



Proposal to the New York State Education Department

**Bridge Preparatory Charter School
Community School District 31**

Submitted by Timothy Castanza & Rose Kerr

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement, Objectives and Goals

Mission Statement: The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.

Vision: BPCS will provide a unique and rigorous educational option for students in Community School District 31 (CSD 31) many of whom are at-risk because of their struggles with literacy. BPCS will position these students for long-term and sustained academic success. In order to put our students on a path of expanded opportunity, we will create a caring school community where all students, family and school staff feel valued, safe, and respected. We will have high behavioral and academic standards for all students, encourage family engagement, and our faculty and staff will serve our students with our mission in mind.

Objectives: Our mission driven, student-centered school design includes an academic and operational model guided by a culture of achievement and is aligned with and will accomplish the objectives set forth in the Charter Schools Act of 1998 (as amended.)¹ BPCS will:

Offer Staten Island families and their children a unique educational choice, especially for those children struggling with literacy, LBLDs like dyslexia and who are at risk for academic failure.

Provide rigorous classroom instruction based on a balanced, cross-cultural and multi-sensory instructional approach to improve academic outcomes for all students, including a needs-based support structure and expanded learning opportunities through community partnerships and innovative and creative educational experiences that promote social and academic growth and achievement.

Create a caring school community that: builds student's resiliency and fosters their social and emotional growth; forges collaborative relationships between school leadership and school staff; establishes strong family-school partnerships; and engages school staff in continuous professional development to expand their capacity to serve students.

Goals: We have developed goals aligned to each Benchmark in the Charter Schools Performance Framework, to measure our success and evaluate our efficiency in the delivery of our mission.

Academic: We are aware of our obligation to remain faithful to our charter and to meet the benchmarks set forth in the Performance Framework, especially Benchmark 1 (*Student Performance*), which will determine if we have met or exceed progress in achievement goals based on New York State (NYS) assessments in testing years (3-8 ELA and math and Grade 4 Science), for all accountability subgroups.

¹ New York Education Law §2850(2)

Additionally, we have included academic goals that align to our mission of improving academic outcomes for students struggling with literacy in CSD 31 and reflect growth and progress from trimester to trimester, as well as goals for each subject in non-testing years. We believe these goals are ambitious, but attainable and will provide evidence of the transformational impact that our instructional program and school design have on our students. Our Board of Trustees (BOT) will monitor progress towards each goal.

Reading, ELA and Math:

- 75% of all students will increase their score on MAP Growth Reading and math assessments², from one trimester to the next.
- Each year, 75% of students in non-NYS testing grades, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Primary Grade (MPG) Reading and math assessment.
- Each year, 75% of students, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Reading and math assessment.

Science:

- Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Science Investigation Portfolio, according to a differentiated, school-created rubric, aligned to NYS Next Generation Science Standards.

Social Studies:

- Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Social Studies Portfolio, according to a differentiated, school-created rubric, aligned to NYS Social Studies Framework.

Teaching and Learning: Benchmark 2 (*Teaching and Learning*) is essential to achieving our overarching goals of improving literacy outcomes for our students, increasing their proficiency and bringing as many as possible to mastery of the Next Generation Learning Standards(NGLS) in ELA, math, science and social studies. Our school design is embedded with a multitude of key features that support our instructional staff as they work with students daily.³ At BPCS, the following goals should be met in order to assure our curriculum and instruction remains effective for all students:

- **Curriculum:** BPCS's rigorous curriculum and various assessments will be aligned to the NYS NGLS for all students and will be aligned horizontally across triad classrooms at the same grade level and vertically between grades. BPCS's curriculum will be systematically reviewed and revised by the DTL as needed.
- **Supports for Diverse Learners:** As a school designed to serve at-risk students in our community, BPCS will provide targeted supports to meet the academic and social-emotional needs for all students, including Students with Disabilities (SWDs), English Language Learners (ELLs), and economically disadvantaged students and will assure that all SWDs are meeting their individual goals listed on their IEPs.

Culture, Climate and Family Engagement: We strive to assure BPCS is a place where students, families and staff are immersed in a culture of achievement. We believe the following

² For more information about Measures of Academic Progress (MAP) Growth assessments, visit: www.nwea.org/map-growth/

³ For more information about staff support and professional development, see Section III.D.

goals from Benchmark 3 (*Culture, Climate and Family Engagement*) indicate success in creating a school community aligned with our mission and a shared responsibility for student growth⁴:

- **Student Attendance:** Each year, BPCS will have a 95% average daily student attendance rate.
- **Student Behavior:** Each year, BPCS will see a decrease in the number of student disciplinary referrals and/or a decrease in the severity of incidents and suspensions from the year prior.
- **Family Involvement:** Each year, BPCS will have a 90% completion rate on our annual family survey and will show annual increases in the family attendance rate at school-sponsored events.
- **Family Satisfaction:** Each year, 85% of families that responded to our annual family survey will indicate their satisfaction with BPCS's school program.
- **Staff Retention:** Each year, BPCS will retain 90% of administrative, instructional and operational staff members who received positive end of year evaluations, in order to provide continuity in success for all of our students.

Organizational Soundness: We are committed to assuring that we are achieving operational efficiency every day at BPCS; crucial to our ability to effectively alter the academic path for students, and as such strive to meet the following goals related to *organizational soundness* (Benchmarks 4-7) and *legal compliance* (Benchmark 10):

- **Financial Operations and Accountability:** Each year, BPCS will have a balanced budget and meet the requirements of our annual financial audit. BPCS will operate in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices
- **Board Oversight and Governance:** The BOT will perform an annual self-evaluation, as well as annual reviews of overall school structures, policies, by-laws and the ED to determine efficiency and areas for growth.
- **Organizational Capacity:** BPCS will have an established, well-functioning organizational structure with clearly delineated roles for staff, administrators, and BOT members, as well as systems and protocols that allow for the successful implementation, evaluation, and improvement of our academic program and operations.
- **Legal Compliance:** BPCS will comply with the provisions of our charter and all applicable laws and regulations.

Enrollment, Recruitment and Retention: As a mission driven organization, we will remain committed to implementing our key design elements and believe that achieving the following goals, aligned to Benchmark 8 (*Commitment to Mission and Key Design*) and Benchmark 9 (*Enrollment, Recruitment and Retention*), will assure faithfulness to our mission and charter.

- **Community Partnerships:** BPCS will demonstrate continued and expanded partnerships with organizations in the community for the enrichment of our students.
- **Collaborative and Professional Partnerships:** BPCS will join and maintain membership and partnerships within specific professional and mission-aligned groups,

⁴ School-wide culture goals developed via recommendations from *The Leader in Me*, described further in Section II.G.

which will further advance our objectives and provide resources to better support our students, families and staff.

- **Overall Enrollment Projections:** Each year, BPCS will enroll and maintain cohorts of students equal to our projections.
- **Enrollment and retention of students in at-risk subgroups:** Each year, BPCS will meet our prescribed enrollment and retention targets, established by the Board of Regents.

B. Key Design Elements: In order to establish a culture of achievement, we must offer students a broad, balanced educational experience that emphasizes holistic student development, offers engagement in rigorous and meaningful content and provides support in developing strategies for sustained success. At BPCS, each of our Key Design Elements align directly to our mission and reflect an intentional, student-centered approach. BPCS's Key Design Elements are:

A Multisensory, Cross-Curricular Instructional Design: The research is clear that explicit and structured language instruction is valuable for all students⁵, especially students with language-based learning disabilities (LBLDs) such as dyslexia and for ELLs. A foundational component of our curricular design is the use of the highly structured Orton-Gillingham approach (OG) to teaching literacy. OG is widely known as a multisensory approach proven to work with all students, especially those who struggle to read and write. Our curriculum will allow students to use their learning strengths and deliberately utilize sensory modalities including sight, sound, movement and touch to connect language to words; moreover, multisensory instruction based on the OG approach will be interwoven across all subjects. Multisensory education provides students with more ways to connect to what they are learning. Dr. Sally Shaywitz notes that in the classroom, no matter the subject, "reading is king." As writing competency is closely aligned with reading, we will also utilize the results-proven, research-based writing program, The Writing Revolution (TWR), developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs.

