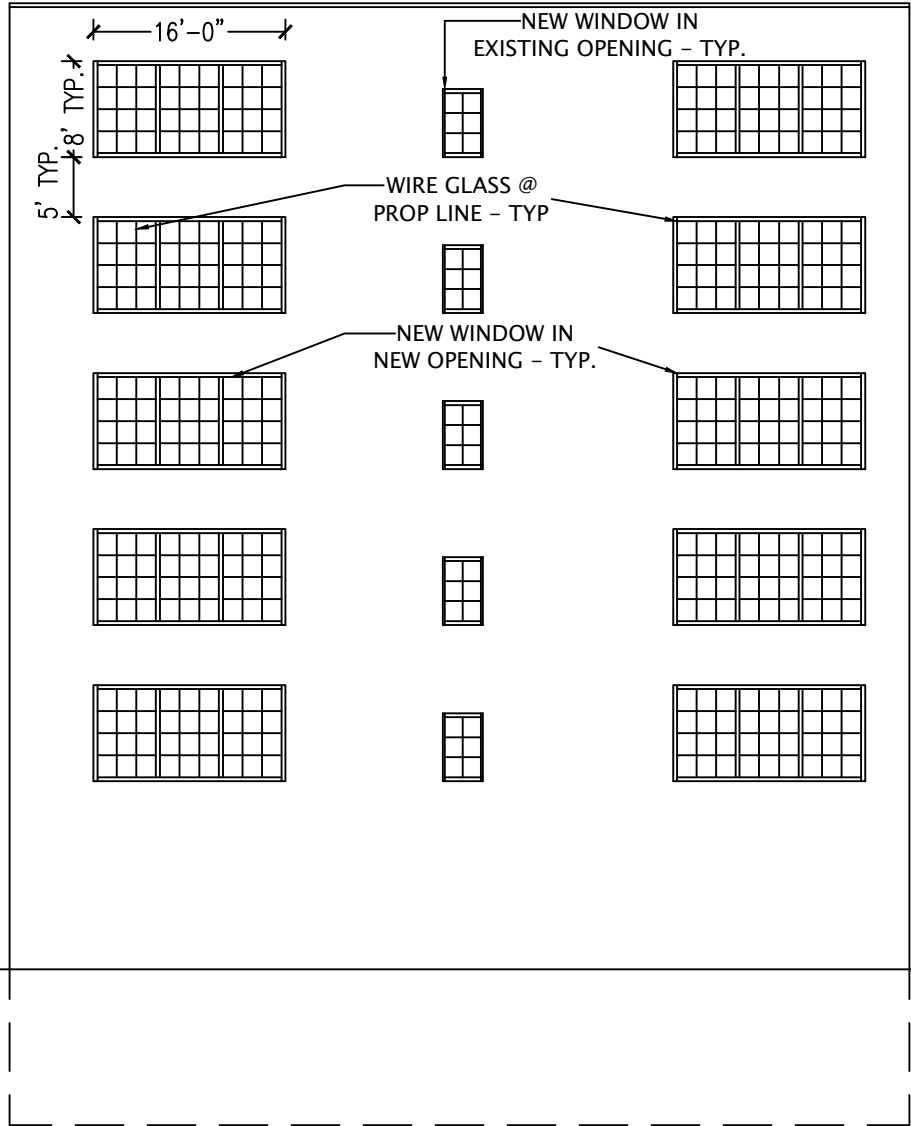
ADDRESS:
15 SNYDER AVENUE
BROOKLYN, NY 11226

SCALE:
1 / 16" = 1'

DATE:
05 / 22 / 2013

DRAWING #:

A113.00
Response 16(d)-12



NORTH ELEVATION

ANDERSEN-MILLER
 ARCHITECTURE + INTERIORS

298 WAVERLY AVENUE BROOKLYN, NY 11205

TITLE:
 15 SNYDER AVENUE SPACE PLANNING

ADDRESS:
 15 SNYDER AVENUE
 BROOKLYN, NY 11226

SCALE:
 1 / 16" = 1'

DATE:
 05 / 22 / 2013

DRAWING #:
A114.00
 Response 16(d)-13

17. Food Services

If the proposed or existing education corporation is adopting the same food services as the replicating school, incorporate the policy by reference per the instructions above. If applicable, note any changes to the original food services.

Refer to “Attachment 26 Food Services” of the Canarsie Ascend Charter School’s original charter.

18. Health Services

If the proposed or existing education corporation is adopting the same health services as the replicating school, incorporate the health services by reference per the instructions above. If there would be any changes to the health services, describe the plans for health services the charter school intends to provide.

Refer to “Attachment 27 Food Services” of the Canarsie Ascend Charter School’s original charter.

19. Transportation

If the proposed or existing education corporation is adopting the same transportation as the replicating school, incorporate transportation by reference per the instructions above. If there would be any changes to transportation, describe the plans for transportation to be provided by the charter school.

Refer to “Attachment 28 Transportation” of the Canarsie Ascend Charter School’s original charter.

20. Insurance

Describe the insurance coverage to be carried by the education corporation (existing or proposed) for the proposed school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury and any school owned or leased vehicles.

Note that within one education corporation it is not necessary to have a separate policy for each school so long as it is clear that the school is operating in multiple sites and an amendment or rider to an existing policy is being secured.

The Brooklyn Ascend Charter School 2 will carry insurance coverage by Austin & Company, Inc. The following table shows the company's estimated coverage limits if the school enrolls 212 students in 2015-2016.



Insurance Estimate - Year 1

(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)

For: Brooklyn Ascend Charter School 2

Date Prepared: 2/25/14

Coverage's		Limits	Estimated Premium
1	Property - Choice Form		
	Business Personal Property(BPP) incl Improvements Replacement Cost & Agreed Value	350,000	\$2,750
	Private School SPICE		
	Equipment Breakdown		
	Flood & Earthquake	Included	
	<i>Property Deductible:</i>	2,500	
	<i>Wind Deductible:</i>	5,000	
	<i>Flood & Earthquake Deductible:</i>	25,000	
2	Business Interruption		
	Business Income w/ith Extra Expense	500,000	Incl. in 1
3	Inland Marine		
	Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	Crime		
	Employee Dishonesty	250,000	Incl. in 1
	Forgery	250,000	
	Computer Fraud	250,000	
5	Automobile Liability		
	Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	General Liability		
	Any One Occurrence	1,000,000	\$8,600
	Annual Aggregate Limit	3,000,000	
	Abuse & Molestation Coverage	Included	
	Employee Benefits Liability		
	<i>Each Claim</i>	1,000,000	
	<i>Aggregate</i>	1,000,000	
	<i>Student Enrollment</i>	212	
7	Directors & Officers		
	Including Educational Practices Wrongful Acts	1,000,000	\$5,500
	Employment Practices Liability	1,000,000	
	Fiduciary Liability	1,000,000	
	<i>Deductible</i>	15,000	
8	Umbrella Liability & Excess Educators Legal Lia		
	Each Occurrence	10,000,000	\$6,000
	General Aggregate	10,000,000	
	<i>Attach to Directors & Officers</i>	Yes	
	<i>Attach to Abuse & Molestation Coverage</i>	Yes	
	Fiduciary Liability	2,000,000	
	<i>Retention</i>	10,000	

9	Workers' Compensation & Employers' Liability	Statutory Limits	
	Experience Modification	N/A	\$11,500
	Estimated Payroll - Code 8868: School/Prof & Clerical	1,411,000	<i>(not including dividend returns)</i>
	Code 9101: School All other	If any	
10	Student Accident		
	Accident Medical Expense	50,000	\$600
	Accident Dental Expense	Included	
	<i>Deductible</i>	0	
	Type of Coverage	Excess	
11	Catastrophic Student Accident		
	Accident Medical Expense	1,000,000	\$400
	Accident Dental Expense	Included	
	<i>Deductible</i>	50,000	
	Type of Coverage	Excess	
Total Annual Estimated Premium			\$35,350

This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

21. Programmatic Audits

If the proposed education corporation or school is adopting the same approach to programmatic audits as the replicating school, incorporate the policy by reference per the instructions above. If there are any changes, describe planned annual program audits to be initiated by the school including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools. Include any plans to hire outside consultants to perform such audits.

Refer to “Attachment 29 Programmatic Audits” of the Canarsie Ascend Charter School’s original charter.

22. Fiscal Soundness

(a) Budget

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans for the new school(s) are fiscally sound and that there would be sufficient start-up funds available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described or referenced in the proposal.

If the applicant is an existing SUNY authorized charter school education corporation and proposes to operate additional school(s), also include a separate narrative in response to this Request 24(a) and budget in response to Request 24(f) using the required template, to the extent applicable, for the entire education corporation to include the additional school. Describe any corporate funds that will be used to support the start-up and operations of the new school as well as any projected or anticipated negative fiscal impacts on the existing school. Also describe and explain annual fundraising targets and the fundraising strategies that would be used to support each replication planned by the education corporation.

Please note that any school using an at-risk admissions factor, "preference" or set-aside will not be eligible to receive federal CSP funding.

Brooklyn Ascend Charter School 2

Enrollment

The lower school will open to four sections of kindergarten (of 26 students each) and four sections of first grade (of 27 students each) with a total first-year enrollment of 212 students. In the second year, the school will enroll only two new kindergarten classes, reduce first-grade enrollment to 99 (across the four rooms) and will add grade 2 (with four sections of 25 students), bringing the school's total enrollment to 249 students. In the third year of operation, the school will set enrollment in grades 1 and 2 to 108 students each, add grade 3 (with four sections of 27 students) and add back two sections of kindergarten, for a total enrollment of 428 students. In the fourth year, the school will add four sections of grade 4, bringing the total enrollment to 536 students. In the fifth year (and the last year of the initial charter), the school will span kindergarten through grade 5, enrolling 644 students.

Assuming the school's charter is renewed, the school will continue to expand by one grade each year through the grade 12, ending with a total enrollment of 1,368 students, including an upper school with 400 students (assuming attrition in the higher grades).

This enrollment plan addresses two key constraints. First, to ensure strong outcomes in tested grades (3 and higher), the majority of students entering grade 3 will have been educated in the school for two full years before testing. Second, the total enrollment in years one and two must not exceed 249 students.

The applicants would gladly consider an alternative grade-growth plan that might be preferable to the Charter Schools Institute.

Revenues

- The assumed general education per-pupil rate is \$13,798, assuming a two percent increase from the current rate of \$13,527, in the pre-opening year, with a three percent increase in Year 3, and a four percent increase in Year 5.
- The budget is conservative in its assumptions for special education (SPED) revenue. The rate of \$10,390 per pupil is for students who receive special education services for 20 to 59 percent of their instructional days; the rate of \$19,049 per pupil is for students who receive special education for 60 or more of their instructional days. The applicant assumes that the rates will increase by two percent in Year 2 and approximately 11 percent of students will qualify for SPED services.
- In CSD 17 and 22, an average of 82 and 67 percent of students, respectively, are eligible to participate in (and are identified for) free or reduced-priced lunch. It is assumed that the school will qualify as a School-wide Program for Title I purposes. The design contemplated in the charter application and the budget assumes that federal funds will be used as appropriate to pay for positions and activities (*e.g.* professional development) budgeted positions.
- The school will apply for a \$600,000 Federal Charter Schools Program (CSP) Grant (\$325,000 in year 1) from the New York State Education Department to cover start-up expenses in the pre-opening, Year 1, and Year 2 periods.
- Although it is not reflected in the budget, the school will apply for a \$200,000 facilities grant from the Charter Schools Institute (CSI) from the state's Charter School Stimulus Program.
- The school will also apply for federal E-rate funding. All schools managed by Ascend have obtained E-rate funding.

The first-year budget shows total revenues of \$3,770,030.

Soft Money

Other than the CSP Grant, CSI Stimulus Program facilities grant, and the Achelis Foundation start-up grant (not included in the budget), Brooklyn Ascend 2 does not rely on private grants. These grants will cover start-up expenses in the pre-opening, Year 1, and Year 2 periods. Funding will be allocated to instructional materials and supplies, student furniture, student computers, student recruitment expenses, teacher recruitment expenses, books, real estate consulting, architectural services, and leadership team training on the Ascend educational model.

Expenses

The initial leadership team will consist of a school director joined by a director of operations, a dean of instruction, and a student management coordinator. From the first year, the school will also employ an office manager. As the school reaches maturity, directors of the lower, middle,

and upper schools will be added, along with deans of students, additional deans of instruction, academic operations associates, operations associates, associate deans of instruction and associate deans of students. Staff salary increases are assumed at three percent on an annual basis.

As compensation for services Ascend Learning provides, including academic oversight, professional development of staff, human resources management, accounting and financial management, real estate, and information technology, the school pays management fees of nine percent of district general operating revenues plus IDEA.

The school also pays a six percent fee to SABIS for the licensing of its comprehensive instructional system, including curriculum, electronic assessment, the point and prefect system, the peer tutoring program, software systems (including the SABIS School Management System), and the Student Life Organization. Included in the budget are line items for SABIS instructional materials and assessment tools, including the SABIS Periodic Tests and weekly Automated Monitoring System tests, all essential to the successful implementation of the curriculum.

All amounts are stated in current dollars. All of the model's assumptions, including compensation and school expenses, will be rigorously tested in the coming months.

Total expenses in the first year are budgeted at \$3,510,195.

Net Income

The school generates a surplus in the first year of operation of \$259,836.

Cash Flow

The budget conservatively assumes that the school begins its first operating year (FY14) with a zero cash balance. The school ends its first academic year with a positive cash balance of approximately \$284,838.

Start-up Year

The bulk of start-up expenses will be covered by the Planning Period allocations of the CSP Grant. Ascend will also pay for the costs of certain start-up expenses.

Philanthropy

Ascend Learning has achieved and, following its five-year growth plan, will again achieve break-even operations with essentially no philanthropic support. Total school-level philanthropic support to date amounts to \$331,239 over seven years; network support to date amounts to \$1,313,579.

Education Corporation

In Response 22(e), sheets 8-10 correspond to the education corporation.

Enrollment

In the 2015-2016 school year, the education corporation, Canarsie Ascend Charter School, will consist of three schools: Canarsie Ascend Charter School (Year 2), Brooklyn Ascend Charter School 2 (Year 1), and Brooklyn Ascend Charter School 3 (Year 1).

Two schools in the education corporation, Canarsie Ascend Charter School and Brooklyn Ascend Charter School 2, will open to four sections of kindergarten (of 26 students each) and four sections of first grade (of 27 students each) with a total first-year enrollment of 212 students. In the second year, the schools will eliminate two kindergarten classrooms, reduce first-grade enrollment to 99 (across the four rooms) and will add grade 2 (with four sections of 25 students), bringing the school's total enrollment to 249 students. In the third year of operation, the schools will set enrollment in grades 1 and 2 to 108 students each, add grade 3 (with four sections of 27 students) and add back two sections of kindergarten, for a total enrollment of 428 students. In the fourth year, the schools will add four sections of grade 4, bringing the total enrollment to 536 students. In the fifth year (and the last year of the initial charter), the schools will span kindergarten through grade 5, enrolling 644 students.

Brooklyn Ascend Charter 3 will open to three sections of kindergarten (of 26 students each) and four sections of grade 1 (of 27 students each) with a total first-year enrollment of 159 students. In the second year, the school will add grade 2 (with three sections of 27 students), bringing the school's total enrollment to 240 students. Each subsequent year of operation, the school will add three sections of one new grade, bringing the total enrollment to 483 students in the fifth year (the last year of the initial charter).

Assuming the schools' charters are renewed, the schools in the education corporation will continue to expand by one grade each year through the twelfth grade, ending with a total enrollment of 3,762 students across schools, including a set of upper schools with 1,100 combined total students (assuming attrition in the higher grades).

This enrollment plan addresses several two constraints. First, to ensure strong outcomes in tested grades (3 and higher), the majority of students entering grade 3 will have been educated in the school for two full years before testing. Second, the total enrollment in years one and two must not exceed 249 students.

The applicants would gladly consider an alternative grade-growth plan that might be preferable to the Charter Schools Institute.

Revenues

- The assumed general education per-pupil rate is \$13,798, assuming a 2 percent increase from the current rate of \$13,527, in the pre-opening year, with a 3 percent increase in Year 3, and a 4 percent increase in Year 5.
- The budget is conservative in its assumptions for special education (SPED) revenue. The rate of \$10,390 per pupil is for students who receive special education services for 20 to 59 percent of their instructional days; the rate of \$19,049 per pupil is for students who receive special education for 60 or more of their instructional days. The applicant assumes that the

rates will increase by 2 percent in Year 2 and approximately 11 percent of students will be SPED.

- In CSD 17 and 22, an average of 82 and 67 percent of students, respectively, are eligible to participate in (and are identified for) free or reduced-priced lunch. It is assumed that the school will qualify as a School-wide Program for Title I purposes. The design contemplated in the charter application and the budget assumes that federal funds will be used as appropriate to pay for positions and activities (e.g. professional development) budgeted positions.
- The school will apply for a \$600,000 Federal Charter Schools Program (CSP) Grant (\$325,000 in year 1) from the New York State Education Department to cover start-up expenses in the pre-opening, year one, and year two periods.
- Although it is not reflected in the budget, the school will apply for a \$200,000 facilities grant from the Charter Schools Institute (CSI) from the state's Charter School Stimulus Program.
- The school will also apply for federal E-rate funding. All schools managed by Ascend have obtained E-rate funding.

The first-year budget shows total revenues of \$13,397,028.