A Balanced Approach to Interdisciplinary Literacy: Our approach to literacy using enhanced and individualized instruction through OG and TWR, will be aligned to the NGLS and grounded in the Core Knowledge (CK) Sequence for ELA, science, social studies as well as Singapore Math. The consistent reinforcement of these skills by teachers in all subject areas will assure that students learn to think and write with greater precision and confidence, no matter the content. This level of programming will be embedded into the daily curriculum, across all content and disciplines. Our curriculum will capture elements of curricula and approaches used in highly successful schools with similar student populations, including: GRASP Academy, Provident Charter School, P.S. 53, The Windward School, The Community School, P.S. 101 and Democracy Prep- *Pathways*.

During the school day, students will be engaged in thematic Creative Learning Extensions (CLEs) which are meaningful extensions of the regular curriculum designed to promote students' imaginative and inspirational growth. Some CLEs include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance and structured play.

⁵ Shaywitz, S. E. (2003). *Overcoming dyslexia: a new and complete science-based program for reading problems at any level*. New York:

A Student-Centered School Structure: A key component of our work is to develop students as self-advocates by supporting them in identifying the lifelong strategies needed to maximize their strengths and achieve success. Through a combination of our multisensory instructional approach, which allows students to use their individual strengths to make connections to instruction, and our supportive school culture we will build confidence, grow self-esteem and inspire our students. Our collaborative Triad teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios all designed to meet the needs at all student levels. Our planned use of teacher looping, is aimed to minimize student anxiety as they transition between grades and provide much -needed consistency for students, family and staff

Our purposely-planned student schedule, which provides the equivalent of 843.5 extra hours and 50,580 extra minutes per year compared to the New York state average, provides students with sufficient time to engage in meaningful learning extensions and rigorous content, via a cadre of programming that supports the development of the whole child such as: a dedicated class period for Social Emotional Learning (SEL), using the Morningside Center's 4Rs program; set aside time for academic skills enrichment; Executive Functioning and organizational sequencing; and a *SPARK* fitness program.

A Supportive Network for Families: Families are a student's first teachers and strongest advocates. In order to make decisions for, and with their student, they must be well informed and involved. At BPCS, we believe a key factor in maintaining a culture of achievement is based on a true partnership and trusting relationship with our families, which will result in increased achievement for our students. We aim to incorporate the school-home connection intentionally in our structure and strategically dedicate a seat on the Board of Trustees (BOT) for a BPCS parent who will provide families with active voice in the decision-making body of the school.

Extensive, Supportive Staff Development: Teachers and staff are critical to achieving a culture of achievement at BPCS. Our Center for Staff Development is designed to provide staff with an extensive and balanced approach to professional development and an OG practicum, structured to increase their knowledge and skills in teaching literacy acquisition, leading to a preliminary certification credential in OG. The following staff support structures, will result in a highly qualified staff prepared to work with all student levels, and further our mission and ability to meet our goals:

- Pre-service and in-service staff development;
- Access to participation in content and practice-based Institutes and seminars;
- Daily supports and observations;
- Dedicated collaborative planning time;
- Access to on-site staff developers and mentors; and
- Hands-on practical experiences.

Connections to the Larger Community: We have been in contact with several community and citywide organizations to develop partnerships which will supplement our school design and will further our mission. Additionally, we will partner with several colleges and universities to develop a student-teacher pipeline program. We are especially excited about the ability to partner with CCNY and other CUNY institutions, who through their Dyslexia (Plus) Taskforce, have

been working with various stakeholders (including BPCS’s founder and proposed ED) to support students with LBLDs in public schools. Using successes highlighted in *A Smarter Charter*, and our already- developed relationships within the district and charter school communities, we will form individual school-to-school partnerships for the sharing of best practices and professional development with schools in CSD 31 and across NYC. Specifically, we intend to join the NYCDOE’s District-Charter Collaborative and the NYC Special Education Collaborative.

C. Community and Students to Be Served: CSD 31 represents the entire borough of Staten Island, one of the five boroughs of NYC, and is home to nearly half a million residents, including approximately 61,783 students enrolled in public schools across grades K-12 in 2016-17.⁶ CSD 31 is home to families that span a broad range of socio-economic status, religions, cultures and backgrounds across many different community neighborhoods. A very family-oriented community, families on “the Island” have strong values, notably independence, respect, equity and a sense of partnership and service. A demographic breakdown of K-12 public school students in CSD 31, by ethnicity and student subgroup is as follows:⁷

	SWD	FRL	ELL	White	Hispanic	Black	Asian	Other races
Percentage	25.3%	58.8%	5.8%	46.8%	28.6%	13.7%	8.8%	2.1%
Total Students	16,652	38,767	3,804	30,822	18,830	9,044	5,832	1,396

In CSD 31, there are 50 NYCDOE elementary schools, of which 46 are zoned schools (91%) and four are choice schools, which served a total of 27,835 students in grades K-5 in 2016-2017.⁸ There is currently only one charter school operating in CSD 31 that offers some elementary school grades⁹, amongst the lowest of any CSD in NYC.¹⁰ As such, CSD 31 has limited charter elementary school seats offered to students and families. As of the 2018-2019 school year, no charter school, including any expanding schools, will exclusively serve elementary school grades. As a community with high numbers of families that choose to enroll their children in private school or send their students to schools outside the borough, families in CSD 31 value choice. Of the 35 non-public K-5 schools on Staten Island: 21 are Catholic schools, five are Jewish schools, three are independent, two are Lutheran, two are other Christian, and one is an Islamic school, serving a total of 4,987 students in grades K-5.

Rationale for selecting CSD 31: CSD 31 represents a significantly underserved community with regards to academic supports for at-risk student subgroups. Based on 2017 NYS Assessment data⁷, overall ELA and math proficiency rates for tested elementary school students in CSD 31 were 46% respectively. Comparatively, ELA and math performance for tested students in at risk subgroups was as follows:

⁶ According to the NYCDOE’s Demographic Snapshot: <http://schools.nyc.gov/Accountability/data/default.htm>

⁷ Data provided by the NYCDOE’s Demographic Snapshot.

⁸ According to the NYCDOE’s Demographic Snapshot.

⁹ Lavelle Prep currently offers grades 3-5 in their elementary school, and grades 6-8 at middle school.

¹⁰ This statement does not account for any existing school grade expansions approved during the 2017-2018 school year.

CSD 31 2017 Proficiency Rates- At Risk Student Subgroups ¹¹		
Subgroup	ELA	Math
SWDs	14%	18%
ELLs	7%	16%
ED	36%	35%

We believe the performance of students in the subgroups above is directly related to these students not being offered educational programming with the level of focus and customized instruction they require, as evidenced by the vast difference in academic outcomes when compared to their peers in the district. This trend is aligned to national trends that show, despite improvements in reading proficiency, disparities remain across the same at-risk subgroups.¹²

Target Students: Many students struggling with literacy in CSD 31 face the choice of staying at their existing school, continuing to struggle or leaving the borough, city and state to find a school that best meets their needs, often times at a high financial cost. Our founding team designed BPCS so that these students and families are offered the choice to stay within their own community to be educated in a specially designed environment; a choice we believe is more equitable. Children who read proficiently by the end of third grade are more likely to graduate high school and be successful into adulthood¹³, which is highlighted by NYS's focus on improving literacy outcomes for all students. With reading serving as the foundation upon which all learning is based, many students in CSD 31 remain at risk of academic failure as a result of their continued struggles with literacy. Although our school will welcome all students from CSD 31, our target recruitment will be for students with reading and language development.¹⁴ Since reading difficulties know no class, race or intelligence level our students will range across all subgroups and neighborhoods and will reflect the demographics of CSD 31, as per the demographic chart above. Moreover, given our mission and focused outreach, a majority of our students will enter BPCS below grade level, however, our curriculum and instructional diversity is structured to serve all levels of learners.

Given our commitment to our mission and our targeted recruitment strategies, two groups who will *especially* benefit from a structured literacy approach and a multisensory curriculum are SWDs (24% of total CSD 31 students), and ELLs (9% of total CSD 31 students). As such we expect our actual enrollment percentage of students from these subgroups will exceed the district average, reflected in budgetary, staffing and programmatic decisions. Research shows that roughly 20% of the school-aged population has a language-based learning disability, which equates to potentially thousands of students in CSD 31. ELLs, in particular are “one of the few groups for whom reading proficiency rates did not improve over the past 10 years.”⁹ We are aware that achieving academic success for our students will not be an overnight experience and will take time and continuity. With proper instructional interventions and an appropriate academic environment, all of our students can learn to read and write proficiently. Our team at

¹¹ According to 2017 NYS Assessment Data found at:

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

¹² Urban Education Institute. *New Knowledge*. Chicago, The University of Chicago, 2017.

<https://www.ueiknowledge.org/newknowledgereport>.

¹³ The Annie E. Casey Foundation. *Early Reading Proficiency in the United States*. Baltimore: The Annie E. Casey Foundation, 2014. <http://www.aecf.org/m/resourcedoc/aecf-EarlyReadingProficiency-2014.pdf>

¹⁴ See Section I.F for further explanation of our enrollment plan and for a more specific description of student recruitment strategies.

BPCS relishes the chance to begin addressing existing inequity and rewriting the equation of opportunity for students in CSD 31.

Our unique offering to CSD 31: BPCS's approach is unique. Our all day, cross curricular programming for students is designed as the foundation of our culture of achievement, not as a service provided at designated times of the day. BPCS's comprehensive and continual PD design represents our commitment to effective implementation of multisensory instruction not currently offered to teachers and staff in the district. Additionally, BPCS's enrollment and staffing plan allows students to be served in Triad classrooms that are significantly smaller in size than the average elementary school class, which provides a significantly different commitment to support and individualized attention.

The Need for BPCS in CSD 31: BPCS is being founded so all students in CSD 31 can receive an option currently not available for Staten Island students, but is one that is found in all other boroughs. As we visited schools such as P.S. 101 in Brooklyn, Democracy Prep Pathways in East Harlem and Morningside Elementary School (Morningside) in Atlanta, Georgia, we found compelling evidence that their approaches are successful for students of all ability levels and are essential to improve achievement for students struggling with literacy. At P.S. 101, all K-2 students receive daily lessons in OG instruction rendering high-level results in their early childhood reading acquisition. Democracy Prep Pathways has a similar instructional model and support structures and target students similar to BPCS. Both schools have seen their data improve school-wide based on implementation of these curricular choices. The other successful model upon which we have based our design is Morningside, a National Blue Ribbon school with an innovative, reading- focused curriculum which places an intensive emphasis on improving academic outcomes for students struggling with literacy, specifically those with dyslexia and LBLDs. Since implementing this approach, overall student achievement has increased significantly at Morningside, reflected by improved proficiency on Georgia's Criterion-Referenced Competency Tests, over the course of two years.

Evidence of Support: Over the past two years,¹⁵ we've held multiple public meetings and several public presentations across CSD 31 to assess support for BPCS.¹⁶ We conducted two surveys sent to thousands of parents, educators, students and community members to determine interest in a school like ours opening in CSD 31. To date, we have received over 540 completed surveys. Respondents overwhelmingly (97+%) thought BPCS would be of value to the CSD 31 community and 92% of respondents said they had or knew of a child in CSD 31 who struggled with reading. BPCS has widespread community support. We have received the support of our Borough President, our entire New York State Assembly and Senate delegation, New York City Council delegation, our US Representative, all three Community Boards, the Federation of PTAs, Community Education Council 31 (CEC 31)¹⁷ and Staten Island's representative on the Board of Regents. Community members continue to offer their support and willingness to help and the Staten Island Federation of PTAs has already invited BPCS to join with all PTAs across CSD 31- symbolic of the level of community level buy-in that has already formed. Our founding team has strong relationships within the community among the various offices and leadership within the

¹⁵ For samples of BPCS's community engagement, see Attachment 2a

¹⁶ In accordance with Education Law § 2851(2)(q)

¹⁷ Evidence of community support for BPCS can be found in Attachment 2c.

NYCDOE, NYSED, the Committee on Special Education and CEC 31. We will use our deep relationships within the community to reach parents and families and ensure we are able to effectively achieve academic excellence for our students aligned with our mission.

We do not anticipate opposition to our school given our specialized design and unique school model that we bring to CSD 31. On the contrary, the voices have been strong and specific that our community wants the option we offer for their children and constituents. We will continue our outreach to schools in CSD 31 serving elementary school students, to keep the flow of good will by sharing our instructional resources and provide opportunities for classroom observations and shared PD, a key element of our design.

D. Applicant Group History and Capacity: The Applicant Group came together both organically and deliberately. Our journey began in 2014 when education advocates and parents of children with dyslexia, approached Borough President James Oddo, asking for his support for an educational option on Staten Island designed for their children. This meeting resulted in a group of community members coming together to investigate the current options available and to ascertain if there was truly a need for a school to help children who struggled with literacy. The group soon realized the educational options currently available for children struggling with reading were extremely limited and the need was great. Visits were made to schools in New Jersey, Brooklyn, Manhattan White Plains, Pittsburgh and Jacksonville to gain a greater understanding of their school design. Based upon this fact finding, a school model was developed and shared with the community at large to get their feedback. Meetings were held with principals, parents, teachers, neuropsychologists, literacy specialists in multisensory instruction, speech and language pathologists, NYCDOE and charter policy specialists, and special education advocates to help formulate and design BPCS.

Many on the team were familiar with each other's work, but had not formally worked together until we formed the applicant group in November 2015, when we had our first official planning meeting. Since then, we have held planning meetings on a regular basis and continued collaborating with the community to get feedback and input as our school design was formed. We deliberately added members to our board to round out our capacity and capabilities. This included a former charter school COO, a lawyer who served on CEC 31, a founding principal of an innovative and successful NYCDOE school, a retired principal of a Blue Ribbon elementary school, the former parent liaison of a public school designed for dyslexics in Florida, a philanthropist and business strategist from Bloomberg LP, a neuropsychologist, an associate professor from Columbia University, and a former NYS Assembly Member who is well-respected businessman and member of the community. In addition, we added advisory board members including a literacy expert in Orton-Gillingham and a clinician who specializes in LBLDs. As requested, more detail of each member of the applicant group can be found in Table 1.

Our application writing process began with retreats with the whole planning team, including proposed Trustees. Once all members worked together to formulate our schools' mission/vision and design elements, members then began meeting within specialty groups where areas of expertise would intersect for maximum capacity with alignment. Rose Kerr, Laura Timoney & Tim Castanza took the lead roles with the development of the BOT and applicant group. We engaged Simeon Stolzberg as a paid consultant for various sections of

the application. Additionally, in an unpaid capacity, we collaborated with financial consultants and staff of an existing charter school in CSD 31 for advice based on their experience writing applications and operating a successful charter school.

E. Public Outreach: We began informing the community and kicked off our official public outreach in earnest in the fall of 2016, after visiting various charter, private and public schools focused on helping students who struggle with literacy. After observing their approach to instruction and forming a framework for our school, we sought input from educators, parents, students and community members. We shared our mission, educational approach, key design elements, grade span and described students who would benefit from our school design. Our target student population is any student who struggles with literacy including those students who are SWDs (especially those with LBLDs), ELLs and economically disadvantaged. We also reached out directly to every elected official representing Staten Island at the city, state and federal level and shared our mission of helping students acquire literacy skills. As a result, we received support letters from all elected officials. BPCS also has the support of CBOs and non-profit organizations including the YMCA, UAU, The Staten Island Foundation, MakerSpace, and Literacy Partners.

Providing Stakeholders Opportunity to Comment: In 2017 we created two online surveys, which were shared via email and social media to gain input from parents, educators, students and the community at large. CEC 31 and the PTA Federation shared our survey with their listserv, including thousands of parents. We received over 540 responses and incorporated feedback into our school design including: class size, use of a multisensory instructional approach, focus on social-emotional aspects of learning, in-depth and appropriate teacher training, addressing the impact of reading struggles on the family and ensuring our school developed the whole child. We held three public information sessions in diverse Staten Island neighborhoods on weekends and evenings. Members of the founding team attended all sessions. Various news outlets covered our initial session and have attended BPCS presentations to date. All information sessions included key design elements of the school, grade span, target student cohort and had a Q&A session to solicit input. An email address was shared with attendees and provided in news coverage to seek more feedback.

Public Meetings Informing the Community: Members of the founding team gave presentations at several public meetings including: CEC 31, all three Community Boards, local civic organizations, the Federation of PTA's and the Staten Island Developmental Disabilities Council. Each presentation was publicized well in advance of the meeting and all presentations included the school mission, educational approach/key design elements, grade span, students who would benefit from our school design and our proposed school location on Staten Island. At each of those meetings, stakeholders asked questions and gave feedback to inform our thinking about BPCS design. Please see Attachment 2b and Table 2 for a comprehensive overview of all public outreach, and evidence of the Public Review Process.