Soft Money

Other than the CSP Grant, CSI Stimulus Program facilities grant, and the Achelis Foundation start-up grant, the education corporation will not rely on private grants. These grants will cover start-up expenses in the pre-opening, year one, and year two periods. Funding will be allocated to instructional materials and supplies, student furniture, student computers, student recruitment expenses, teacher recruitment expenses, books, real estate consulting, architectural services, and leadership team training on the Ascend educational model.

Expenses

The initial leadership team of each school in the education corporation will consist of a school director joined by a director of operations, a dean of instruction, and a student management coordinator. From the first year, the schools will also employ an office manager. As the schools reach maturity, directors of the lower, middle, and upper schools will be added, along with deans of students, additional deans of instruction, academic operations associates, operations associates, associate deans of instruction and associate deans of students. Staff salary increases are assumed at three percent on an annual basis.

As compensation for services Ascend Learning provides, including academic oversight, professional development of staff, human resources management, accounting and financial management, real estate, and information technology, the schools pay management fees of nine percent of district general operating revenues plus IDEA.

The schools also pay a six percent fee to Sabis for the licensing of its comprehensive instructional system, including curriculum, electronic assessment, the point and prefect system,

the peer tutoring program, software systems (including the Sabis School Management System), and the Student Life Organization. Included in the budget are line items for Sabis instructional materials and assessment tools, including the Sabis Continuous Assessment Tests and weekly Automated Monitoring System tests, all essential to the successful implementation of the curriculum.

All amounts are stated in current dollars. All of the model's assumptions, including compensation and school expenses, will be rigorously tested in the coming months.

Total expenses in the first year are budgeted at \$12,784,621.

Net Income

The education corporation generates a surplus in the first year of operation of \$612,406.

Cash Flow

The budget conservatively assumes that the schools begin their first operating years (FY14) with a zero cash balance. The education corporation ends the 2015-2016 school year with a positive cash balance of approximately \$612,407.

(b) Financial Planning

Explain the process that the education corporation or school will use to develop its annual budget, including:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**
- **Procedures for monitoring and modifying budgets.**

If the applicant is an existing SUNY authorized charter school and proposes to operate an additional school, also describe and explain the financial planning capacity, management capacity, and any internal financial controls, polices or procedures at the overall education corporation level especially in relation to the gathering and distribution of financial information from multiple locations and the processing and decision making related to such information including at the education corporation board level.

The initial budget filed with the application was developed by Ascend Learning's chief financial officer (CFO). The budget grew out of the first-year operating experiences of three Brooklyn-based charter schools managed by Ascend. From this operating history, Ascend has developed a strong understanding of the *cost structure* of the Ascend school design, including its staffing needs (at both the classroom and administrative levels) and non-personnel costs, including those associated with private facilities. These represent the two largest costs of the school. Ascend has also developed a close understanding of the supplemental revenues the school can realistically expect to receive from categorical and competitive public grant programs.

Ascend Learning’s financial team, led by the CFO, will lead financial planning and management. The team will collaborate with the schools’ operations and instructional leadership, supported by templates and technical assistance from Ascend. Over time Ascend Learning’s finance team will expand to include a vice president of finance, director of finance, and additional managers and associates. The budgeting process will reflect the staffing and expense needs they have identified over the course of the previous year, and they will be free to experiment with alterations to the model’s budgetary assumptions that they believe will best serve their students’ needs.

Typically, Ascend’s CFO will provide templates and technical guidance to the schools’ leadership teams in February, so that the teams can determine the staff complement the schools can afford for the following academic year. After consulting with Ascend and revising the draft budget, the teams can then begin recruiting based on this preliminary staffing budget. The full proposed budget is then presented to the board of trustees in the spring so that it may be revised and approved by the trustees before the end of the fiscal year on June 30.

Occasionally, developments require the revision of the budget during the course of the year. Generally, however, it is preferable not to alter the budget and instead report all changes as variances to the approved budget. In the event of unforeseen revenues (such as an increase in per-pupil revenues), the schools would submit a supplemental spending budget for approval by the board that would authorize incurring expense increases made affordable by the enhanced revenues.

Brooklyn Ascend 2 will adopt the education corporation’s same financial policies and procedures, including requiring multiple signatures on checks and invoices, and purchase orders for purchases. Ascend currently has an internal mailing process in place for circulation of financial documents, such as invoices, between itself and the schools. Financial information would still be created at the charter management organization (CMO) level and reviewed monthly at board meetings and with school leaders. School leaders will have access to monthly financial reports which would enable them to make real-time decisions on purchases. However, per the financial policies and procedures, purchase orders would still require the CMO’s approval.

The systems and processes by which Brooklyn Ascend Charter School 2 will manage accounting, purchasing, and payroll are found in the Fiscal Policies and Procedures Manual, which have been adopted by each school managed by the proposed education service provider, Ascend Learning.

Below is a table of contents of the manual:

100 Introduction

Organization and Legal Status

- 101 Scope and Organization
- 102 Purpose of Manual
- 103 Amending the Manual

PART I - POLICIES

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(c) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

Any application that proposes adding a school to an existing education corporation must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

Consolidated audited financial statements should include:

- A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the education corporation for which the corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a start-up phase, and for schools or sites for which opening has been delayed;
- A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back office component;

- A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the education corporation;
- A consolidated statement of income and revenues and a consolidated balance sheet for the education corporation; and,
- A federal single audit report, if applicable.

Upon completion of the school’s first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. (A finding shall be considered “major” if it indicates a deliberate act of wrongdoing, reckless conduct, or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.)

For the purpose of conducting an annual independent audit, the board shall retain an independent Certified Public Accountant in accordance with the provisions of the Charter, §2851(2)(f) of the Charter Act, and with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. The main schedules contained in the annual audit (statement of financial position, activities, cash flow, and functional expenses) will be completed using the Institute’s mandatory audit templates.

One annual independent audit will be conducted for all schools under the education corporation. Consolidated financial statements will include consolidated statements of financial positions (balance sheets) and cash flows, but separate statements of activities (revenues and expenses). This practice will require a robust accounting system, such as Sage MIP Fund Accounting or Sage Peachtree, which would allow the finance team to enter revenues and expenses while tagging each individual school. As in business unit system, this system would allow for reports to be generated for the education corporation or individual schools.

(d) Dissolution Procedures

Proposed new education corporation

For applicants seeking to create a new school and a new education corporation, if the proposed education corporation is adopting the same dissolution procedures as the original education corporation, incorporate the policy by reference per the instructions above. If applicable, note any changes to the original model or policies.

Existing education corporation

Any application that proposes adding school(s) to an existing education corporation may incorporate by reference the dissolution procedures for one school, but must also provide specific procedures for closing one, but not all of the schools operated by the education corporation, transitioning students to other school(s) of the corporation and absorbing assets and liabilities without corporate dissolution.

Refer to “Attachment 40 Dissolution Procedures” of the amended Canarsie Ascend Charter School’s original charter.

The following describes how the board would handle the dissolution of one or more schools in the education corporation. If one school must be dissolved, the process below will be followed. If more than one school must be dissolved, the process below would be conducted for each school in the district in which the school is located.

In the event of the school's dissolution, the board of trustees would ensure that the school follows the following procedures:

- a. Hold public meetings to provide families with information on the school's dissolution.

No more than 15 days after notice from the authorizer of the school's closure, or a decision by the board of trustees to dissolve the school, the school will begin holding a series of public meetings for parents and community members. The school will notify parents and guardians of the meetings both in writing, via a letter sent home with students, and by telephone. In the meetings and in all written communications, the board and school leadership will communicate the finality of the closure decision and focus on meeting the educational needs of the students. Parents will also receive information on how their children's records will be transferred to the school district of location of the charter school.

Immediately preceding the first public meeting, the school director will have a meeting with school staff notifying them of the closure and the timetable for closing operations. The school will also distribute talking points and a "frequently asked questions" document to staff. The content of this document will be similar to materials the school will distribute at the public meeting, and will include information on what staff, parents, and students can expect in the coming weeks and months.

- b. Transfer student records to the school district of location of the charter school and provide a copy of such records to each student's parent or legal guardian.

In compliance with Education Law Section 2851(2)(t), the school will transfer all student records to the school district of location. The school director will be accountable for overseeing the transfer of all records, and will ensure that the files are well organized, all boxes are clearly labeled, and a complete inventory of student records accompanies the documents. This process will ensure that the records are received by the district in an orderly manner, permitting the district to incorporate the files into its own records system as smoothly as possible. The board of trustees will also hold the school director accountable for ensuring that the parent/guardian of each pupil receives a complete copy of the student's records

- c. Logistically transfer the students.

The board of trustees and school leadership will notify students, parents/guardians, and the greater community of the dissolution decision as soon as it is made, thereby giving families as much time as possible to make new educational choices. The school will work collaboratively with the New York City Department of Education (NYCDOE) to develop a list of educational options for families, and will provide all families with information on both their nearest traditional public school as well as a list of charter schools that serve the surrounding

community. The school will also invite representatives of local district and charter schools to its family and community meetings so that families will have an opportunity to get information directly from the schools in a convenient forum.

d. Transfer the school's assets to another school within the school's prospective district.

Upon dissolution, all net school assets will be transferred to another charter school or to the school district of location.

In accordance with Section 2851(2)(t) of the charter law, the school will maintain \$75,000 in a segregated account to defray the costs of any such dissolution. The balance of the escrow account will be \$25,000 by April 1 of Year 1 of the school's operation. By April 1 of Year 2, the balance will be \$50,000, and by April 1 of Year 3 it will be \$75,000. Upon notice from the SUNY Charter Schools Institute the school will escrow such funds with a third party in accordance with the school's charter agreement. Thereafter, the school will implement the SUNY Charter Schools Institute's Closure Plan.

Ascend's Role in Dissolution

Ascend Learning will fully cooperate in the dissolution process and may assist the school, as appropriate and as set forth in the management contract, in dissolution activities. Ascend's level of participation may depend on the reason for closure of the school.



Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Brooklyn Ascend Charter School 2

Contact Name: Andrew Epstein
Contact Title: Chief Financial Officer
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Examples
Pre-Opening Period January 1, 2015 to June 30, 2015
Operational Year ONE July 1, 2015 to June 30, 2016

**Brooklyn Ascend Charter School 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015**

Total Revenue					DESCRIPTION OF ASSUMPTIONS
Total Expenses					
Net Income					
Actual Student Enrollment					
Total Paid Student Enrollment					
				START-UP PERIOD	
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		CY Per Pupil Rate			
School District 1 (Enter Name)					
School District 2 (Enter Name)					
School District 3 (Enter Name)					
School District 4 (Enter Name)					
School District 5 (Enter Name)					
School District 6 (Enter Name)					
School District 7 (Enter Name)					
School District 8 (Enter Name)					
School District 9 (Enter Name)					
School District 10 (Enter Name)					
School District 11 (Enter Name)					
School District 12 (Enter Name)					
School District 13 (Enter Name)					
School District 14 (Enter Name)					
School District 15 (Enter Name)					
School District - ALL OTHER					
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)					
Special Education Revenue					
Grants					
Stimulus					
DYCD (Department of Youth and Community Developmt.)					
Other					
Other					
TOTAL REVENUE FROM STATE SOURCES					
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs					
Title I					
Title Funding - Other					
School Food Service (Free Lunch)					
Grants					
Charter School Program (CSP) Planning & Implementation					
Other					
Other					
TOTAL REVENUE FROM FEDERAL SOURCES					
LOCAL and OTHER REVENUE					
Contributions and Donations					
Fundraising					
Erate Reimbursement					
Earnings on Investments					
Interest Income					
Food Service (Income from meals)					
Text Book					
OTHER					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES					
TOTAL REVENUE					

EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
		No. of Positions			
Executive Management					
Instructional Management					
Deans, Directors & Coordinators					
CFO / Director of Finance					
Operation / Business Manager					
Administrative Staff					
TOTAL ADMINISTRATIVE STAFF					
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular					
Teachers - SPED					
Substitute Teachers					
Teaching Assistants					
Specialty Teachers					
Aides					
Therapists & Counselors					
Other					
TOTAL INSTRUCTIONAL					
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse					
Librarian					
Custodian					
Security					
Other					
TOTAL NON-INSTRUCTIONAL					
SUBTOTAL PERSONNEL SERVICE COSTS					
PAYROLL TAXES AND BENEFITS					
Payroll Taxes					
Fringe / Employee Benefits					
Retirement / Pension					
TOTAL PAYROLL TAXES AND BENEFITS					
TOTAL PERSONNEL SERVICE COSTS					
CONTRACTED SERVICES					
Accounting / Audit					
Legal					
Management Company Fee					
Nurse Services					
Food Service / School Lunch					
Payroll Services					
Special Ed Services					
Titlement Services (i.e. Title I)					
Other Purchased / Professional / Consulting					
TOTAL CONTRACTED SERVICES					
SCHOOL OPERATIONS					
Board Expenses					
Classroom / Teaching Supplies & Materials					
Special Ed Supplies & Materials					
Textbooks / Workbooks					
Supplies & Materials other					
Equipment / Furniture					
Telephone					
Technology					
Student Testing & Assessment					
Field Trips					
Transportation (student)					
Student Services - other					
Office Expense					
Staff Development					
Staff Recruitment					
Student Recruitment / Marketing					
School Meals / Lunch					
Travel (Staff)					
Fundraising					
Other					
TOTAL SCHOOL OPERATIONS					
FACILITY OPERATION & MAINTENANCE					
Insurance					
Janitorial					
Building and Land Rent / Lease					
Repairs & Maintenance					
Equipment / Furniture					
Security					

**Brooklyn Ascend Charter School 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	-	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	-	
NET INCOME	-	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

Brooklyn Ascend Charter School 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,554,487	215,544	-	-	-	3,770,030	
Total Expenses	3,391,856	93,337	-	-	-	3,485,193	
Net Income	162,631	122,206	-	-	-	284,837	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
Community School District 17	13,798	2,925,078	-	-	-	2,925,078	Assumes 2% increase beginning in FY15 and through FY16
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,798	2,925,078	-	-	-	2,925,078	
Special Education Revenue	-	189,067	-	-	-	189,067	Assumes (8) 20-59% students @ \$10,390; (5) >60% students @ \$19,049
Grants							
Stimulus	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	133,892	-	-	-	-	133,892	\$391/elementary student + \$51,000
Other	-	-	-	-	-	-	
Other	16,850	-	-	-	-	16,850	NYSTL @ \$58.25/student, NYSSL @ \$14.98, NYSLIB @ \$6.25
TOTAL REVENUE FROM STATE SOURCES		3,075,820	189,067	-	-	3,264,887	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	26,477	-	-	-	26,477	Assumes \$1086/student
Title I	106,000	-	-	-	-	106,000	Assumes \$500/student
Title Funding - Other	9,773	-	-	-	-	9,773	Title IIA - Assumes \$46.10/student
School Food Service (Free Lunch)	212	-	-	-	-	212	Assumes \$1/student
Grants							
Charter School Program (CSP) Planning & Implementation	325,000	-	-	-	-	325,000	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		440,985	26,477	-	-	467,462	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	582	-	-	-	582	Assumes \$2.74/student
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	36,029	-	-	-	-	36,029	Assumes \$169.95/student
Earnings on Investments	-	-	-	-	-	-	
Interest Income	1,071	-	-	-	-	1,071	Assumes \$5.05/student
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		37,682	-	-	-	37,682	
TOTAL REVENUE		3,554,487	215,544	-	-	3,770,030	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	120,000	-	-	-	120,000	School director
Deans, Directors & Coordinators	2.00	145,000	-	-	-	145,000	Dean of instruction, student management coordinator
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	85,000	-	-	-	85,000	Director of operations
Administrative Staff	1.00	45,000	-	-	-	45,000	Office manager
TOTAL ADMINISTRATIVE STAFF	5.00	395,000	-	-	-	395,000	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	520,000	-	-	-	520,000	
Teachers - SPED	1.00	-	65,000	-	-	65,000	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	85,000	-	-	-	85,000	Associate teachers
Specialty Teachers	4.00	256,000	-	-	-	256,000	Spanish, Intensives, art, phys ed
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	65,000	-	-	-	65,000	Social worker
Other	N/A	10,500	-	-	-	10,500	After school & Saturday school
TOTAL INSTRUCTIONAL	16.00	936,500	65,000	-	-	1,001,500	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,331,500	65,000	-	-	1,396,500	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	-	-	-	
Fringe / Employee Benefits	-	321,676	15,703	-	-	337,379	SS, Medicare, FUTA, 403(b), insurances
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		321,676	15,703	-	-	337,379	
TOTAL PERSONNEL SERVICE COSTS	21.00	1,653,176	80,703	-	-	1,733,879	
CONTRACTED SERVICES							
Accounting / Audit	-	25,475	-	-	-	25,475	Charter School Business Management and auditing services
Legal	-	2,261	-	-	-	2,261	
Management Company Fee	-	282,656	-	-	-	282,656	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	11,583	-	-	-	11,583	Food services (\$54.64/stud),
Payroll Services	-	2,855	-	-	-	2,855	
Special Ed Services	-	-	11,244	-	-	11,244	
Titlment Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	323,821	-	-	-	323,821	Temps, technology, Sabis licensing, real estate fee
TOTAL CONTRACTED SERVICES		648,651	11,244	-	-	659,895	
SCHOOL OPERATIONS							
Board Expenses	-	1,158	-	-	-	1,158	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	1,390	-	-	1,390	\$102.41/student
Textbooks / Workbooks	-	24,500	-	-	-	24,500	Incl. library books (textbooks \$81.18/student; library books \$34.39/student)
Supplies & Materials other	-	12,902	-	-	-	12,902	Admin (\$47.35/student), Specials (\$8.74/student) and phys ed (\$4.77/student)
Equipment / Furniture	-	6,322	-	-	-	6,322	Non-capitalized
Telephone	-	23,137	-	-	-	23,137	Phone and internet (\$109.14/student)
Technology	-	16,090	-	-	-	16,090	Software, leased copier
Student Testing & Assessment	-	5,412	-	-	-	5,412	\$25.53/student
Field Trips	-	4,060	-	-	-	4,060	\$19.15/student
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	5,600	-	-	-	5,600	After school program, Saturday school, Student Life Organization
Office Expense	-	4,470	-	-	-	4,470	Printing & copying (\$17.33/student); postage & delivery (\$3.76/student)
Staff Development	-	31,890	-	-	-	31,890	Leadership consultants, teacher consultants, tuition reimbursements
Staff Recruitment	-	11,438	-	-	-	11,438	Staff recruitment, marketing expenses, ads, job fairs
Student Recruitment / Marketing	-	2,452	-	-	-	2,452	11.57/student
School Meals / Lunch	-	690	-	-	-	690	Student food & special events (\$3.25/student)
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	151,870	-	-	-	151,870	NYSTL/NYSSL/NYSLIB, dues, insurances, furn & equip lease, misc
TOTAL SCHOOL OPERATIONS		301,991	1,390	-	-	303,381	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	
Janitorial	-	32,768	-	-	-	32,768	Includes custodial supplies, waste removal
Building and Land Rent / Lease	-	652,412	-	-	-	652,412	Includes real estate taxes
Repairs & Maintenance	-	8,888	-	-	-	8,888	
Equipment / Furniture	-	2,605	-	-	-	2,605	Moving expenses
Security	-	17,807	-	-	-	17,807	
Utilities	-	40,686	-	-	-	40,686	
TOTAL FACILITY OPERATION & MAINTENANCE		755,166	-	-	-	755,166	
DEPRECIATION & AMORTIZATION		7,872	-	-	-	7,872	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	-	-	-	25,000	
TOTAL EXPENSES		3,391,856	93,337	-	-	3,485,193	
NET INCOME		162,631	122,206	-	-	284,837	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Community School District 17	-	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	