Addressing comments received from the community: All comments were addressed at respective meetings or via written response if received by email or on social media. Many comments expressed the need for this type of school on Staten Island and the need for a school for older students who continue to struggle greatly in their local schools.

F. Enrollment, Recruitment and Retention: In the first year of our initial charter term, BPCS will offer seats for students in grades 1 and 2. Our maximum enrollment during the initial charter term will not exceed 242 students. Our budgeted enrollment in Y2-5 accounts for organic and slight attrition, and seats will be filled in grades 1-4 until the start of our second trimester.¹⁸ We believe that admitting students and continuing to fill seats beyond this point will be disruptive to the learning and growth for continuing students.¹⁹

Projected Enrollment Over the Charter Term:

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1	6-7	40	40	40	40	40
2	7-8	46	46	46	46	46
3	8-9	N/A	52	52	52	52
4	9-10	N/A	N/A	52	52	52
5	10-11	N/A	N/A	N/A	52	52
Totals	N/A	86	138	190	242	242

Enrollment Rationale: To ensure alignment with our mission, we plan to offer first and second grade in the first year of our charter term; acknowledging our entry points and enrollment patterns are irregular compared to other elementary schools, which traditionally begin at kindergarten. The decision to start with first and second grade was made thoughtfully and purposefully with several desired outcomes, paramount of which is assuring that our students will enter our school early enough so that they will have enough time immersed in our specialized instructional programming and curriculum to learn critical early reading acquisition skills. This is an essential element required for us to achieve our goals and objectives and meet our commitment to our students and families.²⁰ “The schools that children attend make a difference in their reading achievement.”²¹ Research shows that without early intervention, the reading gap between struggling readers and their peers will continue to widen over time and many students who display reading problems in third grade will remain poor readers.²² In order to assure that students struggling with literacy are able to catch up with their peers, they must be fully immersed in an academic environment designed to meet their needs. As a school whose target group is struggling readers, this mission-aligned belief is reflected in our proposed enrollment plan, as well as our proposed staffing plan and budget.

With increased emphasis on literacy in early-childhood programs like pre-K and 3-K locally and nationwide, students are being exposed to literacy at an earlier age, which often times brings to light the struggles students will face with literacy earlier than ever before. Our decisions are re-affirmed by feedback obtained from parents, teachers and as well as the expertise of members of our

¹⁸ BPCS’s admissions policy can be found in Attachment 1.

¹⁹ BPCS reserves the right to enroll new students in grade five, should the increases not result in the jeopardizing of students’ educational experience.

²⁰ As part of the annual evaluation process, should the BOT determine that a change to the grades offered is in the best interest of the school and community, BPCS may seek to amend its charter and add the recommended grade(s), and revise our enrollment policy accordingly.

²¹ Teddlie, C. & Stringfield, S. (1993). Schools make a difference: Lessons learned from a 10-year study of school effects. New York: Teachers College Press.

²² Juel, C. (1988). Learning to read and write: A longitudinal study of fifty-four children from first through fourth grade. Journal of Educational Psychology, 80, 437–447.

BOT with clinical and educational experience and are supported by research that indicates that literacy struggles are able to be identified by first grade.²³ Thus, families may be more likely to identify that the traditional educational setting is not working at a very early school entry grade. We expect this trend to continue given Universal pre-K enrollment in CSD 31 is amongst the highest in all of NYC²⁴, and with CSD 31's selection as a pilot district for the NYCDOE's new 3-K for All initiative, which will target 3-year olds in the district beginning in 2019.

We will offer additional seats at second and third grade each year, to provide access to our program to families who were not part of BPCS's initial first grade cohort. In addition to natural rise in demand coming as a result of increased awareness of our programming, design and successes, we expect to see a rise in applications from families of students in second and third grade, as students continue to be more at risk for academic failure evidenced by report cards, professional evaluations and even a diagnosis of LBLD. This belief and feedback shared by the community drives our decision to offer additional seats at these grades with accompanying staffing adjustments. We aim to ensure our students are prepared to compete academically with their peers across NYC and are "secondary school ready" when they leave BPCS. Though many in our community have asked BPCS to serve students through grade eight, we feel strongly about first creating and developing an effective elementary school option with a developed program and record of increased student achievement for our students, families and staff.

Application, Admissions, and Enrollment and Preference Process: Our printed application will be shared via mail with all eligible families in CSD 31, our community partners and on our website and social media. Student admission will be run by lottery, which will be held in accordance with state regulations.²⁵ BPCS proposes to utilize a weighted lottery, with the goal of serving an overall student population with at least 40% of its incoming students having an IEP. This target percentage is designed to ensure our steadfast commitment to expanded learning opportunities for at-risk students, while also ensuring we meet the enrollment and retention targets mandated by State Education Law, see table below. If these targets are not met, and our overall student population does not represent the target community identified in our mission, we will evaluate our recruitment and admission practices and seek to amend the charter to institute a new lottery structure and/or grade span.

Recruitment Plan: Our recruitment of students and outreach to families in the community will be inclusive and extensive, and will emphasize our mission and the benefits of our instructional programming, proven effective for all students. In addition to our website and social media, we engage in multiple forms of outreach such as open houses, recruitment events, newspapers and online sources, information sessions and community presentations, including outreach to faith based and community organizations to: present our mission and school design and raise awareness about literacy challenges; disseminate admission materials; garner community feedback on family and student needs; and develop community partnerships. Based on the overwhelmingly positive response²⁶ from members of the Staten Island community, affirming the need for BPCS due to the lack of options currently available for struggling readers, and as a

²³ Hiebert, E., Pearson, P., Richardson, V. and Paris, S. (1998). *Every Child a Reader: Applying Reading Research in the Classroom*. Ann Arbor: The Center for the Improvement of Early Reading Achievement (CIERA).

²⁴ According to the 2016-2017 NYCDOE Demographic Snapshot: <http://schools.nyc.gov/Accountability/data/default.htm>

²⁵ As outlined by § 119.5

²⁶ For further detail on our community engagement to date and examples of parent interest, see Section I.E.

school designed to alter the academic path of students, especially those struggling with literacy, we believe our total enrollment will be representative of a diverse group of students and will meet or exceed the district averages detailed in the table below:

Enrollment and Retention Targets²⁷		
	Enrollment	Retention
Economically Disadvantaged	146 students (59.8%)	140 students (95.8%)
Students with Disabilities	58 students (23.4%)	56 students (96.2%)
English Language Learners	16 students (7.3%)	15 students (96.3%)

Recruitment and Retention of SWDs, ELLs, and Economically Disadvantaged Students:

Our recruitment²⁸ will ensure equitable and widespread access to resources and information to all prospective students and families in the community and all marketing and recruitment materials will be provided in the various languages spoken in the larger community. Specific recruitment strategies for target subgroups are as follows.²⁹

Students Identified in Our Mission: To meet our projected enrollment targets and remain committed to our mission of providing a specially designed academic option for students on Staten Island, we will continue to engage in efforts to attract students struggling with literacy from all backgrounds across CSD 31. Through presentations, advertising and community recruitment events we will emphasize to families our mission and vision and why our multisensory curriculum and balanced approach to literacy will better meet the needs of their child. To support these efforts, we will share and promote information about our instructional program, admissions process and student applications to all public and private elementary schools within CSD 31, as well as early childhood education programs and nursery schools, SETTS providers, social workers, local neuropsychologists who identify LBLDs and private tutoring services. We will work with organizations such as the Staten Island Reading Association, Wishes of Literacy, CEC 31 and the Staten Island Foundation to identify families within their networks.

SWDs: BPCS will have ample resources to address the needs of students with disabilities, which will be highlighted during our outreach to the community through targeted mailings, information sessions and social media outreach. We plan to leverage our strong community partnerships to reinforce our recruitment efforts and will enlist the support of organizations such as the Child Mind Institute's Healthy Brain Network, Parent to Parent, Families Helping Families, the Staten Island Developmental Disabilities Council and the special education staff at the CSD 31 Field Support Center (FSC).

ELLs: We will host targeted informational sessions, and mailings (translated) for non-English speaking students and offer interpretation services in the predominant, non-English languages spoken across the borough, including Spanish, Russian and Chinese. To support our outreach to and recruitment of ELLs, we will build on our strong bonds with groups such as the ELL staff at

²⁷ Calculated by the NYSED Charter School Enrollment and Retention Targets at: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

²⁸ Additional information about our Recruitment Policy can be found in Attachment 1.