Brooklyn Ascend Charter School 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,554,487	215,544	-	-	-	3,770,030	
Total Expenses	3,391,856	93,337	-	-	-	3,485,193	
Net Income	162,631	122,206	-	-	-	284,837	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
School District 13 (Enter Name)	-	-	-			-	
School District 14 (Enter Name)	-	-	-			-	
School District 15 (Enter Name)	-	-	-			-	
School District - ALL OTHER	-	-	-			-	
TOTAL ENROLLMENT	-	-	-			-	
REVENUE PER PUPIL	-	-	-			-	
EXPENSES PER PUPIL	-	-	-			-	

Brooklyn Ascend Charter School 2						DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020		
Total Revenue	3,770,030	4,272,817	6,871,749	8,913,278	10,709,237		
Total Expenses	3,510,195	4,263,794	6,574,845	8,124,137	9,988,771		
Net Income (Before Cash Flow Adjustments)	259,836	9,023	296,905	789,141	720,467		
Actual Student Enrollment	212	249	428	536	644		
Total Paid Student Enrollment	212	249	428	536	644		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
Community School District 17	13,798						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
School District 6 (Enter Name)							
School District 7 (Enter Name)							
School District 8 (Enter Name)							
School District 9 (Enter Name)							
School District 10 (Enter Name)							
School District 11 (Enter Name)							
School District 12 (Enter Name)							
School District 13 (Enter Name)							
School District 14 (Enter Name)							
School District 15 (Enter Name)							
School District - ALL OTHER							
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,798						
Special Education Revenue	189,067	226,506	389,335	487,579	585,822	20-59% studs @ \$10,390; >60% studs @ \$19,049 (2% increase Yr 2)	
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)	133,892					\$391/elementary student + \$51,000	
Other							
Other	16,850	19,791	34,017	42,601	51,185	NYSTL @ \$58.25/student, NYSSL @ \$14.95, NYSLIB @ \$6.25	
TOTAL REVENUE FROM STATE SOURCES	3,264,887	3,784,951	6,505,860	8,452,220	10,155,279		
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	26,477	31,098	53,453	66,941	80,429	Assumes \$1086/student	
Title I	106,000	124,500	214,000	268,000	322,000	Assumes \$500/student	
Title Funding - Other	9,773	11,479	19,730	24,709	29,688	Title IIA - Assumes \$46.10/student	
School Food Service (Free Lunch)	212	249	428	536	644	Assumes \$1/student	
Grants							
Charter School Program (CSP) Planning & Implementation	325,000	275,000					
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES	467,462	442,325	287,611	360,186	432,761		
LOCAL and OTHER REVENUE							
Contributions and Donations	582	683	1,174	1,471	1,767	Assumes \$2.74/student	
Fundraising							
Erate Reimbursement	36,029	43,587	74,921	96,641	116,113	Assumes \$169.95/student	
Earnings on Investments							
Interest Income	1,071	1,270	2,183	2,761	3,318	Assumes \$5.05/student	
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	37,682	45,540	78,278	100,873	121,198		
TOTAL REVENUE	3,770,030	4,272,817	6,871,749	8,913,278	10,709,237		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management							
Instructional Management	1	120,000	123,600	127,308	131,127	135,061	School director
Deans, Directors & Coordinators	2	145,000	149,350	403,831	415,945	518,424	D of instr, d of students, student mgmt coordinator, assoc. deans
CFO / Director of Finance							
Operation / Business Manager	1	85,000	142,550	201,827	207,881	214,118	Director of operations, operations associate, academic operations
Administrative Staff	1	45,000	46,350	47,741	49,173	50,648	Office manager
TOTAL ADMINISTRATIVE STAFF	5.00	395,000	461,850	780,706	804,127	918,250	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8	520,000	664,600	944,538	1,232,874	1,533,860	
Teachers - SPED	1	65,000	131,950	200,909	271,936	348,094	
Substitute Teachers							
Teaching Assistants	2	85,000	87,550	175,177	265,432	363,395	Associate teachers
Specialty Teachers	4	256,000	391,680	531,430	675,373	824,635	Spanish, Intensives, art, phys ed
Aides							
Therapists & Counselors	1	65,000	66,950	68,959	71,027	73,158	Social worker
Other	N/A	10,500	11,025	11,025	11,576	23,153	After school & Saturday school
TOTAL INSTRUCTIONAL	16.00	1,001,500	1,353,755	1,932,037	2,528,219	3,166,294	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,396,500	1,815,605	2,712,742	3,332,345	4,084,544	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes							
Fringe / Employee Benefits		337,379	470,403	702,842	796,529	996,923	SS, Medicare, FUTA, 403(b), insurances
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS		337,379	470,403	702,842	796,529	996,923	
TOTAL PERSONNEL SERVICE COSTS	21.00	1,733,879	2,286,008	3,415,584	4,128,875	5,081,468	
CONTRACTED SERVICES							
Accounting / Audit		25,475	26,864	30,782	33,640	36,642	Charter School Business Management
Legal		2,261	2,735	4,842	6,246	7,730	
Management Company Fee		282,656	341,663	587,277	762,890	916,607	
Nurse Services							
Food Service / School Lunch		11,583	14,013	24,808	32,001	39,602	Food services (\$51.50/stud) with assumed 3% annual increase
Payroll Services		2,855	3,453	6,114	7,887	9,760	
Special Ed Services		11,244	13,602	24,082	31,064	38,442	
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		323,786	246,343	424,391	550,997	663,547	Temps, technology, Sabis licensing, Year 1 real estate fee
TOTAL CONTRACTED SERVICES		659,859	648,674	1,102,297	1,424,724	1,712,330	
SCHOOL OPERATIONS							
Board Expenses		1,158	1,401	2,481	3,200	3,960	
Classroom / Teaching Supplies & Materials		21,710	26,264	46,500	59,980	74,228	\$102.41/student
Special Ed Supplies & Materials		1,390	1,682	2,977	3,840	4,752	\$57.92/SPED student
Textbooks / Workbooks		24,500	29,639	52,475	67,687	83,766	Incl. library books (textbooks \$81.18/student; library books \$34.39/student)
Supplies & Materials other		12,903	15,610	27,636	35,648	44,116	(\$4.77/student)
Equipment / Furniture		6,322	6,666	7,634	8,341	15,232	Non-capitalized
Telephone		23,137	27,990	49,554	63,920	79,104	Phone and internet (\$109.14/student)
Technology		16,090	19,465	34,462	44,453	55,012	Software, leased copier
Student Testing & Assessment		5,412	6,547	11,592	14,952	18,504	\$25.53/student
Field Trips		4,060	4,912	8,697	11,218	13,883	\$19.15/student
Transportation (student)							
Student Services - other		5,599	6,773	11,992	15,469	19,143	After school program, Saturday school, Student Life Organization
Office Expense		4,470	5,408	9,574	12,350	15,283	Printing & copying (\$17.33/student); postage & delivery (\$3.76/student)
Staff Development		34,541	41,786	73,980	95,428	118,095	Leadership consultants, teacher consultants, tuition reimbursements
Staff Recruitment		12,113	14,654	25,944	33,465	41,414	Staff recruitment, marketing expensments, ads, job fairs
Student Recruitment / Marketing		2,452	2,966	5,252	6,774	8,384	11.57/student
School Meals / Lunch		690	835	1,478	1,906	2,359	Student food & special events (\$3.25/student)
Travel (Staff)							
Fundraising							
Other		151,871	188,261	189,606	187,552	297,251	NYSTL/NYSSL/NYSLIB, dues, insurances, fum & equip lease, misc
TOTAL SCHOOL OPERATIONS		328,419	400,860	561,833	666,183	894,486	
FACILITY OPERATION & MAINTENANCE							
Insurance							
Janitorial		32,768	39,641	70,183	90,529	112,033	Includes custodial supplies, waste removal
Building and Land Rent / Lease		652,412	769,698	1,233,680	1,599,971	1,923,800	Includes real estate taxes
Repairs & Maintenance		8,888	10,752	19,036	24,555	30,388	
Equipment / Furniture		2,605	3,152	5,580	7,198	8,907	Moving expenses
Security		17,807	21,543	38,140	49,197	60,884	
Utilities		40,686	49,221	87,142	112,406	139,106	
TOTAL FACILITY OPERATION & MAINTENANCE		755,167	894,007	1,453,762	1,883,856	2,275,118	
DEPRECIATION & AMORTIZATION							
DEPRECIATION & AMORTIZATION		7,872	9,246	16,369	20,500	25,369	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	25,000	25,000	-	-	
TOTAL EXPENSES	3,510,195	4,263,794	6,574,845	8,124,137	9,988,771		
NET INCOME	259,836	9,023	296,905	789,141	720,467		
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Community School District 17	212	249	428	536	644		
School District 2 (Enter Name)							
School District 3 (Enter Name)							

Brooklyn Ascend Charter School 2						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,770,030	4,272,817	6,871,749	8,913,278	10,709,237	
Total Expenses	3,510,195	4,263,794	6,574,845	8,124,137	9,988,771	
Net Income (Before Cash Flow Adjustments)	259,836	9,023	296,905	789,141	720,467	
Actual Student Enrollment	212	249	428	536	644	
Total Paid Student Enrollment	212	249	428	536	644	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2016	2017	2018	2019	2020	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	212	249	428	536	644	
REVENUE PER PUPIL	17,783	17,160	16,055	16,629	16,629	
EXPENSES PER PUPIL	16,558	17,124	15,362	15,157	15,511	
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	259,836	9,023	296,905	789,141	720,467	
Beginning Cash Balance	-	259,836	268,858	565,763	1,354,904	
ENDING CASH BALANCE	259,836	268,858	565,763	1,354,904	2,075,370	

Brooklyn Ascend Charter School 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2015 to June 30, 2016						DESCRIPTION OF ASSUMPTIONS
Total Revenue	12,684,459	712,568	-	-	-	13,397,028
Total Expenses	12,249,802	534,820	-	-	-	12,784,621
Net Income	434,658	177,749	-	-	-	612,406
Actual Student Enrollment						
Total Paid Student Enrollment						
	PROGRAM SERVICES		SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
Community School District 17	13,798	11,024,234	-	-	-	11,024,234
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,798	11,024,234	-	-	-	11,024,234
Special Education Revenue		712,568	-	-	-	712,568
Grants						
Stimulus						
DYCD (Department of Youth and Community Developmt.)		267,784	-	-	-	267,784
Other						
		63,505	-	-	-	63,505
TOTAL REVENUE FROM STATE SOURCES		11,355,523	712,568	-	-	12,068,091
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		99,787	-	-	-	99,787
Title I		399,500	-	-	-	399,500
Title Funding - Other		36,833	-	-	-	36,833
School Food Service (Free Lunch)		799	-	-	-	799
Grants						
Charter School Program (CSP) Planning & Implementation		650,000	-	-	-	650,000
Other						
TOTAL REVENUE FROM FEDERAL SOURCES		1,186,919	-	-	-	1,186,919
LOCAL and OTHER REVENUE						
Contributions and Donations		2,192	-	-	-	2,192
Fundraising						
Erate Reimbursement		135,790	-	-	-	135,790
Earnings on Investments						
Interest Income		4,035	-	-	-	4,035
Food Service (Income from meals)						
Text Book						
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		142,017	-	-	-	142,017
TOTAL REVENUE		12,684,459	712,568			13,397,028
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-					
Instructional Management	2.00	367,308	-	-	-	367,308
Deans, Directors & Coordinators	4.00	693,831	-	-	-	693,831
CFO / Director of Finance	-					
Operation / Business Manager	3.00	371,827	-	-	-	371,827
Administrative Staff	2.00	137,741	-	-	-	137,741
TOTAL ADMINISTRATIVE STAFF	11.00	1,570,706	-	-	-	1,570,706
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	20.00	1,854,538	-	-	-	1,854,538
Teachers - SPED	3.00		330,909	-	-	330,909
Substitute Teachers	-					
Teaching Assistants	5.00	345,177	-	-	-	345,177
Specialty Teachers	11.00	979,430	-	-	-	979,430
Aides	-					
Therapists & Counselors	2.00	198,959	-	-	-	198,959
Other	N/A	32,025	-	-	-	32,025
TOTAL INSTRUCTIONAL	41.00	3,410,128	330,909	-	-	3,741,037
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-					
Librarian	-					
Custodian	-					
Security	-					
Other	-					
TOTAL NON-INSTRUCTIONAL	-					
SUBTOTAL PERSONNEL SERVICE COSTS	52.00	4,980,834	330,909	-	-	5,311,742
PAYROLL TAXES AND BENEFITS						
Payroll Taxes						
Fringe / Employee Benefits		1,201,103	156,296	-	-	1,357,399
Retirement / Pension						
TOTAL PAYROLL TAXES AND BENEFITS		1,201,103	156,296	-	-	1,357,399
TOTAL PERSONNEL SERVICE COSTS	52.00	6,181,937	487,205	-	-	6,669,141
CONTRACTED SERVICES						
Accounting / Audit		57,096	-	-	-	57,096
Legal		8,521	-	-	-	8,521
Management Company Fee		1,065,293	-	-	-	1,065,293
Nurse Services						
Food Service / School Lunch		43,654	-	-	-	43,654
Payroll Services		10,759	-	-	-	10,759
Special Ed Services			42,376	-	-	42,376
Titelment Services (i.e. Title I)						
Other Purchased / Professional / Consulting		1,008,041	-	-	-	1,008,041
TOTAL CONTRACTED SERVICES		2,193,364	42,376	-	-	2,235,741
SCHOOL OPERATIONS						
Board Expenses		4,365	-	-	-	4,365
Classroom / Teaching Supplies & Materials		81,824	-	-	-	81,824
Special Ed Supplies & Materials			5,239	-	-	5,239
Textbooks / Workbooks		92,337	-	-	-	92,337
Supplies & Materials other		48,630	-	-	-	48,630
Equipment / Furniture		19,625	-	-	-	19,625
Telephone		87,198	-	-	-	87,198
Technology		60,641	-	-	-	60,641
Student Testing & Assessment		20,398	-	-	-	20,398
Field Trips		15,303	-	-	-	15,303
Transportation (student)						
Student Services - other		21,102	-	-	-	21,102
Office Expense		16,847	-	-	-	16,847
Staff Development		130,180	-	-	-	130,180
Staff Recruitment		45,652	-	-	-	45,652
Student Recruitment / Marketing		9,241	-	-	-	9,241
School Meals / Lunch		2,600	-	-	-	2,600
Travel (Staff)						
Fundraising						
Other		901,764	-	-	-	901,764
TOTAL SCHOOL OPERATIONS		1,557,710	5,239	-	-	1,562,948
FACILITY OPERATION & MAINTENANCE						
Insurance						
Janitorial		123,498	-	-	-	123,498
Building and Land Rent / Lease		1,824,854	-	-	-	1,824,854
Repairs & Maintenance		33,498	-	-	-	33,498
Equipment / Furniture		9,819	-	-	-	9,819
Security		67,114	-	-	-	67,114
Utilities		153,341	-	-	-	153,341
TOTAL FACILITY OPERATION & MAINTENANCE		2,212,123	-	-	-	2,212,123
DEPRECIATION & AMORTIZATION		29,668	-	-	-	29,668
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		75,000	-	-	-	75,000
TOTAL EXPENSES		12,249,802	534,820			12,784,621
NET INCOME		434,658	177,749			612,406
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Community School District 17						
School District 2 (Enter Name)						
School District 3 (Enter Name)						
School District 4 (Enter Name)						
School District 5 (Enter Name)						
School District 6 (Enter Name)						
School District 7 (Enter Name)						
School District 8 (Enter Name)						
School District 9 (Enter Name)						
School District 10 (Enter Name)						
School District 11 (Enter Name)						
School District 12 (Enter Name)						