²⁹ While these strategies are broken out by subgroup in this application, BPCS believes that they will be effective for recruitment of all students and will be used accordingly where applicable.

the CSD 31 FSC and local ELL advocates like El Centro, the Staten Island Immigrants Council and Island Voice. Our recruitment materials will highlight the benefits of our instructional design for ELLs and our application will be made available in a variety of languages.

Economically Disadvantaged Students: We will perform outreach and distribute information about our school mission, structure, offerings and community partners, at the various NYCHA housing developments, local after school programs, food pantries and in mixed income neighborhoods across the borough with the support of several well-known community groups including: the NAACP, Project Hospitality, various Head Start programs, the Children's Aid Society/Goodhue Center, United Activities Unlimited and Literacy Inc. We will maintain a strong presence both on social media and in a variety of print-based publications and canvas in areas of mass public transportation such as the Staten Island Ferry, Staten Island Railroad stations and bus terminals.

Retaining Students: Student retention at BPCS will be a student focused, daily effort, as we know that improving literacy outcomes for our students and building our school community will take time and continuity. Family communication, participation and support are key factors in assuring we retain all of our students and our school structure enables us to involve families in a variety of ways. Our involvement of families in school and community events and school decision making via parent representation on the BOT, will provide families with direct involvement in assuring their needs and concerns are heard. Additional retention strategies per subgroup are as follows.³⁰

Students Identified in Our Mission: We believe that retention of students identified in our mission will be based on several factors, most notably student success, improved academic performance and family participation. As our students grow both academically and socially, with structural supports such as a dedicated Literacy Specialist and our Triad structure and unique instructional offerings like our CLEs and 4Rs program, it will become clear that BPCS is the right place for them to remain in a success cycle within a culture of achievement.

SWDs: When students have been identified as a SWD, both student and family become part of the team that provides fundamental support structures. Dedicated staff such as our Dean of Specialized Instruction, special education teachers and Speech and Language teacher will continuously monitor Response to Intervention and the feedback loop between assessments and modification of instruction. We will use our family and community partnerships and the CSD 31 CSE to assure our supports are appropriate and work for each individual student. As our SWDs succeed through these measures, they and their families will want to remain with BPCS and continue their progress.

ELLs: Multisensory instruction is particularly effective for ELLs, something seen throughout our visits to successful school models. Our staff's preparedness in Universal Design for Learning (UDL), as well as the use of the NYSESLAT as a data tool to inform instruction, Sheltered Instruction Observation Protocol and other research-based instructional strategies for supporting ELLs, will drive academic achievement. Our school culture via The Leader in Me (TLIM)

³⁰ While these strategies are broken out by subgroup in this application, BPCS believes that they will be effective for retention of all students and will be used accordingly where applicable.

inclusiveness and our Family Coordinator will plan events and activities that celebrate the traditions of our students. Teachers will connect curriculum to multicultural literature, increasing the likelihood of our ELLs seeing the value and connections of literacy in their daily lives.³¹ We believe these strategic decisions will provide culturally sensitive and welcoming community that will ensure our ELLs succeed and remain at BPCS.

Economically Disadvantaged Students: In alignment with our mission and commitment to families and students in economic need, which assures that students have tools necessary to achieve academic success, we will work to reduce any financial strains on families. In addition to our extended school day, which provides families with the supports related to an earlier start time and later end time, we will offer students any needed school supplies or clothes that meet the school dress code, as well cover costs associated with any field trip or school wide activity. Our supportive school culture and caring staff will provide all students with the assistance they need to thrive.

G. Programmatic and Fiscal Impact: BPCS expects to have an overall positive impact on schools, student, families, educators, organizations and institutions in CSD 31. This is based upon the alignment to our key design element focused on developing partnerships with schools and organizations across CSD 31 and NYC, in order to share best practices and resources. In accordance with Education Law we have completed a thorough assessment of the other elementary school options for students in CSD 31. In Y1, BPCS will open with approximately 86 students, constituting approximately 0.24% of CSD 31's approximate total enrollment of K-5 students across public and non-public schools. In Y5, BPCS would serve approximately 242 students, constituting only approximately 0.72% of CSD 31's current population.

As previously noted, the borough of Staten Island accounts for only one of NYC's CSDs, resulting in a large number of elementary school choices for students.³² However, based on our extensive investigation we are not aware of any school in CSD 31 offering an academic program, support structure and school design like BPCS. Additionally, as members of the CSD 31 community, and upon analyzing data, we know that a high number of elementary schools in CSD 31 are overcrowded, many with building utilization rates well over 100%³³ and K-5 class sizes averaging at approximately 26 students per class.³⁴

Overcrowding in schools and classrooms is always difficult, but may prove to be especially difficult for students struggling with literacy and in need of additional supports and attention. BPCS's opening would provide CSD 31, which currently has a projected need for additional seats at the elementary school level³⁵, with approximately 242 new elementary school seats and classrooms with average class sizes well below the district average. While we understand that

³¹ Moll, L.C., & Greenburg, J.B (1990). Creating zones of possibilities: Combining social contexts for instruction. In L.C.Moll(ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp.319-348). New York: Cambridge University Press

³² Further detailed in Section I.C

³³ According to the 2016-2017 Enrollment, Capacity and Utilization Report: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>

³⁴ According to the NYCDOE Class Size Report: <http://schools.nyc.gov/AboutUs/schools/data/classsize/classsize.htm>

³⁵ Per the February 2018 Amendment to the NYC School Construction Authority's Capital Plan: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Capital_plans/02222018_15_19_CapitalPlan.pdf?sr=b&si=DNNFileManagerPolicy&sig=OZhC%2FTlqMoFVv5n5yGt3HanljIU5LaudtcVVXeD3loc%3D

students currently attending CSD 31 schools will enroll in BPCS, we do not anticipate any one school will be impacted severely, as we plan to recruit students from across the borough and we anticipate having limited seats available each year beyond Y1.

Fiscal Impact on public and non-public schools: As a proportion of the overall NYCDOE budget, BPCS's financial impact will be minimal, as evidenced in the chart below:

Projected Fiscal Impact upon District of Location ³⁶							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate ³⁷	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District ³⁸	Total Projected Funding from District	Total District General Fund Budget ³⁹	Projected Impact on District Budget
2019-20	86	\$15,412	\$1,325,432	\$951,136	\$2,276,568	\$24,300,000,000	0.009%
2020-21	138	\$15,412	\$2,126,856	\$1,526,214	\$3,653,070	\$24,300,000,000	0.015%
2021-22	190	\$15,412	\$2,928,280	\$2,101,293	\$5,029,573	\$24,300,000,000	0.021%
2022-23	242	\$15,412	\$3,729,704	\$2,691,156	\$6,420,860	\$24,300,000,000	0.026%
2023-24	242	\$15,412	\$3,729,704	\$2,706,236	\$6,435,940	\$24,300,000,000	0.026%

BPCS has requested data from the NYCDOE in accordance with the Freedom of Information Law (FOIL) to account for the total costs related to sending students from Staten Island with LBLDs, namely dyslexia, outside of the district in order to attend an educational option that best meets their needs. The data, which was requested on multiple occasions via BPCS's legal counsel, accounted for costs including: transportation, tuition and all related legal fees. BPCS's opening in CSD 31, will provide students who live on Staten Island an option within their own district that meets their academic needs. The opening of BPCS will reduce or eliminate some of the costs currently being accrued by the district, by reducing the number of students having to attend school out of district. While we do know that NYC spent approximately \$176.3 million on private school placements alone in 2015⁴⁰, the current costs are not included in the projected fiscal impact table as the NYCDOE has still not provided the data requested in our FOIL. Therefore, we believe that the overall fiscal impact on the district, described in the table above is understated.

II. EDUCATIONAL PLAN

A. Educational Philosophy: BPCS believes it is our moral obligation to provide all students with a strong academic and social and emotional foundation that will prepare them to be successful in a world we can only imagine. Senator Patty Murray, a former educator, emphasized the importance of

³⁶ Fiscal impact figures were calculated using New York City as the "district of location"

³⁷ As indicated in Section III.J, our budget accounted for the current Charter School Basic Per Pupil Tuition rate, without accounting for any increases. Figures in this column would increase should this rate increase or decrease in a given year.

³⁸ These costs include specific revenue items including Special Education Revenue and Rental assistance.