Brooklyn Ascend Charter School 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS
Total Revenue	12,684,459	712,568	-	-	-	-	
Total Expenses	12,249,802	534,820	-	-	-	-	12,784,621
Net Income	434,658	177,749	-	-	-	-	612,406
Actual Student Enrollment	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	-	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-	-	-

Brooklyn Ascend Charter School 2
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

	2012,887	346,754	1,977,887	586	1,956,719	87,852	2,247,136	154,117	1,979,351	123,004	2,110,251	110,484	13,397,029
Total Revenue	2,302,887	346,754	1,977,887	586	1,956,719	87,852	2,247,136	154,117	1,979,351	123,004	2,110,251	110,484	13,397,029
Total Expenses	1,194,291	1,100,800	1,270,700	931,544	1,111,643	931,544	1,177,888	940,693	1,120,792	940,693	1,120,792	943,243	12,784,621
Net Income	1,108,596	(754,046)	707,187	(930,958)	845,076	(843,691)	1,069,248	(786,575)	858,559	(817,688)	989,459	(832,759)	612,407
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	1,108,596	(754,046)	707,187	(930,958)	845,076	(843,691)	1,069,248	(786,575)	858,559	(817,688)	989,459	(832,759)	612,407
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4. Year Budget & Assumptions'.													
Per Pupil Revenue	13,798												
Community School District 17	1,837,372.41	-	1,837,372.41	-	1,837,372.41	-	1,837,372.41	-	1,837,372.41	-	1,837,372.41	-	11,024,234
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,798												
Special Education Revenue	118,761.36	-	118,761.36	-	118,761.36	-	118,761.36	-	118,761.36	-	118,761.36	-	712,568
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm...)	-	-	-	-	-	-	267,784	-	-	-	-	-	267,784
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	21,168	21,168	21,168	-	-	-	-	-	-	-	-	-	63,505
TOTAL REVENUE FROM STATE SOURCES	1,977,302	21,168	1,977,302	-	1,956,134	-	2,223,918	-	1,956,134	-	1,956,134	-	12,068,091
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	99,787	-	-	99,787
Title I	-	-	-	-	-	-	79,900	-	119,850	-	119,850	79,900	399,500
Title Funding - Other	-	-	-	-	-	-	7,367	1	11,050	-	11,050	7,367	36,834
School Food Service (Free Lunch)	66.58	66.58	66.58	66.58	66.58	66.58	66.58	66.58	66.58	66.58	66.58	66.58	799
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	325,000.00	325,000.00	-	-	-	-	-	-	-	-	-	-	650,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	325,067	325,067	67	67	67	87,333	68	130,966	67	99,854	130,966	87,333	1,186,920
LOCAL and OTHER REVENUE													
Contributions and Donations	182.71	182.71	182.71	182.71	182.71	182.71	182.71	182.71	182.71	182.71	182.71	182.71	2,192
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	22,631.68	22,631.68	22,631.68	22,631.68	22,631.68	22,631.68	135,790
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	336.25	4,035
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	519	519	519	519	519	519	23,151	23,151	23,151	23,151	23,151	23,151	142,017
TOTAL REVENUE	2,302,887	346,754	1,977,887	586	1,956,719	87,852	2,247,136	154,117	1,979,351	123,004	2,110,251	110,484	13,397,029
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	30,609.00	367,308
Deans, Directors & Coordinators	2.00	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	57,819.21	693,831
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	30,985.54	371,827
Administrative Staff	1.00	11,478	11,478	11,478	11,478	11,478	11,478	11,478	11,478	11,478	11,478	11,478	137,741
TOTAL ADMINISTRATIVE STAFF	5.00	130,892	130,892	130,892	130,892	130,892	130,892	130,892	130,892	130,892	130,892	130,892	1,570,706
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	8.00	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	154,544.83	1,854,538
Teachers - SPED	1.00	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	27,575.71	330,909
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	2.00	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	28,764.71	345,177
Specialty Teachers	4.00	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	81,619.20	979,430
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	16,579.88	198,959
Other	N/A	2,669	2,669	2,669	2,669	2,669	2,669	2,669	2,669	2,669	2,669	2,669	32,025
TOTAL INSTRUCTIONAL	16.00	311,753	311,753	311,753	311,753	311,753	311,753	311,753	311,753	311,753	311,753	311,753	3,741,037
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	442,645	442,645	442,645	442,645	442,645	442,645	442,645	442,645	442,645	442,645	442,645	5,311,742
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	113,116.57	1,357,399
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	113,117	113,117	113,117	113,117	113,117	113,117	113,117	113,117	113,117	113,117	113,117	113,117	1,357,399
TOTAL PERSONNEL SERVICE COSTS	21.00	555,762	555,762	555,762	555,762	555,762	555,762	555,762	555,762	555,762	555,762	555,762	6,669,141
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	57,096	-	-	-	-	-	57,096
Legal	710.06	710.06	710.06	710.06	710.06	710.06	710.06	710.06	710.06	710.06	710.06	710.06	8,521
Management Company Fee	177,548.85	-	177,548.85	-	177,548.85	-	177,548.85	-	177,548.85	-	177,548.85	-	1,065,293
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	3,637.87	43,654
Payroll Services	896.57	896.57	896.57	896.57	896.57	896.57	896.57	896.57	896.57	896.57	896.57	896.57	10,759
Special Ed Services	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	3,531.36	42,376
Tilement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting													

Brooklyn Ascend Charter School 2						DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
Total Revenue	13,397,028	17,006,877	22,365,297	28,103,433	33,042,321		
Total Expenses	12,784,621	15,879,028	21,199,822	26,364,429	31,914,343		
Net Income (Before Cash Flow Adjustments)	612,406	1,127,849	1,165,475	1,739,004	1,127,978		
Actual Student Enrollment	799	1,025	1,393	1,690	1,987		
Total Paid Student Enrollment	799	1,025	1,393	1,690	1,987		
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019		
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5							
Per Pupil Revenue Percentage Increase							
	0.0%	3.0%	0.0%	3.0%	0.0%		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
Community School District 17	13,798						
School District 2 (Enter Name)	-	-	-	-	-		
School District 3 (Enter Name)	-	-	-	-	-		
School District 4 (Enter Name)	-	-	-	-	-		
School District 5 (Enter Name)	-	-	-	-	-		
School District 6 (Enter Name)	-	-	-	-	-		
School District 7 (Enter Name)	-	-	-	-	-		
School District 8 (Enter Name)	-	-	-	-	-		
School District 9 (Enter Name)	-	-	-	-	-		
School District 10 (Enter Name)	-	-	-	-	-		
School District 11 (Enter Name)	-	-	-	-	-		
School District 12 (Enter Name)	-	-	-	-	-		
School District 13 (Enter Name)	-	-	-	-	-		
School District 14 (Enter Name)	-	-	-	-	-		
School District 15 (Enter Name)	-	-	-	-	-		
School District - ALL OTHER	-	-	-	-	-		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,798						
Special Education Revenue	712,568	932,403	1,267,158	1,537,328	1,807,497	Assumes (8) 20-59% students @ \$10,390; (5) >60% students @ \$19,049	
Grants							
Stimulus							
DYCD (Department of Youth and Community Developm.)	267,784					\$391/elementary student + \$51,000	
Other							
Other	63,505	81,467	110,716	134,321	157,927	NYSTL @ \$58.25/student, NYSSL @ \$14.98, NYSLIB @ \$6.25	
TOTAL REVENUE FROM STATE SOURCES	12,068,091	15,580,623	21,174,447	26,649,722	31,333,135		
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	99,787.11	128,012.25	173,971.77	211,064.10	248,156.43	Assumes \$1086/student	
Title I	399,500	512,500	696,500	845,000	993,500	Assumes \$500/student	
Title Funding - Other	36,833	47,251	64,215	77,907	91,598	Title IIA - Assumes \$46.10/student	
School Food Service (Free Lunch)	799	1,025	1,393	1,690	1,987	Assumes \$1/student	
Grants							
Charter School Program (CSP) Planning & Implementation	650,000	550,000					
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES	1,186,919	1,238,788	936,080	1,135,661	1,335,241		
LOCAL and OTHER REVENUE							
Contributions and Donations	2,192	2,813	3,822	4,637	5,452	Assumes \$2.74/student	
Fundraising							
Erate Reimbursement	135,790	179,425	243,843	304,707	358,256	Assumes \$169.95/student	
Earnings on Investments							
Interest Income	4,035	5,228	7,105	8,706	10,236	Assumes \$5.05/student	
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	142,017	187,465	254,770	318,050	373,944		
TOTAL REVENUE	13,397,028	17,006,877	22,365,297	28,103,433	33,042,321		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management							
Instructional Management		367,308	378,327	389,677	521,367	537,008	School director
Deans, Directors & Coordinators		693,831	714,645	1,166,085	1,426,067	2,118,849	Dean of instruction, student management coordinator
CFO / Director of Finance							
Operation / Business Manager		371,827	492,981	617,771	776,304	854,593	Director of operations
Administrative Staff		137,741	141,873	146,129	195,513	201,378	Office manager
TOTAL ADMINISTRATIVE STAFF		1,570,706	1,727,827	2,319,661	2,919,251	3,711,829	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		1,854,538	2,494,174	3,287,999	4,105,639	5,020,809	
Teachers - SPED		330,909	535,836	749,911	970,408	1,135,520	
Substitute Teachers							
Teaching Assistants		345,177	440,532	671,248	953,885	1,162,502	Associate teachers
Specialty Teachers		979,430	1,392,813	1,755,598	2,193,266	2,581,064	Spanish, Intensives, art, phys ed
Aides							
Therapists & Counselors		198,959	204,927	211,075	282,407	290,880	Social worker
Other		32,025	33,626	45,203	47,463	70,615	After school & Saturday school
TOTAL INSTRUCTIONAL		3,741,037	5,101,909	6,721,033	8,553,068	10,261,389	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS		5,311,742	6,829,735	9,040,695	11,472,320	13,973,218	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes							
Fringe / Employee Benefits		1,357,399	1,814,796	2,349,856	2,731,816	3,339,669	SS, Medicare, FUTA, 403(b), insurances
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS		1,357,399	1,814,796	2,349,856	2,731,816	3,339,669	
TOTAL PERSONNEL SERVICE COSTS		6,669,141	8,644,532	11,390,551	14,204,136	17,312,887	
CONTRACTED SERVICES							
Accounting / Audit		57,096	62,625	70,903	78,349	86,180	Charter School Business Management and auditing services
Legal		8,521	11,259	15,760	19,694	23,849	
Management Company Fee		1,065,293	1,406,445	1,911,393	2,405,382	2,828,103	
Nurse Services							
Food Service / School Lunch		43,654	57,682	80,743	100,897	122,188	Food services (\$54.64/stud)
Payroll Services		10,759	14,216	19,900	24,867	30,114	
Special Ed Services		42,376	55,994	78,379	97,943	118,611	
Titement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		1,008,041	1,014,063	1,381,253	1,737,284	2,047,310	Temps, technology, Sabis licensing, real estate fee
TOTAL CONTRACTED SERVICES		2,235,741	2,622,284	3,558,332	4,464,417	5,256,354	
SCHOOL OPERATIONS							
Board Expenses		4,365	5,768	8,074	10,090	12,219	
Classroom / Teaching Supplies & Materials		81,824	108,117	151,341	189,117	229,023	\$102.41/student
Special Ed Supplies & Materials		5,239	6,922	9,689	12,108	14,663	\$57.92/SPED student
Textbooks / Workbooks		92,337	122,009	170,787	213,417	258,450	Incl. library books (textbooks \$81.18/student; library books \$34.39/student)
Supplies & Materials other		48,630	64,257	89,947	112,398	136,115	Admin (\$47.35/student), Specials (\$8.74/student) and phys ed (\$4.77/student)
Equipment / Furniture		19,625	21,156	29,167	31,355	45,948	Non-capitalized
Telephone		87,198	115,219	161,283	201,540	244,067	Phone and Internet (\$109.14/student)
Technology		60,641	80,128	112,162	140,158	169,734	Software, leased copier
Student Testing & Assessment		20,398	26,952	37,727	47,144	57,092	\$25.53/student
Field Trips		15,303	20,221	28,305	35,370	42,834	\$19.15/student
Transportation (student)							
Student Services - other		21,102	27,883	39,030	48,772	59,064	After school program, Saturday school, Student Life Organization
Office Expense		16,847	22,261	31,161	38,939	47,156	Printing & copying (\$17.33/student); postage & delivery (\$3.76/student)
Staff Development		130,180	172,012	240,782	300,882	364,372	Leadership consultants, teacher consultants, tuition reimbursements
Staff Recruitment		45,652	60,322	84,439	105,515	127,780	Staff recruitment, marketing expensments, ads, job fairs
Student Recruitment / Marketing		9,241	12,211	17,093	21,359	25,867	11.57/student
School Meals / Lunch		2,600	3,456	4,809	6,009	7,277	Student food & special events (\$3.25/student)
Travel (Staff)							
Fundraising							
Other		901,764	788,749	861,824	819,442	1,059,204	NYSTL/NYSSL/NYSLIB, dues, insurances, furn & equip lease, misc
TOTAL SCHOOL OPERATIONS		1,562,948	1,657,622	2,077,621	2,333,617	2,900,863	
FACILITY OPERATION & MAINTENANCE							
Insurance							
Janitorial		123,498	163,183	228,422	285,438	345,668	Includes custodial supplies, waste removal
Building and Land Rent / Lease		1,824,854	2,354,817	3,353,748	4,402,540	5,282,006	Includes real estate taxes
Repairs & Maintenance		33,498	44,262	61,957	77,422	93,759	
Equipment / Furniture		9,819	12,974	18,161	22,694	27,482	Moving expenses
Security		67,114	88,680	124,134	155,118	187,850	
Utilities		153,341	202,615	283,620	354,413	429,199	
TOTAL FACILITY OPERATION & MAINTENANCE		2,212,123	2,866,531	4,070,042	5,297,625	6,365,965	
DEPRECIATION & AMORTIZATION							
		29,668	38,060	53,276	64,635	78,274	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
		75,000	50,000	50,000			
TOTAL EXPENSES		12,784,621	15,879,028	21,199,822	26,364,429	31,914,343	
NET INCOME		612,406	1,127,849	1,165,475	1,739,004	1,127,978	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Community School District 17		799	1,025	1,393	1,690	1,987	
School District 2 (Enter Name)							
School District 3 (Enter Name)							

Brooklyn Ascend Charter School 2						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	13,397,028	17,006,877	22,365,297	28,103,433	33,042,321	
Total Expenses	12,784,621	15,879,028	21,199,822	26,364,429	31,914,343	
Net Income (Before Cash Flow Adjustments)	612,406	1,127,849	1,165,475	1,739,004	1,127,978	
Actual Student Enrollment	799	1,025	1,393	1,690	1,987	
Total Paid Student Enrollment	799	1,025	1,393	1,690	1,987	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2015	2016	2017	2018	2019	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	799	1,025	1,393	1,690	1,987	
REVENUE PER PUPIL	16,767	16,592	16,055	16,629	16,629	
EXPENSES PER PUPIL	16,001	15,492	15,219	15,600	16,062	
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	612,406	1,127,849	1,165,475	1,739,004	1,127,978	
Beginning Cash Balance	-	612,406	1,740,255	2,905,730	4,644,734	
ENDING CASH BALANCE	612,406	1,740,255	2,905,730	4,644,734	5,772,712	

22. Fiscal Soundness

(f) Letters of Commitment

Provide letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.

Request is not applicable

23. Action Plan

Applicants may include an action plan if they believe it will provide information necessary to demonstrate the capacity of the founding group to open the school. Otherwise, please indicate "No action plan included" for Response 23.

No action plan included

24. Supplemental Information

(a) Supplemental Narrative

If the applicant has any additional information that would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.

No supplementary information is necessary

24. Supplemental Information

(b) Supplemental and Support Documents

If applicable, include supplemental and support documents in support of the narrative.

This response includes the Ascend Learning schools' Staff Handbook.



Staff Handbook

2013-2014

205 Rockaway Parkway, Brooklyn, NY 11212 • 347.464.7600
www.ascendlearning.org

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Staff Calendar 2012 – 2013

August 12-30	Summer Institute
September 2	No School, Labor Day
September 3-4	Scholar Orientation (no buses; 2:00 pm dismissal)
September 5-6	No School; Rosh Hashanah
September 9-10	First Days of School (2:00 pm dismissal)
October 14	No School, Columbus Day
November 5	No School, Election Day
November 11	No School, Veterans Day
November 22	End of Term 1
November 27 – 29	No School, Thanksgiving Break
December 2	Classes Resume
December 12-13	Parent Teacher Conferences (2:00 pm dismissal for scholars)
December 23-January 3	No School, Winter Recess
January 6	Classes Resume
January 20	No School, Martin Luther King Day
February 17-21	No School, Midwinter Recess
February 24	Classes Resume
March 7	End of Term 2
March 27-28	Parent Teacher Conferences (2:00 pm dismissal for scholars)
April 1-3	State ELA Exam (grades 3+)
April 14-22	No School, Spring Recess
April 23	Classes Resume
April 30-May 2	State Math Exam (grades 3+)
May 26	No School, Memorial Day
May 21-30	Science Performance Test (grade 4)
June 2	Science Written Test (grade 4)
June 26	Last day for students (2:00 pm dismissal for scholars)

Days in session: 181

Holiday Schedule for Non-Instructional Staff

During the 2013-2014 school year, Ascend Learning and Ascend school offices will observe the following holiday schedule, applicable to all Ascend staff and school-based, non-instructional staff.