³⁹ As of this application's submission, the NYCDOE's FY 19 budget was not yet approved and as such, Total District General Fund Budget is based on the NYCDOE's FY 18 Operating budget, found at:

<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

⁴⁰ <https://www.cityandstateny.com/articles/politics/new-york-city/new-york-city-is-paying-for-more-students-with-disabilities-to-attend-private-school%3B-advocates-say-problems-persist.html>

putting literacy first, stating “I know if students don’t have a strong foundation in reading and writing, there is very little else we can do to help them succeed in the modern world.”⁴¹ Reading is the foundation upon which all learning is based. BPCS’s educational philosophy is presented in its mission and delineated in its key design elements.⁴² These design elements address rigorous standards-based content aligned with the NGLS and NYS exams. We are committed to creating a safe and supportive school community in which all children can thrive.

Of great concern is how under-prepared the majority of high school graduates are. The latest report from the National Assessment of Educational Progress shows that only 37% of students scored proficient or higher in reading. Disaggregated data showed only 17% of African American and 25% of Latino students scored proficient or above in reading. Most disturbing, the number of students scoring below a basic level in reading increased to 29% in 2015. Children who are not reading at grade level rarely catch up with their peers academically and are four times more likely to drop out of high school.⁴³ These statistics make clear that reading proficiency must be a focus for all children, with additional supports provided for those who struggle either because of a language-based learning disability (LBD) like dyslexia, limited English proficiency or an adverse educational impact associated with poverty.

BPCS is based on a holistic, whole child approach for all students that recognizes the integral role social and emotional learning (SEL) plays in each child’s growth and academic progress. A meta-analysis of 213 SEL programs involving over 270,034 students K-12 by the Collaborative for Academic, Social, and Emotional Learning (CASEL) showed that, “compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.” We believe that students that struggle with reading need curriculum and instruction that is differentiated, targeted to student needs and supported with strategic interventions. In addition, a strong focus on social emotional development is needed to foster resiliency.

B. Curriculum: BPCS’s process for selecting curriculum was based on a combination of multiple school visits (local and out of state), research review, meetings and/or phone conferences with consultants with demonstrated expertise in various curricular areas as well as expertise brought to the table by key members of the founding BOT. Paramount in the selection process was identifying research-based curriculum that provides support for a range of learners and allows for a truly multi-disciplinary approach to learning. Equally important for both short-term and long-term planning, was the availability of high quality on-going professional development for school staff.

Curriculum Mapping and Alignment: BPCS will use collaborative curriculum mapping for horizontally aligning curriculum across subjects and vertically aligning curriculum across grades and for reviewing and revising curriculum. Teaching staff will be scheduled for five common planning periods a week and three individualized prep periods weekly. Faculty will develop curriculum maps using Core Knowledge (CK) Sequence, Singapore Math scope and sequence and pacing guides, and an OG comprehensive training binder. Additionally, planning and pacing

⁴¹ Murray, Patty. "Literacy Education: The Foundation for All Learning." *Education Week*, May 11, 2018.

⁴² BPCS’s Key Design Elements can be found in Section I.B

⁴³ The Annie E. Casey Foundation. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: The Annie E. Casey Foundation, 2012. <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

will be guided by Next Generation Learning Standards (NGLS) crosswalk guides, interdisciplinary literacy and student-specific benchmark and formative assessment data⁴⁴.

Singapore Math, as well as CK-ELA, social studies and science each provides the sequence and timelines teachers will follow in creating lesson plans and unit completion. Our on-site OG staff developer will work with teachers and administration to correlate subject areas with daily lesson plans. Our curriculum mapping process will be based on the work of Dr. Heidi Hayes Jacobs⁴⁵, who describes a seven-step process for creating and working with curriculum maps. Teachers will be supported by the Director of Teaching and Learning(DTL), and Dean of Special Instruction (DSI) who will ask essential questions and design maps that reflect the individual needs of students, while maintaining meaningful learning extensions.⁴⁶

Summer and weekly PD will be provided to build teacher capacity to collaborate in developing differentiated maps, checking for redundancies, inconsistencies and gaps. The integration of UDL⁴⁷, cross-curricular/horizontal linkages, reinforcement of intended student learning outcomes, prior learning and review of lesson and assessment structures—are all key and must be accommodated in collaborative mapping. CK's sequential scope and sequence through the grades will ensure grade coherency and at least one non-teaching period will be set aside each month for vertical alignment among the grades. Curriculum mapping will be supervised by the DTL. Teachers will also be supported by the Literacy Specialist and OG and TWR staff developers to ensure the crosswalks in each lesson between content-specific domains, NGLS, OG and writing skill reinforcements. Maps will be written alongside our special education teachers, who will review IEPs to determine appropriate interventions and UDL on-ramps necessary for true differentiation. Lesson plans will be submitted to the DTL and DSI one week prior to lesson delivery for review, feedback and revisions. There will be a regular (daily) formal and informal classroom observation schedule set up by the ED, DTL and DSI to render feedback on lesson design, delivery, coherence, and alignment with students' specific learning needs, and overall school mission and goals.

During the planning year, a team of educators will use curriculum mapping to create grade specific curriculum maps and a framework for each content area that shows continuity (vertical alignment) from one grade to the next, which will be aligned to NYS standards and tests. Curriculum maps will include instructional strategies that allow for differentiated instruction for the BPCS's diverse student population. Maps will also include methodologies that support our research-based curriculum and programs such as OG, CK and TWR. During Y1, teachers will begin the collaborative process of continuous review of units of study from a grade level and a content area perspective under the supervision of the DTL. In spring term of each school year, there will be a focus on developing curriculum maps and materials for the following school year. Staff will refine curriculum already implemented and during the spring semester of Y1 will be developing the curriculum for the new grade to be added in September of Y2. This process will be repeated in succeeding years.

⁴⁴ Sample materials can be found in Attachment 3b and more information about our use of specific assessments at BPCS, can be found in Section II.E.

⁴⁵ Jacobs, Heidi Hayes. *Mapping the big picture: integrating curriculum and assessment, K-12*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.

⁴⁶ Described further in Section II.C

⁴⁷ Explained further in Section II.C

Core Content Curriculum: The table below lists BPCS’s core curricular resources:

Core Content Area	Supporting Curriculum
ELA	Next Generation Learning Standards Orton-Gillingham Approach to Reading Scope and Sequence from Core Knowledge The Writing Revolution
Math	NY State Learning Standards Singapore Math
Science	NY State Learning Standards FOSS Scope and Sequence from Core Knowledge
Social Studies (Geography and History)	NY State Learning Standards Scope and Sequence from Core Knowledge
Additional Subjects	
Visual Arts & Music	Scope and Sequence from Core Knowledge
Social and Emotional Learning	The 4Rs Program Executive Functioning Skills Training
Physical Education & Fitness	NYCDOE PE Works K-12 SPARK Program

The DTL will supervise, coordinate and monitor all curricular areas to ensure implementation fidelity and adherence to the academic achievement goals of each curriculum area. Guidelines and expectations will be set by the DTL for our teachers to address accountability, alignment and crosswalks in curriculum and practice to the NGLS and Benchmark 1 of the Performance Framework. The DTL will work closely with teachers to establish a collaborative process for teacher involvement during pre-service, common planning time, etc. to ensure a team approach to curriculum refinement and revision.

BPCS based its common curriculum for all students on the researched-based CK scope and sequence (described in Attachment 3) in ELA, math, social studies, science, music and visual arts. BPCS will use the CK approach because it provides a grade-by-grade sequence of what students need to know at each level and a detailed outline of recommended content knowledge and skills for each subject area. The CK approach is aligned with the mission and educational philosophy of BPCS, because it is based upon knowledge-based schooling for the elementary grades which promotes equal access to knowledge, especially for children disadvantaged for any reason who are too often faced with low expectations and less than challenging curriculum. In 2004 a national study conducted by Wedman and Waigandt found that over a six-year review period, CK schools performed increasingly higher than the norm across six content areas. In addition, part of the CK curriculum is used to promote excellence and equity “by specifying the knowledge and skills that all children should share, we can guarantee equal access to that knowledge. Educational excellence and equity require that every child in a democracy have access to important shared knowledge and language.”⁴⁸ We are committed to building the capacity of all our students to develop lifelong practices of reading for content across all subject areas as well reading for pleasure. As full implementation of NGLS and testing draws closer, we will work steadfastly to build instructional staff capacity through training in CK and OG. Our school mission and key design elements specifically align with the focus of the new standards. Specific proposed curricula for each subject area at BPCS are as follows:

⁴⁸ www.coreknowledge.org

English Language Arts: BPCS will use an integrated combination of curriculum for enriched ELA instruction for all students including the OG approach, which improves reading for all students and meets the needs of students with language-based learning disabilities. Teachers will receive a full scope and sequence and pacing guides to imbed OG into their instruction and will be on track to become certified in OG instruction by the end of their first year at BPCS. Teachers will follow lesson plans, curriculum pacing guides and mapping.⁴⁹ This model aligns with NYS literacy standards in science, social studies, and technical subjects, and how literacy intersects with all content areas. Attachment 3b contains an example of a second grade OG/Social Studies interdisciplinary lesson. Throughout the lesson design, one will be able to trace the elements of OG skills deliberately threaded through a content lesson as a deciphering overlay so that mechanisms of reading do not obstruct content synthesis. Specifically structured OG instruction will be blended with the CK scope and sequence topics and domains. Instruction within the CK language arts is rendered using: teacher resource guides, independent leveled/guided student readers, trade and flip books, timeline grids/pacing calendars, curriculum mapping guides, read-alouds, anthologies, an array of digital components.