July 4	Independence Day
September 2	Labor Day
October 14	Columbus Day
November 11	Veteran's Day
November 27	2:00 pm dismissal
November 28-29	Thanksgiving Break
December 24	2:00 pm dismissal
December 25-January 1	Winter Break
January 20	Martin Luther King Day
February 17	President's Day
May 26	Memorial Day
July 4	Independence Day

Holidays: 15 Early dismissal days: 2

Our Core Value #5: Be there.

Our task is urgent. Time is precious. We are always punctual, engaged, and present for our students. We are there.

Introduction

The purpose of the Staff Handbook is to provide information regarding the human resources policies and procedures of Ascend Learning and our network schools. It is designed to support you in your efforts to fulfill our mission and to create an environment that fosters respect, dignity, fairness, and adherence to the highest ethical standards.

This handbook is a guide to our organization's goals, policies and practices, and is not meant as a contract of employment. Your employment is at will and can be terminated at any time, with or without cause, by either the employee or the school.

Each Ascend school is bound by all of the provisions contained in the New York State Charter Schools Act and, where applicable, the regulations of the Chancellor of the New York City Department of Education.

As policies are subject to change and revision, their inclusion in this handbook should not be interpreted as a permanent commitment. Our policies are established in response to the evolving requirements of the organization and our staff members. As the Ascend network grows, we will develop new policies to address our changing needs. Any revisions to policies and procedures described herein will be clearly posted or communicated to staff members in a timely fashion. Therefore, before relying on an item in this handbook, please check with the school director or the director/manager of operations to determine whether the item is still current.

Possession of this handbook does not necessarily make employees eligible for the various benefits described. Employees may need to satisfy certain eligibility requirements before obtaining coverage. In some instances, state or federal laws may impose certain requirements, in addition to those stated as company policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this handbook.

Please share your ideas and suggestions so that future editions of this handbook may serve to promote both the objectives of the organization and the professional and personal growth of each member of our staff.

If you have any questions, please contact the school director or the director/manager of operations.

About Us

Our Mission

The mission of Ascend Learning and our network schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. From the earliest grades, our students will steadily build a strong foundation of learning habits, critical-thinking skills, and knowledge; excel academically in the middle and high schools; and graduate as confident young adults, prepared to succeed as college students, responsible citizens, and leaders in their chosen fields.

Our Values

1. Achieve with integrity.

We aim high. Our students will go to selective-admission colleges, and we will create the finest school in the city. How we get there matters. We always take the high road. We achieve with integrity.

2. Choose greatness.

Every day and every hour, we have the opportunity to aim for excellence. We never settle for mediocrity. We always try our best. We choose greatness.

3. Lead with respect.

We are all leaders in our school community. We celebrate our diversity of experience and ideas – and our solidarity in purpose. We lead with respect.

4. Invest in knowledge.

Knowledge – not rare talent or good fortune – is the ticket to success. Point by point, we build the high-level skills and knowledge that open the doors to a rewarding life. We invest in knowledge.

5. Be there.

Our task is urgent. Time is precious. We are always punctual, fully engaged, and focused on our students. We are there.

Ascend Standards

The Learning Contract

To achieve our ambitious goals and set every student on the path to a selective-admission college, Ascend teachers, families, and scholars enter into Learning Contracts. We ask every teacher, parent or guardian, and student to indicate acceptance of the contract with his or her signature.

Under the contract, teachers make eight fundamental commitments:

1. **Attendance and punctuality.** I will arrive at school every day by 7:15 a.m. and remain at least until 4:45 p.m.
2. **Mission.** I subscribe to the mission of the school and will work tirelessly to realize it. I am committed to preparing every student for college.
3. **Best effort.** I will always offer my students the best I have as a teacher and will do whatever it takes for them to learn. I will not make excuses for myself, my students, or my colleagues.
4. **Preparation.** I will always submit lesson plans and other documents on time, and I will be fully prepared every day for my students and colleagues.

5. **Respect and support.** I will appreciate, respect, and support every student. I will be a model for my students by respecting and supporting each individual in the building at all times.
6. **Communication.** I will communicate regularly with parents/guardians about their children's progress and make myself available to my students and their families in person, by email, and by telephone.
7. **The school's values and rules.** I will uphold the school's values and enforce its rules consistently and fairly. I will always protect the safety, interests, and rights of all students and members of the staff.
8. **Responsibility.** I understand that I am responsible for the success of all my students.

While only teachers sign the contract, it is expected that all staff members at Ascend Learning and Ascend schools embrace and uphold these essential commitments.

Code of Professional Conduct

Given our role in the community and the lives of the students entrusted to us, staff members of Ascend Learning and Ascend schools have a special responsibility to uphold the highest standards of personal and professional behavior. Our conduct must remain beyond reproach.

Accordingly:

- Any incident of violence, physical abuse, verbal attack, or aggressive behavior that is threatening – whether it results in injury or not – is unacceptable and must be reported to a supervisor immediately
- All staff members must fully comply with the laws and regulations that apply to Ascend Learning or the school
- Staff members are expected to report promptly to school or Ascend leadership any illegal or questionable activities
- No staff member may ever use school or organizational funds or assets for any purpose that would be in violation of any applicable law(s) or regulations(s)
- All required reports submitted to Ascend Learning or an Ascend school and/or any public authority concerning enrollment, attendance, and/or participation in meal programs must be completely accurate
- No fund or asset may exist that is not fully and properly recorded on the books and records of the organization
- Political contributions from corporate funds are prohibited

- No funds or assets of Ascend Learning or any Ascend school may be used as payments, gifts, or favors to government officials or employees, including members of a school’s board of trustees
- Staff members are prohibited from including any scholar’s name or photographs of any scholars on social media sites
- Legal gifts offered in accordance with normally accepted business practices may be made to individuals representing entities with which the school or organization has a business interest, as per the attached Conflict of Interest Policy and Code of Ethics, provided the value of the gifts does not exceed \$50.00 in any one-year period

Examples of employee misconduct include, but are not limited to:

- Refusal to follow reasonable work requests, instructions, directions, or prescribed procedures
- Reporting to work with, or working under the influence of, intoxicants or drugs that have not been prescribed for medical reasons
- Abuse or discourteous treatment of, or inappropriate contact with, students, students’ families, the public, or fellow staff members
- Sexual harassment
- Any unapproved absence or departure from the assigned work area
- Falsification of any records and documents, including but not limited to employment applications, timesheets, and student test results
- Failure to call in as required or report to work on time, or excessive absenteeism or tardiness
- Possession of weapons or firearms on school property
- Any action that jeopardizes the health, safety, or wellbeing of a student.

This code of professional conduct is in no way intended to be exhaustive. Because the schools managed by Ascend Learning are public schools entrusted with public funds, failure to comply with any of the aforementioned guidelines may result in corrective action, including termination of employment.

Confidentiality of Student and Organizational Information

Our students and their families trust that Ascend Learning and Ascend schools will protect and keep confidential all information about them, and we are obligated to uphold this trust pursuant to laws and regulations including the Freedom of Information laws; the Family Educational Rights and Privacy Act; the Health Insurance Portability and Accountability Act (for more information, please see <http://www.omh.state.ny.us/omhweb/hipaa/index.htm>); and any other applicable federal, state, or local law or regulation or school policy or regulation. As with student information, all information about

staff members, policies, and procedures is proprietary and confidential. Confidential information includes but is not limited to:

- Student records
- Personal information of students and families
- Employee personnel files
- The proprietary information of SABIS[®], including its software for education and school management, testing materials, reports, and related documents, all of which are used under license by Ascend Learning and our network schools
- Financial information
- Ascend Learning's confidential information in hard copy or electronic format
- Computer passwords
- Instructional materials
- Instructional and management methods

The disclosure of any confidential information to an external organization or non-employee is strictly prohibited without proper authorization, such as a written release, a duly authorized court order or subpoena, and authorization from the school director or an officer of Ascend Learning. This prohibition includes posting scholars' names and photographs on any social media sites.

Staff members who believe confidential information must be disclosed to a third party should consult with the school director prior to the disclosure. Failure to follow this policy will result in disciplinary action, *up to and including* termination of employment. An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the employee's possession must be returned to the school or Ascend Learning.

Ownership of all intellectual property, work products, and copyrights resulting from work performed as part of a staff member's employment shall be solely vested in the school or Ascend Learning and will survive the term of employment indefinitely.

Mutual Respect and Freedom from Harassment

We are committed to ensuring that everyone is treated with respect and dignity. Ascend Learning and Ascend schools pledge to provide a work environment that fosters the ideals of mutual respect and freedom from all forms of harassment.

Ascend Learning will not tolerate illegal harassment on the basis of race, color, religion, national origin, gender, age, health, marital status, disability, veteran status, citizenship, sexual orientation, or other protected characteristic.

Such illegal harassment: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities. Such harassment does not belong in our workplace or in any work-related setting outside the workplace, including online activity. The same prohibition applies in relationships to students, parents or guardians, visitors and guests. Ascend Learning and our network schools will not tolerate such behavior.

If you feel you are being harassed, follow the problem resolution procedure outlined in this handbook. If you feel that you are in danger, notify your supervisor or school director immediately.

Sexual Harassment

Like other forms of harassment, sexual harassment is a type of misconduct that undermines the integrity of the employment relationship. Sexual harassment is a violation of federal, state and local law, and it is not tolerated at Ascend Learning and Ascend schools. Ascend Learning and Ascend schools prohibit sexual harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment, independent contractor, consultant, or other person visiting the premises.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when one or more of the following conditions apply:

- Submission is either an explicit or implicit term or condition of employment
- Submission or rejection is used as a basis for employment decisions
- The conduct substantially interferes with an individual's work performance
- The conduct creates an intimidating, hostile, or offensive working environment

If you believe that you have been subjected to sexual harassment, report the incident immediately, either verbally or in writing, to an appropriate supervisor, your school director, and/or the appointed Sexual Harassment Officer of your school.

Equal Employment Opportunity

Ascend Learning and Ascend schools are firmly committed to equal employment opportunity.

We will not unlawfully discriminate against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, veteran status, or any other characteristic protected by local, state, or federal law.

Employment decisions at Ascend Learning and Ascend schools are made in a non-discriminatory manner and are based on qualifications, abilities, and merit.

This Equal Employment Opportunity policy applies to all employment practices, including but not limited to pre-employment inquiries, hiring, job assignments, promotions, transfers, training programs, compensation, benefits, termination of employment, and other terms and conditions of employment.

Staff members with any questions or concerns about any type of discrimination should bring these issues to the attention of their supervisor or school director. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

Americans with Disabilities Act (ADA)

Subject to applicable law, Ascend Learning and Ascend schools will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of his or her essential job functions, except where doing so would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the school director or, for Ascend Learning staff, the chief financial officer, with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's healthcare provider that includes: (1) identification of the healthcare provider; (2) the healthcare provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.

Maintaining a Healthy Workplace

Smoking

Ascend Learning and the schools in our network are committed to conducting work in a manner that ensures the safety, health, and security of the schools' students, staff members, and the community. The New York State Education Law, Section 409, prohibits tobacco use on "school grounds," meaning any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health, Ascend Learning and Ascend schools endorse and incorporate this prohibition.

Alcohol, Drugs, and Controlled Substances

In keeping with the spirit and intent of the Drug Free Workplace Act of 1988 Ascend Learning is committed to maintaining a drug-free workplace. The unlawful manufacturing, distribution,

dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a scholar's home, are strictly prohibited.

Drug and/or alcohol testing may be required if Ascend Learning or an Ascend school has a reasonable suspicion that an employee is under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner. Employees who violate any aspect of this policy may be subject to disciplinary action, *up to and including* termination of employment. At its discretion, Ascend Learning or the school may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

Working at Ascend Learning

At-Will Employment

Your employment with Ascend Learning or one of our network schools is at will, which means that you or the organization may terminate the employment relationship at any time, for any reason or none at all, with or without notice. Should it be necessary that you leave the organization, we request that you give as much notice as possible (at least two weeks) to your direct supervisor to facilitate transitional arrangements and minimize disruption for our students and staff.

Job Postings, Promotions, and Transfers

We believe that as you broaden your skills and increase your knowledge, you should have the opportunity to advance in your career.

To that end, we encourage you to nominate yourself for promotional and transfer opportunities by using the Ascend Learning job posting system found on our website at www.ascendlearning.org. When possible, we give priority consideration to internal candidates.

To be eligible for promotion or transfer, candidates must be actively employed by Ascend Learning or one of our network schools with at least six months' tenure in their current position. In addition, candidates must be in good standing, with no corrective actions pending.

To apply for a posted position, first notify your immediate supervisor, then send your resume and a cover letter indicating the position for which you wish to be considered to the school director or to Ascend Learning.

Over time, we encourage staff members to move into positions of increased responsibility. We hope that you explore new opportunities in the organization as they arise, and that you find at Ascend Learning a professional ceiling defined only by your vision, desires, and efforts.

Licenses and Certifications

Ascend Learning complies with all state and local laws, including No Child Left Behind, which requires that certain faculty, staff, and administrators be “highly qualified” and/or have current licenses and certifications. If your position requires either a license or certification, it is your responsibility to keep it up-to-date and to provide a copy of your current license or certification to your school. If you do not meet these requirements, your employment with Ascend Learning may be terminated.

Compensation

Timesheets

Certain employees will be required to submit timesheets for hourly or daily work. Supervisors will inform those staff members who are required to submit timesheets of the dates each month by which timesheets must be submitted. Employees who submit timesheets will be paid on the fifteenth and the last day of each month for work performed in the pay period ending two weeks prior. For example, a paycheck issued on the fifteenth of the month will be compensation for work performed from the fifteenth to the last day of the previous month. Supervisors must receive timely, complete and accurate timesheets with appropriate employee signatures before paychecks may be issued.

Teacher Coverage

From time to time, teachers will be asked to cover the teaching responsibilities of other teachers. Tasks such as coverage for other teachers, arrival, dismissal, lunch and recess are not considered additional duties but rather are part of the teacher’s responsibilities.

After-school Tutoring and Summer School

Some Ascend schools are able to provide a stipend for after-school tutoring and summer school teaching. These programs are designed and offered at the discretion of the school director. When compensation is provided, staff members must enter into a work agreement with the school and complete a timesheet and salary change form.

Exempt and Non-Exempt Classifications

All employees are classified as “exempt” or “non-exempt” according to the requirements of the Fair Labor Standards Act (FLSA).

- Exempt means that an employee does not fall under the FLSA’s overtime requirements and, therefore, is not eligible for overtime pay (examples include school director, dean of instruction, director/manager of operations, and other managerial positions; teachers; and instructional assistants).

- Non-exempt means that an employee does fall under the FLSA's overtime requirements and, therefore, must be paid for overtime (examples include secretary, receptionist, custodian, and food service personnel).

Meal Periods

Meal periods are 30 minutes and are not considered working time. However, if you are a non-exempt employee and you are required to remain at work during your meal period, you will be paid for that time.

Non-exempt employees are allotted one 30-minute break for lunch and two 15-minute breaks for each full day of work (for a total of 8.5 hours).

Overtime

By legal definition, overtime is time worked in excess of 40 hours per week, and it applies only to non-exempt employees. We compute overtime based only on hours actually worked; overtime does not apply to any compensated hours, such as personal days, holidays, vacation days, and bereavement time.

The overtime rate is 1.5 times the average base hourly rate.

Supervisors must approve all overtime in advance. An approved timesheet and a salary change form, completed and approved by the supervisor, provide the basis for compensation for overtime work.

Pay schedule

All instructional staff members are paid on an annual calendar beginning on August 1 and ending on July 31 of the following year. Non-instructional staff members are paid on an annual calendar beginning on July 1 and ending on June 30 of the following year.

All staff members of Ascend Learning and Ascend schools are issued paychecks on the fifteenth of each month (for work completed between the first and the fifteenth of the month) and on the last day of each month (for work completed between the sixteenth and the last day of each month). When the scheduled payday falls on a weekend or on an approved holiday, the preceding normal workday is the payday. If applicable, overtime pay for non-exempt employees would be included in the paycheck for the following pay period.

Staff members have the option of receiving an actual paycheck or having their pay directly deposited into an account at the financial institution of their choice. We strongly encourage our staff to use direct deposit as it is the most efficient way to receive compensation. For those who elect to receive their compensation as live checks, Ascend Learning and our network schools send the checks to the school office for distribution during the school year; during summer and vacation days, live paychecks are delivered to staff members by mail. Please direct any questions regarding payroll or payment options to your school's director/manager of operations.

Reconciliation of used and unused vacation/personal day compensation is calculated on July 1 for instructional and non-instructional staff and paid or withheld on or before August 15.

Reporting an Emergency Absence or Tardiness

For schools to operate efficiently, it is imperative that each member of the school community executes his or her share of responsibility. When a member of the team is absent without prior approval, student progress and student safety may be adversely impacted.

Every member of the staff is required to follow the process for requesting paid time off set forth in this handbook starting on page 17, and is not permitted to take time off without a supervisor's prior approval, unless an emergency arises. In cases of unforeseen illness or other emergencies, school-based staff must contact the school director via cell phone no later than 5:30 a.m. on the day in question. If the school director cannot be reached, the staff member should contact his or her direct supervisor. If the supervisor cannot be reached, a member of the school's leadership team should be contacted. If it is necessary to leave a message, confirmation that the message has been received is required before the absence or tardiness may be considered "excused."

Ascend Learning staff members must contact their supervisors to report tardiness or absence no later than 7:30 a.m. on the day in question.

A staff member must call to report tardiness or absence each day that he or she will not be on time, unless prior arrangements have been made, until the date of return.

For such emergency requests, staff may be required to provide a doctor's note, a court subpoena, or other official document that verifies the emergency.

A staff member who does not report for work and fails to provide notice as required, or who fails to report for work after a request for time off is denied, may be subject to the corrective action process. Further, any missed day(s) may be deducted from accrued vacation days, or, if the staff member were to have insufficient accrued vacation days, his or her pay may be docked. Staff members who accrue unexcused absences of two or more consecutive days may be deemed to have voluntarily resigned from their positions and their employment would be subject to termination. Staff members with significant non-consecutive unexcused absences may be subject to the corrective action process, up to and including termination.

Performance Evaluation

All staff members of Ascend Learning and Ascend schools participate in a performance appraisal process designed to heighten accountability and facilitate professional growth. Our performance appraisal system holds staff members accountable for their own professional development by identifying specific objectives they must meet and providing specific and constructive feedback on their progress toward the established objectives.

Committed to rewarding our team for quality work and excellent service, we do not grant pay increases based on longevity; rather, within certain guidelines, job performance determines whether an annual salary increase is warranted.

All instructional staff members receive a mid-year performance evaluation during the second term of the school year. The performance evaluation is a written document that is based on observations conducted throughout the school year by members of the Leadership Team. A school director or a supervisor may determine that additional performance evaluations are required to address needed improvement in certain areas.

Improvement Plan

An improvement plan is a tool used to support staff members in meeting specific goals and to help Ascend Learning and school leaders measure attainment of those goals. By detailing performance expectations and delineating the steps necessary to meet defined goals, the plans offer a clear blueprint for strengthening professional skills. They are also a useful tool in opening the lines of communication between supervisors and their staff members and underscoring the collaborative nature of professional development. The plans provide structured opportunities for specific and timely feedback, allowing for rapid assessment of progress and swift intervention when appropriate.

Resignation and Termination of Employment

To minimize disruption to students and staff, should a staff member choose to leave Ascend Learning or one of the schools in our network, we ask that notice of the intent to resign be provided to the immediate supervisor in writing at least two weeks in advance of the planned departure date (four weeks for members of school leadership teams).

Eligibility for payment of unused accrued vacation and personal days is dependent on the provision of proper notice, unless otherwise required by state law. Unused, accrued vacation and personal days are paid at the current base pay rate. In the event that a departing staff member has taken more vacation or personal days than he or she has accrued, the cost would be deducted from the final paycheck. Accrued summer pay for instructional staff would be paid out in the employee's final pay check.

Your Benefits

Ascend Learning and Ascend schools are pleased to offer an attractive array of benefits for regular full-time staff members, defined as those employees working a minimum of 36 hours per week. Temporary and part-time employees are not eligible for benefits.

The benefits described below are subject to change, so staff members should consult with their director/manager of operations or the chief financial officer of Ascend Learning concerning questions about benefits.

Health Benefits

Medical Benefits

Oxford, from United Healthcare, currently provides health benefits to staff members of Ascend Learning and Ascend schools. Benefits include access to the national Oxford Freedom Network, no referrals required for in-network doctors, preventive care, outpatient care, allergy care, hospital care, emergency care, maternity care, short-term rehabilitation, home health care, skilled nursing facility care, chiropractic care, substance abuse treatment, mental health care, prescription drugs, hospice care, health club/gym reimbursement, a vision care discount, and other coverage, all as specified in Oxford's plan documentation. Coverage levels, copayments, deductibles, reimbursement levels, and other factors vary by type of benefit and whether the enrollee obtains care from an in-network or out-of-network provider.

Ascend Learning and Ascend schools pay 90 percent of the cost of an individual plan, 80 percent of the cost of a plan for an individual and spouse or an individual and child, and 70 percent of the cost of a family plan (individual plus spouse and child). The enrollee is responsible for the remaining portion of the plan's cost, which is paid via automatic deductions from each semi-monthly paycheck.

For more information about Oxford benefits, visit www.oxfordhealth.com.

Staff members who are eligible to receive medical coverage elsewhere may choose to enroll in alternate coverage and opt out of Ascend's coverage. Such staff would then be compensated with a cash payment (taxed as income) of \$1,200 annually, paid in \$50 installments per paycheck.

Health Reimbursement Account (HRA)

Staff members of Ascend Learning and Ascend schools who enroll in the Ascend benefit plan also receive access to a health reimbursement account, which provides either \$500 or \$1000 towards copayments and deductibles. The amount is determined by the plan type of plan employees select (individual, family, etc.) and the school by which they are employed.

Flexible Spending Account (FSA)

Employees can set aside up to \$1,000 annually, tax free, for copayments, deductibles, and other qualified expenses per year. The requested amount will be deducted in equal installments from each semi-monthly paycheck.

COBRA

The federal Consolidated Omnibus Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the school or Ascend health plan for at least 18 months (or under certain circumstances up to 36 months) when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation,

termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the school's or Ascend's group rate plus an administration fee. We provide each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the school's or Ascend's health insurance plan. The notice contains information about the employee's rights and obligations.

This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

Dental Benefits

Staff members are eligible for dental insurance provided by Guardian with 100 percent of the cost of an individual plan covered by the school or Ascend Learning. The cost of a family plan is split between the employee and the employing entity. Information regarding Guardian dental coverage may be found online at www.guardianlife.com or by calling (866) 600-1600.

Retirement Benefits

Staff members are encouraged to participate in Ascend Learning's 403(b) retirement savings program. This plan allows employees to invest money on a pretax basis, which means that your contributions are deducted from your paycheck before income taxes are incurred. In addition, we are able to offer an employer matching plan to further incentivize our employees to plan for their futures. We also offer an option to invest in a ROTH IRA in which your contributions are deducted on an after-tax basis.

Working with our consultant at Morgan Stanley Smith Barney, we have assembled an array of mutual funds that we hope will meet your savings goals. For more information about the plan, or to learn how to enroll, staff members should speak with the school's director/manager of operations or Ascend's chief financial officer. One may also contact John E. Carl, vice president at Morgan Stanley Smith Barney, at 518-583-5603 or John.Carl@morganstanleymithbarney.com. Mr. Carl is an investment management consultant and financial advisor. In addition to answering questions about the 403(b) savings program, he can provide general guidance regarding savings goals.

Paid Time Off

Illnesses and personal emergencies and obligations may require occasional time off from work, and we offer opportunities for staff members to take time to address such needs. However, such requests for time off must follow these guidelines:

- Staff members must submit a Time Off Request Form to their supervisor for approval at least two weeks before the date(s) requested.
- Decisions to grant time-off requests are based on the educational and operational needs of the school or Ascend Learning.
- A request is not approved until the supervisor signs the Time Off Request Form and sends a copy to the employee either in hard copy or via an email approval notice.

We make every effort to approve appropriate requests for time off; however, to ensure minimal disruption, work schedules must be coordinated for efficient operation of the school and Ascend Learning. Supervisors have complete discretion to approve or deny requests.

Should an appearance of abuse of the time-off policy arise (such as excessive use of unscheduled time off), a supervisor may take corrective action, including loss of wages and/or termination.

If a member of the staff terminates his or her employment prior to the end of the school year, any accrued personal days will be paid out at the staff member's current base pay rate in his or her last paycheck. If a staff member has used more personal days than have accrued at the date of termination of his or her employment, the staff member will have the additional days deducted from his or her last paycheck at the staff member's current base pay rate.

Staff members who work as part-time permanent employees, or as part-time or full-time temporary employees, are not eligible for time off benefits.

School staff may not take time off on any red flag days indicated on the school's red flag calendar. Should a staff member be absent from work on a red flag day, his or her pay may be docked. Red flag days generally fall before or after a holiday and on testing days when the school may be strained operationally. On these days, the school will need all staff members present to support operations.

Paid Time Off for Full-time Instructional Staff

Full-time instructional staff members receive paid time off on all school holidays and summer vacation days included on the 2013-2014 school calendar. For the 2013-2014 school year, full-time instructional staff will receive 49 days off, plus ten federal holidays. In addition, they will accrue 0.5 personal days per month from August through May of each year to a maximum of five days. Unused days at the end of the year do not carry over to the next school year; they are paid out at the employee's current base pay rate. Employees who work less than a full year are paid out only for those days that they accrued.

Paid Time Off for Full-time Non-instructional Staff

Full-time non-instructional staff includes all members of the school leadership team, school-based office managers, all staff of Ascend Learning, and all employees designated by their supervisor to follow the

non-instructional calendar. Non-instructional staff members receive paid time off on all holidays indicated on the Holiday Schedule for Non-Instructional Staff (page 2).

Non-instructional staff members regularly scheduled to work the full calendar year, at a minimum of 36 hours per week, will accrue 0.83 vacation days for each pay period for a total of 20 days each year.

Full-time non-instructional staff may not carry paid time off over to the next year. Unused days as of June 30 of each year expire; they are paid out at the employee's current base pay rate up to a maximum of ten days paid out for staff who have worked for Ascend Learning or an Ascend school for less than four years, and 15 days for staff who have worked four years or more. Employees who work less than a full year are paid out, up to a maximum of 50 percent of the total days accrued during the school year (*e.g.*, an employee who works .5 of the school year will accrue 10 days, and will be entitled to be paid out for up to five days). Employees who terminate their employment prior to the end of the school year are paid out up to 50 percent of the days accrued.

Family and Medical Leave

While certain organizations may not be covered by the Family and Medical Leave Act (FMLA) because they employ fewer than 50 employees, Ascend Learning and Ascend schools have all opted into the requirements of FMLA.

Employees who have completed at least 90 days of continuous employment with Ascend or our network schools are eligible for an unpaid medical leave of absence due to illness, injury, or pregnancy-related disability. Employees may request a medical leave of absence by providing their supervisor with a written notice of his or her disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

A medical leave of absence may be granted for a period of up to three months. A staff member wishing to extend a medical leave of absence must submit a written request to his or her supervisor prior to the end of the approved leave, and include proof of his or her continued disability from an attending healthcare provider. The organization will continue to provide health insurance coverage for any employee on authorized medical leave of absence through the first full calendar month from the date that the leave began. After that period, employees may continue health insurance coverage by making arrangements with the organization for payment of the appropriate monthly premium.

Staff members on medical leaves of absence should provide their supervisor with a least one week's written notice of his or her intent to return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The organization reserves the right to require a medical examination by a physician of the school's or Ascend's choosing prior to an employee's resumption of duties.

The school or Ascend will make a reasonable effort to return an employee on a Medical Leave of Absence to the same job or a similar job as he or she held prior to the leave, subject to staffing needs. If

an employee has a continued absence from work after the period of the leave granted, and he or she has not made other arrangements approved by a supervisor, he or she will be deemed to have voluntarily resigned from employment.

Basic Information about the FMLA of 1993

It is the policy of Ascend Learning and Ascend schools to encourage employees to balance their work and family lives by taking reasonable unpaid leave for certain circumstances that affect the family. These matters are covered by regulations issued by the United States Department of Labor regarding the Family Medical Leave Act (FMLA) of 1993, which are complex. Staff members should review this section carefully.

Employees who have worked for a total of at least 12 months (not necessarily consecutive) and have worked at least 1,250 hours over the immediately preceding 12 months, may be eligible for FMLA leave. Ascend and Ascend schools will grant an eligible employee up to 12 work weeks of unpaid, job-protected leave during any 12-month period (measured backward from the date an FMLA leave commences) for certain family and medical reasons during a 12-month period and/or because of a “qualifying exigency” arising out of the fact that a family member is a “covered military member” called to covered active duty on behalf of the United States. Thus, each time an employee takes FMLA leave, the remaining leave entitlement would be any balance of the 12 weeks that has not been used during the immediately preceding 12 months. In addition, an eligible employee may be entitled up to 26 weeks of unpaid FMLA leave to care for certain family members who are “covered service members” with a “serious injury or illness.”

EXAMPLE: If an employee had taken four weeks of leave beginning February 1, 2013, and four weeks of leave beginning June 1, 2013, and four weeks of leave beginning December 1, 2013, the eligible employee would not be entitled to any additional leave until February 1, 2014, at which time the employee would become entitled to an additional 12 weeks of leave.

Ascend Learning and Ascend schools require, where applicable, that paid leave be applied toward the FMLA 12-week limit. Paid leave includes any unused, accrued paid time off (if any), sick leave, workers’ compensation leave (if applicable), and short-term disability leave (if applicable). The use of such accrued leave time shall be counted against the employee’s FMLA leave entitlement and will not extend the maximum amount of leave time that the employee can take. To the extent that a staff member exhausts available paid leave, the FMLA leave would be unpaid.

Nothing in this FMLA policy limits any employee leave rights under the organization’s military leave policy, in accordance with applicable federal or state law. See the Military Duty section below for further details.

Events That May Entitle an Employee to FMLA Leave

FMLA leave may be taken for any one, or for a combination of, the following reasons:

1. The birth of the employee's child or to care for the newborn child
2. The placement of a child with the employee for adoption or foster care or to care for the newly placed child
3. The care of the employee's spouse, child or parent with a qualifying serious health condition
4. The employee's own qualifying serious health condition (including pregnancy-related disability, pre-natal medical care and childbirth) that makes the employee unable to perform one or more of the essential functions of his or her job
5. Qualifying exigent circumstances arising out of the fact that the employee's spouse, son, daughter or parent is a "covered military member" on covered active duty or has been notified of an impending call or order to covered active duty in the Armed Forces
6. The care of the employee's spouse, child, parent or other relative who is next-of-kin, who is also a "covered service member" of the United States Armed Forces (including a member of the National Guard or Reserves) with a "serious injury or illness" (aka "military caregiver leave")

A qualifying serious health condition is an injury, illness, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the "continuing treatment" requirement may be met by a period of incapacity of more than three consecutive full calendar days combined with: (1) at least two visits to a healthcare provider within 30 days, the first of which must occur within seven days of the first day of incapacity; (2) one visit and a regimen of continuing treatment; (3) incapacity due to pregnancy; or (4) incapacity due to a chronic condition. Other treatments may also meet the definition of continuing treatment.

The term "covered active duty" means (a) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign county; and (b) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

The term "covered service member" means (a) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious

illness or injury; or (b) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

The term “serious injury or illness” means (a) in the case of a member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office grade, rank, or rating; and (b) in the case of a veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves), a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Leave for “qualifying exigent circumstances” includes: the need to take time off due to (1) the short notice deployment of a family member (limited to seven or fewer calendar days prior to the date of deployment); (2) the need to attend military events and related activities; (3) the need to make arrangements for childcare and school activities; (4) the need to make financial and legal arrangements; (5) a need for counseling; (6) a family member being released for service for rest and recuperation (limited to five days of leave for each instance up to a maximum of 12 weeks in a 12-month period); (7) a need to attend post-deployment activities; and (8) additional activities (if agreed upon by the employer and the employee).

For purposes of this policy, phrases such as “next of kin,” “covered military member,” and “eligible family members of covered service members and covered military members” are other terms of art defined in governmental regulations. Staff members with questions concerning what these terms mean and/or whether they apply in certain circumstances should contact the school’s director/manager of operations or Ascend’s chief financial officer.

Permissible Amount of FMLA

An eligible employee may take up to 12 work weeks of unpaid leave during a 12-month period for the FMLA-qualifying reasons described above. However, leave to care for a newborn or for a newly placed child must conclude within 12 months of the birth or placement of the child.

When both spouses are employed by the organization, they are together entitled to a combined total of 12 work weeks of FMLA leave within the designated 12-month period for the birth, adoption or foster care placement of a child with the employees, or for aftercare of the newborn or newly placed child. Each spouse may be entitled to additional FMLA leave for other FMLA-qualifying reasons, but not more than a total of 12 work weeks, or 26 work weeks, as appropriate, per person.

An eligible employee may be entitled to take up to 26 work weeks of unpaid military caregiver leave. Such leave is available in a single 12-month period commencing on the first day of leave. Military caregiver leave unused in the 12-month period shall be forfeited. This leave is to be applied on a per-covered service member, per-injury basis. Thus, an employee may be entitled to take more than one period of 26 work weeks of leave during the course of his/her employment if the leave is to care for different covered service members or to care for the same service member with a subsequent injury or illness. During a single 12-month period, the employee may not take more than a maximum combined total of 26 work weeks of FMLA leave for all purposes, *i.e.*, for any or all of the reasons described above. Except for military caregiver leave, FMLA protected leave is limited to 12 work weeks for all qualifying reasons.

The 12-Month Period

An eligible employee is entitled to up to 12 work weeks of unpaid leave during a 12-month period for the FMLA-qualifying reason(s). The 12-month period for leaves is a rolling 12-month period measured backward from the date an employee uses any FMLA leave.