Along with these curricular resources, a series of books entitled: *What Your Preschooler Through 6th Grader Should Know* will be provided to teachers to ground their practice in sustainable goals, and to families to help them support their child's progress. Writing will be taught using The Writing Revolution (TWR.) In alignment with the CK grade specific writing content topics, teachers will guide students using TWR curricular guide and materials to learn how to: organize ideas; revise and edit; take organized notes; outline and summarize. TWR specific consultants will work with teachers during pre-service and in-service periods.

Mathematics: BPCS will use Singapore Math, a program that is aligned with our instructional practice of multi-dimensional entry points (e.g., visual, auditory) for diverse learners. Its in-depth, coherent modules that integrate reflection, reasoning and practice, promote students' understanding of fundamental math concepts and uses layered strategies to teach students how to solve word problems. BPCS will use the Singapore Math's teacher guides, student's textbooks and workbooks (both advanced and guided independent practice). Students will use a variety of manipulatives, and interactive tools to support them in visualizing math concepts and aid learning through transfer of the abstract to the concrete and back. As part of curriculum mapping and creating pacing guides, we will work to ensure alignment between NGLS and Singapore Math topics through the use of crosswalks between the new standards and the NGLS.⁵⁰

Science: BPCS will adapt the CK scope and sequence which is grounded in inquiry and knowledge *acquired over time*, authentically building, deepening and applying core ideas in the four science domains: Physical Science Life Science, Earth and Space Science and Engineering. Unit materials give teachers specific science content, intersections to Next Generation Science Standards, required vertical alignment to prior knowledge, and what students will need to learn in future years. Further, there are specific potential and cross-curricular integrations in the teacher resources. In addition, the Full Option Science System (FOSS) will be used to support the science program.

⁴⁹ An example of an OG 10- month pacing guide can be found in Attachment 3.

⁵⁰ Described further in Attachment 3 (grade 1 scope and sequence) and 3b(crosswalks).

Social Studies: BPCS will adapt the CK scope and sequence for grades 1-5 in social studies. The social studies curriculum will focus on history and geography in both the world and in America. In all grades, content learning will be followed by discussion and extensions through project-based learning (PBL) and our uniquely designed CLEs, further explained in Section III.C. In early grades, content will be presented through anthologies containing read- “alouds”, flipbooks, image cards, and word posters.⁵¹ In upper elementary grades, the domains continue in both the world and in America. Teachers will be provided with guides to develop detailed lesson plans for each chapter in the student reader. Units contain activity pages, virtual field trips, maps, simulations with civics connections, image cards, and interactive resources. All content will be aligned to the NYS-K-12 Social Studies Framework.

Physical Education and Fitness: Physical education (PE) is a vital instructional area and BPCS will adopt the framework of the NYCDOE’s PE Works initiative’s K-12 PE Scope and Sequence. The early childhood and elementary lessons will build upon foundational lessons with a focus on orientation, creative moves, moving together, flexibility and circuit introductions. In his book *Spark: The Revolutionary New Science of Exercise and the Brain*, Dr. John Ratey shows that like other muscles, the brain grows with use and withers with inactivity. His findings demonstrate that “getting your heart pumping can mean the difference between a calm, focused mind and a harried, inattentive self. Ratey cites research showing that students with reading difficulties, dyslexia and ADHD were found “to have significant improvement in reading, writing fluency, eye movement, cognitive skills and physical measures such as dexterity and balance” when participating in strategic, focused fitness routines. Through the collection of data obtained from pilots and shared best practices, we will look to serve as a model for how a structured physical movement program can benefit student achievement by promoting fitness.

Music and Visual Arts: Curriculum will be aligned with CK scope and sequence in the core content areas to provide students with multiple opportunities to engage in interdisciplinary learning; music and visual arts curriculum aligned with NYS standards.

Rationale and Research: The proposed curriculum is aligned to our educational philosophy, mission statement and key design elements and will allow BPCS to meet Benchmark 1 of the Performance Framework, by offering opportunities to address the critical need of all students to gain proficiency. BPCS’s design reflects a framework for addressing the diverse needs of our students and our Triad model ensures that each student’s data will be closely monitored to maximize achievement through interventions. The programs and research supported approaches selected have a strong track record of success and have been used successfully with both general education students and students with special needs, who have demonstrated a lack of progress in reading. Some specific supporting research is as follows:

- Countries around the world first became interested in Singapore's math curriculum when results of the Third International Math and Science Study (TIMSS) were published in 1995. Conducted by the International Study Center at Boston College, achievement tests in both math and science were administered to students in over 40 countries and students from Singapore ranked significantly higher in math achievement.
- The Full Option Science System (FOSS) will be utilized to support the science program. FOSS springs from a philosophy of learning at the Lawrence Hall of Science that has

⁵¹ See Attachment 3, 1st grade early world civilization anthology

guided the development of successful active-learning science curricula for more than 25 years. FOSS developers believe that students learn science best by doing science. Teachers and students do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world.

- In a 2000 study on the effectiveness of various approaches for teaching children to read, the National Reading Panel specifically lauded the Orton-Gillingham approach and specifically supported the significance of offering classroom instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.⁵² Additionally, a 2010 report from the Carnegie Corporation stated that students reading skills and comprehension are improved by learning the processes that go into creating text.⁵³ They called specific attention to the successes when teachers taught the following key concepts, which are the basis of TWR and align with our vision of supporting students' literacy acquisition:
 - The process and text structures of writing;
 - Paragraph or Sentence Construction Skills, which showed improvements in Reading Comprehension;
 - Spelling skills, which improved word reading skills; and
 - Sentence construction, which improved reading fluency.

The 4Rs program: Supplemental curriculum will be used to support student's social and emotional development. BPCS has selected the Morningside Center's (MC) 4Rs program, which integrates SEL and language arts, both as a means to reinforce literacy and provide instruction in the social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision making.) All students will receive instruction in the 4Rs and BPCS will engage MC to provide PD for faculty, including the DTL and the social worker(s), to prepare teachers to teach weekly lessons based on the 4Rs curriculum. The social worker(s) will participate in both initial PD and follow up coaching to build her/his capacity to provide additional SEL instruction using the program's strategies as needed to support children experiencing behavioral challenges. Each grade has its own teaching guide, books, and age-appropriate activities, a sample of which can be seen in Attachment 3.

By highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring social and emotional themes, feelings, and problem solving, the 4Rs' approach enriches SEL instruction as well. The 4Rs' parent component, Family Connections, consists of activities children do with their parents at home. Each activity sheet includes a summary of the book used in the unit, a related activity for the adult and child to do together, and suggestions for further activities related to the book.

Executive Functioning: Many students with LBLDs have deficits in Executive Functioning and exhibit these weaknesses in the frontal cortex of the brain. Many of these students have difficulty with timeliness, meeting deadlines and initiating and completing tasks and assignments. Additional challenges include the inability to plan, schedule organize and to shift from task to

⁵² Cunningham, J. W. (2001), The National Reading Panel Report. *Reading Research Quarterly*, 36: 326–335.