With respect to military caregiver leave to care for a covered service member with a serious injury or illness, the method for calculating the 12-month period in which an eligible employee may take the FMLA military caregiver leave is calculated on a going forward basis starting with the first day the leave is taken.

Benefits Continuation

A staff member's current group insurance plan benefits continue during the FMLA leave on the same basis as if he or she had been continuously employed during that time, including any applicable employee contribution to the cost of those benefits. To the extent that a FMLA leave is paid, the employee's portion of health insurance premiums, if any, would be deducted from his or her salary. While on unpaid FMLA leave, if the employee falls more than 30 days in arrears for any required employee contributions (*i.e.* those contributions that would otherwise be deducted from the employee's pay), coverage shall be canceled retroactive to the beginning of the month in which the delinquency occurred. Ascend Learning or the school shall give the employee notice prior to discontinuing health insurance coverage.

The employee shall not accrue vacation or seniority during FMLA leave. FMLA leave time will count toward eligibility and vesting service under the Retirement Plan.

Requests for FMLA Leave

To request FMLA leave, a staff member must give Ascend Learning or the school written notice by completing the Employer's Request for Leave form and submitting it to his or her supervisor or Ascend's chief financial officer. The employee must state the following as part of the Employer's Request for Leave form:

- The reasons for the requested leave
- The anticipated start of the leave
- The anticipated duration of the leave
- In the case of childbirth/placement, the anticipated date of birth/placement

When leave is foreseeable for childbirth or placement of a child, or for planned medical treatment due to the serious health condition of an employee or family member or due to a covered service member's serious injury or illness, the employee must provide the supervisor or Ascend's chief financial officer with at least 30 days advance notice, or such shorter notice as is practicable (*i.e.*, the same day if the employee becomes aware of the need for leave during work hours or the next business day if the employee becomes aware of the need for leave after work hours). When the need for leave is foreseeable but the employee fails to provide 30 days advance notice, the employee may be asked to submit an explanation in writing for the omission.

When leave is foreseeable due to a qualifying exigency arising from a family member's call to covered active duty, the employee must provide as much notice as is practicable (*i.e.*, within one or two business days of learning of the need for the leave, regardless of how far in advance such leave is foreseeable).

When the timing of the leave is unforeseeable, the employee must provide notice of the need for leave as soon as practicable (*i.e.*, within one or two business days of learning of the need for the leave).

An employee must comply with the usual procedures for calling-in and requesting leave, except when unusual circumstances exist (*e.g.*, when the employee or family member needs emergency medical treatment).

Intermittent or Reduced-Schedule Leave

When medically necessary, an employee may take FMLA leave on an intermittent or reduced schedule to care for a sick family member, because of the employee's own serious health condition or to care for a service member relative with a serious injury or illness. Leave because of a qualifying exigency due to the covered active duty or impending call to duty of a spouse, son, daughter or parent may be taken all at once or on an intermittent or reduced work schedule.

Leave taken intermittently is still limited to a total of 12 (or 26, as applicable) weeks in a 12-month period. During an intermittent or reduced-schedule leave for foreseeable planned medical treatment, the school or Ascend Learning may require an individual to transfer temporarily to an alternate position with equivalent pay and benefits.

Required Documentation

The employee may be required to submit a medical certification form issued by the health care provider of the employee, the employee's family member with a serious health condition, or the service member

relative with a serious injury or illness. Similarly, where leave is requested because of exigent circumstances arising from the employee's spouse, son, daughter or parent's call to covered active duty, the employee will need to submit a completed certification form. Medical certifications must be submitted within 15 days from receipt to the staff member's supervisor or the chief financial officer of Ascend. Certification forms include the following:

- Identification of the healthcare provider
- The date the serious health condition commenced
- The probable duration of the serious health condition
- A diagnosis by the healthcare provider of the serious health condition, including a description of the nature of the condition.

When leave is taken to care for an employee's family member, Ascend Learning or the school may require the employee to provide documentation or a statement of family relationship (*e.g.*, birth certificate or court document).

It is the employee's obligation to have his/her healthcare provider provide sufficient information for Ascend or the school to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Following review of the FMLA-leave request, a designation notice will be issued, indicating among other things that a Fitness for Duty Certification will be required for the employee's release to work including an assessment of the employee's ability to perform essential job functions.

If the certification is incomplete, ambiguous, or insufficient, Ascend Learning or the school will advise the employee in writing as to what additional information is needed and will give the employee additional time (not less than seven calendar days) to complete and return the form. If the employee notifies the employer within the seven-day calendar period that, despite diligent, good-faith efforts on his or her part, the employee was unable to obtain the additional information, Ascend Learning or the school shall afford the employee a reasonable period of additional time to resubmit the certification.

If Ascend Learning or the school has reason to doubt an employee's or an employee's family member's initial certification, the organization may: (1) with the employee's permission, have a supervisor contact the employee's or employee's family member's healthcare provider in an effort to clarify or authenticate the initial certification; and/or (2) require the employee or the employee's family member to obtain a second opinion by an independent medical provider at the expense of the school or Ascend. If the initial and second certifications differ, Ascend Learning or the school may, at our expense, require the employee or employee's family member to obtain a third, final and binding certification from a jointly selected healthcare provider.

During FMLA leave, the school or Ascend may request that employees provide recertification of a serious health condition at intervals in accordance with the FMLA.

In addition, during FMLA leave, the employee must provide the school or Ascend with periodic status reports including his or her intention to return to work. If the anticipated return-to-work date changes and it becomes necessary to take more or less leave than originally anticipated, the employee must provide the school or Ascend with reasonable notice (*i.e.*, within two business days) of the changed circumstances and a new return-to-work date. If the employee gives notice of his or her intent not to return to work, the employee would be considered to have voluntarily resigned.

Before an employee returns to work from FMLA leave for his or her own serious health condition, the employee may be required to submit a fitness for duty certification from his or her healthcare provider, with respect to the condition for which the leave was taken, stating that the employee is able to resume work and addressing the employee's ability to perform the essential functions of the job.

FMLA leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to termination of employment.

Return from FMLA Leave

Subject to limitations specified below, upon return from FMLA leave, Ascend Learning or the school will reinstate the employee in the same position he or she held before the leave or an equivalent position with equivalent pay, benefits and other employment terms. However, an employee does not accrue summer pay or vacation days during an FMLA leave. If, during the leave period, the employee's position is eliminated or restructured, reasonable efforts would be made to restore the individual to a comparable position. However, employees who have taken FMLA leave have no greater right to job restoration than if they had been continuously employed.

Ascend Learning and Ascend schools reserve the right to deny reinstatement to salaried, eligible employees who are among the highest paid ten percent of the school or Ascend ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to operations.

Failure to return to work following the conclusion of FMLA leave will be considered a voluntary resignation. Unless an employee's failure to return to work is caused by the employee's or employee's family member's serious health condition, a service member relative's serious injury or illness, or another circumstance beyond the employee's control, Ascend or the school may recover health insurance premiums paid on the employee's behalf during any unpaid FMLA leave. If an employee's failure to return to work is caused by the employee's or employee's family member's serious health condition or a service member relative's serious injury or illness, the school or Ascend may require the employee to provide medical certification of the employee's or employee's family member's serious health condition, or the service member relative's serious injury or illness, or of the other circumstances.

Employee Rights/Enforcement

Any employee who feels his or her rights to FMLA leave have been improperly denied, restrained, violated or interfered with in any way may lodge a complaint with the chief financial officer (CFO) of Ascend. The CFO will investigate and take appropriate remedial action. An employee may also file a complaint with the U.S. Department of Labor (www.wagehourdol.gov; 1-866-487-9243, TTY: 1-877-889-5267) or file a private legal action. Discrimination and retaliation against employees who exercise rights under the FMLA and this policy will not be tolerated and use of FMLA leave will not affect an employee's rights under any other law, policy, contract or collective bargaining agreement.

Additional Information

For further information or clarification about FMLA leave, please contact the school's director/manager of operations or Ascend's CFO.

Child-rearing Leave

All staff members of Ascend Learning and Ascend schools are eligible for child-rearing leave provided they work more than 20 hours a week and have worked at least 25 days at Ascend Learning or an Ascend school. Child-rearing leave is defined as a leave for the purpose of addressing health issues during pregnancy, giving birth, recovering from pregnancy and childbirth, and caring for one's newborn child or a newly adopted child.

Each eligible staff member may take up to 12 weeks of leave after the birth or adoption of a child. At the end of the 12-week leave, the employee is eligible to return to his or her job or a similar job with the same salary, benefits, working conditions, and seniority. This leave must be used within 12 months of the birth or adoption of one's child, and any unused leave will not be paid out.

Compensation During Child-rearing Leave

Short-term Disability Insurance Coverage

For eligible employees, short-term disability insurance covers 50 percent of the staff member's salary up to \$170 per week for six to eight weeks depending on the type of birth. One must complete the short-term disability form for submission to Ascend's disability insurance carrier, Zurich. If there are complications, employees may be eligible for up to 26 weeks of short-term disability coverage during any 52-week period. Staff members with questions about short-term disability coverage should consult with their supervisor or the chief financial officer of Ascend Learning.

All claims for short-term disability coverage must be filed within 30 days of the first date of disability but require a waiting period of five business days. Staff members may use accrued personal days to cover the waiting period. Disability insurance begins on the first day of the disability.

For individuals who adopt a child, short-term disability is not available.

Employer-provided Compensation

A staff member of Ascend Learning or an Ascend school who takes a child-rearing leave is eligible to receive compensation that totals 100 percent of his or her salary for a portion of the leave, whereby Ascend Learning or an Ascend school would pay the remaining portion of the employee's salary that is not covered by short-term disability insurance, based on the following guidelines:

- Two weeks (10 working days) of full pay for staff members who have worked for less than one year at Ascend Learning or an Ascend school (time is calculated based on total time worked for all entities throughout the network)
- Eight weeks (40 working days) of full pay for staff members who have worked less than three years but more than one year at Ascend Learning or an Ascend school
- Ten weeks (50 working days) of full pay for staff members who have worked less than five years but more than three years at Ascend Learning or an Ascend school
- Twelve weeks (60 working days) of full pay for staff members who have worked five years or more at Ascend Learning or an Ascend school.

Each week shall be counted as five working days. If an employee's child-rearing leave includes weeks with paid holidays, as per the school calendar in this handbook, those holidays would not be counted against the total number of days for which Ascend Learning or an Ascend school would pay the staff member. This pay is intended to make the staff member whole for the weeks during which he or she is eligible, but in no instance would an employee receive more than 100 percent of his or her salary during child-rearing leave, and in no instance would an employee receive more than 12 paid weeks of leave. After the expiration of paid leave, a staff member may use all accrued time off.

Frequently Asked Questions

Is my short-term disability income taxed?

Yes, disability income is taxed. In addition, your pay from the school is taxed.

Will I still receive benefits from my employer while on leave?

Yes, if you participate in company provided health, 403B and other benefits you will continue to receive these while on leave.

Will I accrue additional days off during my leave?

No, you will not accrue personal time off during your leave, nor will you accrue summer pay.

If I take leave but am unsure whether or not I will return to work after my leave commences, how much notice do I need to give the school?

All employees are at-will employees and are asked to give at least two weeks' notice. In order for the school to plan well, we request that employees respond to communication from the school regarding staffing plans. The communications include but are not limited to intent to renew letters which are typically distributed in February or March, and all communications regarding Summer Institute and classroom set-up plans for the upcoming school year.

Nursing Mothers

Nursing mothers will be accommodated with reasonable break time (up to 20 to 30 minutes each break at least once every three hours), and a private place to express milk in the workplace. Staff members are expected to take such breaks at a time that does not interfere with their duties, which may require postponing a break for no more than 30 minutes. Such breaks are unpaid for non-exempt employees, except to the extent the employee uses a regular paid break. The employee may also use her meal period for this purpose, if she wishes. Employees who anticipate the need to arrange for such breaks should notify their supervisors as far as possible in advance of their return to work after childbirth, so that appropriate arrangements can be made.

Military Duty

An employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with applicable law. Employees on military leave may substitute their accrued paid leave time for unpaid leave. At the conclusion of the leave, upon the satisfaction of certain conditions, an employee generally has a right to return to the same position he or she held prior to the leave or to a position with like seniority, status and pay that the employee is qualified to perform.

Continuation of Health Benefits

During a military leave of less than 31 days, an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work. For military leaves of more than 30 days, an employee may elect to continue his/her health coverage for up to 24 months of uniformed service, but may be required to pay all or part of the premium for the continuation coverage.

Requests for Military Leave

Leave for Active or Reserve Duty: Upon receipt of orders for active or reserve duty, a staff member should notify his or her employer as soon as possible (unless he or she is unable to do so because of military necessity or it is otherwise impossible or unreasonable).

Leave for Training and Other Related Obligations: Employees will also be granted time off for military training (normally 14 days plus travel time) and other related obligations, such as an examination to

determine fitness to perform service. Staff members should advise their supervisor and/or department head of their training schedule and/or other related obligations as far in advance as possible.

Return from Military Leave

Notice is required of a staff member's planned return from military leave as follows:

- An employee who served for fewer than 31 days or who reported for a fitness to serve examination, must provide notice of intent to return to work at the beginning of the first full regularly scheduled work period that starts at least eight hours after the employee has returned from the location of service.
- An employee who served for more than 30 days, but fewer than 181 days, must submit an application for reemployment no later than 14 days after completing his or her period of service, or, if this deadline is impossible or unreasonable through no fault of the employee, then on the next calendar day when submission becomes possible.
- An employee who served for more than 180 days must submit an application for reemployment no later than 90 days after the completion of the uniformed service.
- An employee who has been hospitalized or is recovering from an injury or illness incurred or aggravated while serving must report to his or her supervisor (if the service was fewer than 31 days or if the employee reported for a fitness to serve examination), or submit an application for reemployment (if the service was greater than 30 days), at the end of the necessary recovery period (but which may not exceed two years).

An employee whose military service was for more than 30 days must provide documentation upon his or her return upon the request of the organization (unless such documentation does not yet exist or is not readily available) showing the following: (1) the application for re-employment is timely (*i.e.* submitted within the required time period); (2) the period of service has not exceeded five years; and (3) the employee received an honorable or general discharge.

Employees will not accrue summer pay or vacation days while on a military leave.

Some states may provide greater protection for employees serving in the military than USERRA. Accordingly, staff members should review the FMLA policy and consult with their supervisors to determine if they are eligible for additional benefits.

Jury Duty and Witness Subpoenas

Ascend Learning and Ascend schools support staff members in carrying out their civic responsibility to serve as jurors, and will grant employees jury duty leave when they are summoned. The organization will pay full-time employees (and part-time employees if their hours cannot be rearranged to avoid loss of work time) for the difference between jury duty pay and normal straight-time pay, up to a maximum

of ten workdays for actual time served on jury duty. When serving on a jury, staff members must submit all certificates signed by the Clerk of Court or Jury Commissioner to their supervisor. Time spent in jury duty would not count as personal or vacation time off, and employees would not accrue vacation days or summer pay if they were to serve for more than ten school days on a jury.

Ascend Learning or Ascend schools may ask employees to request an excuse from jury duty if, in the supervisor's judgment, the employee's absence would create serious operational difficulties. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if an employee were called to jury duty for the first time during a school year, he or she would be urged to reschedule jury duty for a school vacation or for the summer.

If an employee were to receive a duly issued subpoena to appear as a witness during work time, the staff member should immediately notify his or her supervisor. An unpaid leave of absence for court attendance will be granted to any full-time or part-time employee who has been summoned/subpoenaed/court ordered or otherwise put on notice to appear in court as a witness. The staff member should provide notice to his or her supervisor immediately upon receipt of such notice.

Bereavement Time

Ascend Learning and Ascend schools provide up to three consecutive days with pay for absences resulting from a death in the immediate family. We do not count this time as personal or vacation time off. Immediate family includes:

- Spouse/partner
- Parents, grandparents, siblings, children (related by blood, marriage, or adoption)
- Domestic partner's parents, siblings, or children

Voting

Ascend encourages staff members to exercise their civic responsibility to vote in general, primary, and special municipal, state, and federal elections. Because most jurisdictions are open for voting outside of normal school hours, it is not necessary for most staff members to take time from work for voting. In the event that you must travel an extensive distance to a place of permanent residence for the purpose of voting, you must receive advance approval to use personal or vacation time.

Medical Certification of Illness and Injury

In connection with a leave request, Ascend Learning or an Ascend school may at any time require satisfactory certification of an illness or injury, either from the staff member's doctor or from a healthcare professional chosen by the organization. Staff members may also be required to sign a release authorizing Ascend Learning or the school to communicate verbally or in writing with the doctor, and the doctor to release to the organization's insurer all records pertaining to the illness or injury.

Similarly, Ascend Learning or the school may require a certification of fitness to return to work should there be a question of fitness for duty.

General Business and Administration

Appearance and Attire

All members of the Ascend Learning team, both instructional and non-instructional staff, must serve as positive role models for our students. It is essential, therefore, that staff members present themselves in a professional fashion. Arriving for work in inappropriate attire may result in the determination that one is not ready to work with students, and the staff member may be sent home.

Though not exhaustive, following is a list of some basic dress code standards:

- All attire should be neat, clean, and in good condition at all times
- Hair must be clean and neatly styled
- No jewelry may be worn that could interfere with personal safety or job performance
- Tank tops, thin-strapped shirts, graphic t-shirts, shorts or any pant that does not reach the ankle, any skirt that does not reach one inch above the knee, body suits, leggings, “jeggings,” mini-skirts, blue jeans, and sneakers are not permitted
- Men are required to wear collared shirts
- Shoes must not interfere with personal safety or job performance, including in the case of emergency; flip-flops, mules and clogs are not permitted; shoes with straps that wrap around the heel are permitted, such as sling backs
- Tennis shoes or sneakers are permitted on those days when staff members are engaged in physical tasks
- Physical education teachers may wear sneakers, khakis, sweat suits, polo shirts, and plain t-shirts, but may not wear shorts or anything that is inappropriate or excessive in display

From time to time staff members may have the opportunity to travel on behalf of the school and Ascend Learning. For travel days (days when travel is required but no formal meetings or dinners are involved) staff members may wear plain jeans (no rips, decorations, or low waists). Men do not have to wear neckties. All business meetings, dinners, and social functions require appropriate business casual dress, which excludes t-shirts, ripped jeans, shorts, thin-strapped shirts, plunging necklines, flip-flops, and overly casual sandals. Staff members with questions about proper attire for business travel should see the school director, director/manager of operations, or Ascend’s chief financial officer.

Internet and Technology Usage

Personal texting and telephone calls are strictly prohibited while supervising scholars.

Through the school's Internet connection, teachers and staff can access a tremendous breadth of information and participate in a global community of learning. Ascend Learning provides this connection for professional and educational purposes only, and access to the Internet is a privilege, not a right. With such opportunity and privilege comes responsibility. Should you lose or damage the technology devices issued to you by Ascend Learning or an Ascend school, you may be assessed a charge of 50 percent of the replacement or repair cost.

Neither Ascend Learning nor any Ascend school is liable for the actions of anyone connecting to the Internet; all users shall assume full liability, legal, financial or otherwise, for their actions. Further, Ascend takes no responsibility for any information or materials transferred through the Internet and makes no guarantees, implied or otherwise, regarding the reliability of the data connection. Ascend Learning and Ascend schools are not liable for any loss or corruption of data while users are on the Internet. The organization reserves the right to examine all data stored in the computers with Internet capability to ensure that all users are in compliance with all applicable rules and regulations.

Keep in mind that Ascend Learning and Ascend schools own any communications sent via email or stored on the organization's equipment. Management and other authorized staff have the right to access any material in your email or on your computer at any time.

In addition to the guidelines listed below, all faculty and staff are required to sign Ascend Learning's Internet and Technology Use Agreements. These agreements will be given to all staff members who are issued technology devices such as a Blackberry or a laptop, and must be signed in order for the item to be issued.

Inappropriate Use

The following uses of the Internet are unacceptable at Ascend Learning and Ascend schools:

- Posting photographs of scholars, or any information about scholars who attend Ascend schools, other than through an official Ascend channel
- Use in violation of federal, state, or local laws, including sending or receiving copyrighted material without permission
- Commercial use
- Conducting personal email that is unrelated to your professional activities with Ascend Learning
- Sending patently harassing, intimidating, abusive, or offensive material to or about others, in messages public or private

- Sending chain letters or pyramid schemes, “broadcasting” inappropriate messages to lists or individuals, and any other use that would congest the Internet or otherwise interfere with the work of others
- Sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- Vandalizing, defined as any deliberate attempt to change files not belonging to the user or to harm or destroy the work, systems, or data of another user, including uploading or creating computer viruses
- Engaging in the illegal distribution of software (“pirating”)
- Knowingly using another person’s password, misrepresenting one’s identity, or giving one’s own password to others
- Failing, when downloading information, to comply with any associated terms or conditions specified by the supplier of that information
- Expressing personal views or opinions and failing to identify them as one’s own and not those of Ascend Learning and Ascend schools
- Circumventing security measures on school or remote computers or networks

Social Media

Social networking has become an integral part of many lives, and Ascend recognizes and respects the value of such outlets for receiving and sharing information and developing personal and professional connections. Social networking by current employees is an effective tool to recruit new employees and heighten awareness of the work of Ascend. However, the use of social networking sites is restricted to lunch breaks or personal time, and may not be used while supervising students, during prep periods, or during time that employees are supposed to be doing other work.

Although employees may participate on social networking sites during their personal time, they must bear in mind that they represent the Ascend network at all times, even online. We encourage you to affiliate with Ascend on social media and to leverage the power of your communications to further our work. However, please be mindful that online communications are public, and scholars, families and colleagues may view and comment on your postings.

Ascend and Ascend schools have the right to investigate allegations of inappropriate behavior online in the same manner as allegations of inappropriate activities on site, and staff members may be subject to disciplinary action for online activities. Please adhere to the following guidelines:

- Be clear that you are speaking for yourself, and not on behalf of Ascend

- Respect copyright, fair use and other disclosure laws
- Use respectful language, and be careful to avoid language that could be viewed as insulting by readers
- Do not share confidential or proprietary information of Ascend
- Do not share any information about your scholars, including photographs, contact information, names of family members, or anything else specific to any student enrolled in the network
- Do not disparage Ascend or the school community
- Do not “friend” scholars or “like” their postings
- If you wish to foster online social interaction among scholars and/or families, approach your school director or supervisor prior to taking any action

Soliciting on Organization Property

Staff members of Ascend Learning and Ascend schools and the families of our students should not feel compelled to donate money or participate in unwanted solicitation. Therefore, solicitation on organization property is not allowed without the permission of the school director or an officer of Ascend Learning. Non-employees may not solicit on organization property at any time.

Expense Reimbursement

In the event that you incur expenses on behalf of Ascend or your school, you may seek reimbursement by submitting an expense reimbursement form. You will be reimbursed a maximum of \$25 *per diem* for food, and you will be reimbursed for miles driven in your car based on the standard IRS Business Mileage Rate. **All** expenses over \$25 for which you may seek reimbursement must be pre-approved by your school director or your direct supervisor. Ascend Learning and Ascend schools are nonprofit organizations and are therefore exempt from paying sales tax. Please see your operations team for instructions on making purchases without paying sales tax. You may be denied reimbursement for the tax portion of your expense.

Conflict of Interest

To support the organization’s high standards of public accountability, all staff members are expected to adhere to the Conflict of Interest Policy attached to this document, which has been approved by the boards of trustees of Ascend Learning and Ascend schools.

Consulting

Staff members may consult with outside organizations provided no conflict of interest exists, and provided that such activity does not interfere with their duties at Ascend Learning or Ascend schools.

Staff should secure prior approval from the school director or Ascend’s chief financial officer to ensure that no conflict of interest occurs. School materials, including all SABIS® licensed property, may not be used except for school-related business and volunteer activities.

Tutoring Students

Staff members may not tutor an Ascend scholar for pay by the student’s family or a third party during the course of the normal school year. In addition, staff who choose to tutor students of other schools and programs voluntarily may not use any Ascend Learning equipment or materials, including SABIS® educational materials, to provide such services.

Hiring and Placement of Relatives

Ascend Learning and Ascend schools may employ individuals related by blood, marriage, or adoption, but such staff members cannot, for reasons of real or perceived favoritism, work under the direct or indirect supervision of a relative. Relatives of the school director may not be employed in the same school as the school director.

Outside Activities

If a staff member obtains outside employment with a school or company that provides service in direct competition with Ascend Learning or an Ascend school, the employee must notify the school director or Ascend’s chief financial officer within 24 hours. At that point, the supervisor must decide whether a potential conflict of interest exists. If the outside employment represents a significant conflict of interest, the staff member may be asked to make a choice between the two employment positions.

Cooperation with Investigations

From time to time, Ascend Learning may be required to investigate issues arising from situations in the workplace or related to the workplace, such as online activities. In such instances, staff members must cooperate fully with the organization’s investigation as a condition of continuing employment. Such cooperation requires staff members in such circumstances to be fully truthful and forthcoming.

Problem Resolution Procedure

Any staff member who feels that he or she has been treated unjustly or unfairly for any reason has recourse to have the issue heard. Ideally, the situation would be resolved through informal discussion. However, the organization has created the following formal procedure for instances when informal discussion is not possible or the outcome is not satisfactory to the staff member.

- **Step 1:** The staff member should first discuss the issue with his or her immediate supervisor promptly following the event.

- **Step 2:** If the staff member feels that he or she has not received fair treatment, or is otherwise unsatisfied with the response, he or she may make an appointment with the next higher-level manager (*e.g.*, school director).
- **Step 3:** If after speaking with these managers, the staff member is still unsatisfied, he or she may send a written statement of the problem to the president or chief financial officer of Ascend Learning. The president, chief financial officer, or his or her designee will investigate the complaint and contact the staff member to schedule a personal or telephone interview within five days of receiving the written statement.
- **Step 4:** The president or chief financial officer will issue a written decision within five days after holding the in-person or telephone interview.
- **Step 5:** If the employee is still dissatisfied with the decision, the employee may follow the grievance process set forth in the school’s charter agreement, which is initiated by a written complaint to the chair of the board of trustees.

Mandated Reporting of Child Abuse

All school personnel – those who teach and those who do not – have an obligation under the law to report incidents of suspected child abuse. In your official capacity as an employee of the school or Ascend Learning, you are a “mandated reporter.”

When you have reasonable cause to suspect that a child has been abused, maltreated, or neglected, you are required to report the suspicion to the New York State Central Register (SCR) for Child Abuse and Maltreatment in Albany by calling the toll-free number (800) 635-1522.

You are not required to be certain of the abuse before you make your report, only to have a reasonable suspicion.

You must also report suspected abuse if a parent of a child (or guardian, custodian, or other person legally responsible for the child) comes before you and states, from his or her own personal knowledge, facts, conditions, or circumstances which, if they were true, would make the child an abused or maltreated child.

If you feel that you have reasonable suspicion to file a report please do the following:

- Send an e-mail to your school social worker or school counselor and copy the leadership team, including the director of student services
- Please be discreet and only write “Report” in the subject line. Write the scholar’s name only in the body of the e-mail. Mark the e-mail as urgent.

Your school social worker or counselor will contact you as soon as possible to walk you through the process of contacting the SCR to ensure all protocols are followed. When you make the call and thereby

file your oral report, you must ask the SCR for the “Call ID” number, a number associated with your phone call and report. You must record this number in writing and retain it.

As soon as you have made your call, you must notify the school director immediately of your call and provide him or her with the Call ID number.

If you suspect a child has been abused and if you have direct knowledge that a report has already been made to the SCR by another person in the school (another “mandated reporter”), you would still have obligations under the law: You must either report your suspicion of abuse to the SCR as above or consult with the school director. The school director must provide you by the end of the school day with the Call ID number of the earlier report. If the school director does not confirm to you that a report has already been made and provide you with the Call ID number, you must personally call the SCR and report the suspected abuse yourself.

Your call to the SCR is confidential, but you may not make it anonymously. You must provide your name. The SCR is prohibited by law from releasing your name to the parent or person in a parental relationship. Also note that school employees are prohibited from disclosing the name of the mandated reporter – you or the person(s) calling SCR – or confirming to the family or any unauthorized individual that the school made the report. The identity of the reporting person may only be provided to Child Protective Services, a court, grand jury, district attorney, or the police, and it is possible that you may be called to testify. If you suspect any breach of the confidentiality of the mandated report to the family under investigation, you must report it immediately to the director of strategic planning and legal affairs of Ascend Learning at (718) 240-9162 ext. 1081 or (917) 699-1963.

Reporting a suspected instance of child abuse to any other agency, such as the Society for the Prevention of Cruelty to Children, is not an acceptable alternative to calling the SCR and does not fulfill your legal obligations.

As a mandated reporter, you have immunity from any liability, civil or criminal, which might otherwise result from your actions, provided that you have acted in good faith, which is presumed. Malicious filings of reports are strictly prohibited and are not protected by law. You would be provided legal representation if you were sued for reporting suspected abuse. The school is prohibited from taking any retaliatory action against you for filing a report in good faith.

Under the law, willful and knowing failure to report child abuse may result in criminal or civil liability if one had reasonable cause to suspect the abuse. It may also result in disciplinary action by the school and Ascend Learning.

Should you have any questions about your obligations concerning suspected child abuse, do not hesitate to contact the school director, director of student services, or Ascend’s director of strategic planning and legal affairs.

Definitions

Academic year

Ascend Learning determines the academic year by taking into consideration the school calendar established by the New York City Department of Education. Each year, our academic year begins with the Summer Institute on or around August 1 and ends on or around July 2.

Accrued summer pay

Instructional staff members accrue summer pay based on the number of days worked, as described in the Compensation section of this handbook. Staff members who do not begin employment at the start of the school year do not accrue the full summer pay, and will receive a percentage of summer pay based on the percentage of the school year worked. Similarly, staff members who terminate employment prior to the end of the school year will be paid out accrued summer pay for the days worked during the school year.

Holidays

Ascend Learning defines holidays by the national calendar, not the New York City Department of Education calendar. Each year those holidays that the school observes may be found on the academic calendar.

Leave of absence

A leave of absence is an extended period of approved time away from scheduled work, with or without pay, generally exceeding five consecutive scheduled workdays, but not exceeding 180 days.

Pay schedule, annual calendar

All instructional staff members are paid on an annual calendar beginning on August 1 and ending on July 31 of the following year. Non-instructional staff members are paid on an annual calendar beginning on July 1 and ending on June 30 of the following year. Reconciliation of used and unused vacation/personal day compensation is calculated on July 1 for instructional and non-instructional staff and paid or withheld on or before August 15.

Years of service

Years of service as a staff member of Ascend Learning or an Ascend school determine the right to certain benefits. Years of service are calculated based on the number of years worked at Ascend or one of the schools managed by Ascend, excluding leaves of absence.

Acknowledgement and Agreement

As a member of the Ascend Learning team, I have read the Ascend Learning Staff Handbook in its entirety. I understand the contents and agree to the terms detailed therein. In my words and deeds, I will demonstrate unflagging commitment to Ascend Learning's values and high standards; I will abide by all rules and follow established procedures; and I will work faithfully to achieve our mission of equipping every student with the knowledge, confidence, and character to succeed in college and beyond.

Print Name

Signature

Date

Appendix A: Conflict of Interest Policy

**CONFLICT OF INTEREST POLICY
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES OF
ASCEND LEARNING AND ASCEND CHARTER SCHOOLS**

This policy covers prohibited conflicts of interest for school trustees, officers and employees, as per the General Municipal Law.

You may not have a financial interest in any contract with Ascend Learning or an Ascend school if you have the power to (a) negotiate or approve the contract or payment under the contract; (b) audit bills or claims under the contract; or (c) appoint someone who has any of the powers above.

The board treasurer may not have an interest in a bank or trust company designated as a depository or paying agent or for investment of funds of the school.

Prohibitions

You may not:

- a. Accept any single gift having a value of \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a twelvemonth period, whether in the form of money, cash equivalent, services, loan, travel, entertainment, hospitality, or any other form
- b. Disclose confidential information acquired in the course of your official duties or use such information to further your personal interests
- c. Receive or enter into any agreement to receive compensation for services to be rendered in relation to any matter before the board; or

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, if you willfully and knowingly violate the foregoing provisions you may be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract if you have the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that if you knowingly and intentionally violate the above you may be fined, suspended, or removed from office or employment.

Disclosure of Interests

If you have an interest in any actual or proposed contract with Ascend Learning or an Ascend school, you must publicly disclose the nature and extent of such interest in writing to the board as soon as you have knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

Exceptions

Please consult your supervisor to discuss exceptions to these provisions.

Appendix B: Code of Ethics

CODE OF ETHICS
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES OF
ASCEND LEARNING AND ASCEND CHARTER SCHOOLS

Actions based on an ethical code of conduct promote public confidence and the attainment of Ascend's goals. Further, the Board of Trustees of each charter school is obligated under the General Municipal Law to adopt a code of ethics consistent with applicable law.

Therefore, every trustee, officer and employee of each school managed by Ascend Learning, as well as all trustees and staff of Ascend Learning, whether paid or unpaid, shall adhere to the following code of conduct:

- 1. Gifts:** You may not accept any single gift having a value of \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a twelve-month period, whether in the form of money, cash equivalent, services, loan, travel, entertainment, hospitality, or any other form.

You may always accept letters or notes expressing gratitude or appreciation, as well as gifts from children that are principally sentimental in nature and of insignificant financial value.

- 2. Confidential Information:** You may not disclose confidential information acquired in the course of your official duties, or use such information to further your own personal interest. In addition, trustees shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
- 3. Representation before the Board:** You may not receive compensation for services in relation to any matter before the Board of Trustees, including a contingent fee.
- 4. Disclosure of interest in matters before the Board:** If you participate in a discussion or give an official opinion to the Board, you shall publicly disclose on the record the nature and extent of any interest you have in the matter. The term "interest" means a financial benefit.
- 5. Investments in conflict with official duties:** You may not invest in any financial, business, commercial or other private transaction that creates a conflict with your official duties.
- 6. Private employment:** You may not engage in or promise to accept private employment that creates a conflict with or impairs the proper discharge of your official duties.
- 7. Future employment:** After your termination of service or employment, you may not appear before the Board or any committee of the Board, in relation to any matter in which you personally participated during the period of your service or employment, or that was under your active consideration. This shall not prevent your filing of any claim against the school for damages, injury, or benefits to which you allege you are entitled.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in other applicable provisions of law, if you knowingly and intentionally violate this Code of Ethics, you may be fined, suspended or removed from office or employment.