⁵³ Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

task. These struggles often bring with them difficulty in prioritizing and managing behavior and emotions. We recognize that an improvement in these functions will have a positive impact on students' achievement. Students will spend dedicated time each day to the development of Executive Functioning skills. A BPCS planning team member is a trained Executive Functioning specialist and will support our staff on best practices in this area. Students will develop Executive Functioning skills during the 4Rs class via the use of "brain builders", which offer support in controlling and shifting their attention, using memory and managing their behavior. Upper grade students will be provided a monthly agenda calendar when they arrive on their first day of orientation at BPCS to organize important information. Teachers will be provided training in creating and identifying appropriate materials and activities to be included in curriculum pacing guides and maps by the DSI.

C. Instruction: The specific instructional strategies and practices that will be used to deliver BPCS's curriculum include:

Instructional Blocks: Each day BPCS students will receive core and specialty instruction across all content areas. Student learning will be scaffolded with OG and TWR and aligned with the NGLS. Our instructional core in language arts, writing and math are deliberately structured in blocks with the following advantages in mind:

- For teachers and students, the block allows for a more manageable schedule that enables teachers to plan for increased opportunities to bake-in deliberate and specific points of entry and on-ramps for all students, especially at-risk students, with less fragmentation
- Teachers and students will get to know each other better and build commonality of purpose, goals and outcomes. The Triad model of teaching is predicated on building community within the classroom with a welcoming atmosphere for the push-in of multiple service-providers; and
- Additional time to accommodate BPCS's cross-curricular learning pattern. The extended time for activities, and projects is specifically mindful of NGLS-driven real-life extensions, our original design of Creative Learning Extensions, and our ultimate mission of students who are self-assured so that they will meet their full academic potential.

Project-Based Learning (PBL): The CK Sequence in both science and social studies lends itself to Project-based Learning (PBL). PBL promotes knowledge and skill-acquisition through authentic investigation of a problem, issue, challenge or complex question. Once a goal-oriented challenge is posed to students, teachers will facilitate groups of students toward a solution. PBL has authentic paths into interdisciplinary literacy where the content areas organically intersect while they construct their knowledge, using multiple parts of their brain to plan strategies for results. The Triad teaching structure, described below, complements a multi-disciplinary instructional approach in the classroom. Because of the unique structure of the Triad model, PBL and ELA and writing blocks can be blended to ensure authentic, real-life and contiguous learning. PBL will encourage rigor in the classroom since it promotes higher-order thinking skills, problem-solving, multidimensional thought processes, cooperation, patience and social-emotional skills, as a "second skin" for our students. On Connect Saturdays, offered once per trimester, students will attend school, with each day divided into two segments. The first part of the day will be focused on theme-based academic intervention or enrichment, and the second part of the day will be organized as PBL celebration days. Celebrations will center on students' project-based studies

and accomplishments. The events may include international multi-cultural costume, cuisine, and custom fairs, STEM or robotic exhibitions, community service civic projects, and sports activities. No matter the event, families and community members will be full participants.

Unique or innovative aspects of BPCS's pedagogical approach that align with our educational philosophy and further our school mission and Key Design Elements include:

The Triad Model: BPCS's classrooms will be organized using a "Triad Model", a unique and fluid design with proven results of increasing student achievement. Each classroom will be served by up to three classroom professionals, at any given time, who will use the interdisciplinary content in our curriculum. The Triad model is rooted in the philosophy that students succeed when resources are pushed-into the classroom, not pulled- out. Each of our small classes will be assigned one Triad general/special education teacher (SETSS, or ENL) and one teaching assistant or IEP mandated para professional. In addition, to the regularly assigned staff, specialty teachers/consultants such as speech, literacy specialist, OT will be pushed into the day-to-day classroom. This essentially creates the least restrictive environment for our special populations and further reduces the student/teacher ratio. The Triad creates a deliberate, rigorous structure that enables a variety of our instructional team members to work with groups of students and directly collaborate to use their specific areas of expertise. Most, if not all, of our instructional staff and service providers will equally interact with the students in the class which allows for very personalized, first-hand experience when our staff are curriculum mapping and evaluating student data.

Moreover, our Triad model allows for our Teaching Assistants, who will be teachers-in training, thus specifically building pedagogical capacity among our less-experienced staff. The centerpiece of the model has one member of the Triad instructing students in a core subject area, while the others provide scaffolded, differentiated, interventions, and/or create co-teaching opportunities. Guided/enriched/independent reading, and OG skill groups will be part of the small student groups which are based upon diagnostic and formative assessments data available to our staff through the Measures of Academic Progress (MAP) tools⁵⁴. Triad teachers will keep the classroom environment and schedule flexible as they work with students at their actual academic achievement levels, not necessarily grade-levels. Teachers will dive deeply into CK specific content, and work together as a team, during common planning periods.

Creative Learning Extensions (3 days a week): During the final hour of the day, students, staff and community-based partners will be engaged in Creative Learning Extensions (CLEs). CLEs reflect our core belief in providing multisensory learning experiences for all students. The CLEs will be organized thematically in trimesters and connect to the school's mission of the development of the whole child. The sessions will form an experiential nexus with our curricular content areas detailed above and will provide our students with unique, innovative activities that will bridge their learning to the world around them. CLEs are specialized to promote children's creative growth such as visual, performing, and graphic arts, robotics/STEM activities and physical and creative expression such as athletics, dance and structured play.

BPCS has formed partnerships with community-based organizations, including Staten Island MakerSpace and United Activities Unlimited, who will work with our staff to provide the

⁵⁴ Described further in Section II.E.

expertise necessary to engage our children in meaningful, creative pursuits. A key part of each trimester is a Bridge Building Day, where students will participate in CLE aligned thematic community based trips, where they will be able to see their creative learning extensions at work outside of the school setting, within the community. This feature is purposefully incorporated into our design since sound educational practices, backed up by research shows that children in all demographic groups benefit in critical thinking, historical and environmental empathy, and art interests as result of taking field trips. Studies have shown that one consistent pattern in taking field trips is that the benefits are “generally much larger for students from less-advantaged backgrounds. Students from rural areas and high-poverty schools, as well as minority students, typically show gains that are two to three times larger than those of the total sample.”⁵⁵

Creative Learning Extensions—Academic Extension (2 days a week): On the remaining two days per week, CLEs will be offered as structured academic extension time. These CLEs will have students connect mind-body creative extensions of their subject-based content work. Teachers facilitate activities during these CLEs, directly related to classroom content learning. Some examples of activities that may occur during this period are:

Labs, experiments, fairs (science)	Environmental Cleanups(science/ social studies)
Dramatic character re-enactments (ELA)	Debate(ELA, social studies, TLIM)
Practice for musical or dramatic performance(ELA, music, art)	Socratic Seminar(ELA, TLIM)
Community-based campaigns or organization of civic projects (social studies)	Math or Spelling Bees (Math and ELA)

Triad staff will plan CLE sessions and include them as part of their lesson plans/pacing calendars, along with ensuring they are part of formative/summative assessment requirements for student portfolios; which includes assessing student initiative, content, commitment, and collaboration.

Co-Teaching: In their book, *Interactions: Collaboration Skills for School Professionals*, Marilyn Friend and Lynne Cook detail six co-teaching models that promote “mutual ownership, pooled resources and joint accountability,” including: One Teach, One Observe; Station Teaching, Parallel Teaching; Alternative Teaching; Teaming; and One Teach, One Assist. The Triad model lends itself easily and organically to co- teaching classroom structures. By having teachers plan together, we ensure that we are able to support academic diversity, within a cohesive environment that builds upon teachers’ strengths, and effective execution of IEPs and lesson plans. As our academic philosophy directly intersects with the goals of co-teaching structure, namely allowing for more intense and individualized instruction. This design will be a foundational piece in our classroom structure and staff will receive PD in the full structure of co-teaching and will be used in BPCS’s Triads.

Teacher Looping: Teacher looping allows groups of students to have the same teacher for two or more successive years and is proven to promote academic, social-emotional and family involvement growth. Our Triad teachers will move as a unit and we foresee looping as a value-added to an already highly cohesive model.

⁵⁵ The Educational Value of Field Trips-EducationNext.org-Winter 2014/VOL.14, NO. 1

We expect the following factors will significantly contribute to increased student achievement:

- Students and families are welcomed back by the familiar faces of their teachers, thus reducing “start of school” jitters.
- Time in the beginning of the year is not wasted in the “getting-to-know you phase”. Teachers know their students’ strengths and growth areas from the onset along with the struggles they’ve faced.
- Established school and classroom norms are well known by students, which contributes substantially to classroom management with fewer disciplinary.
- New students acclimate easily by readily learning from their peers.
- Pedagogical skill-sets and creativity are enhanced as teachers must think of new projects to offer, new texts to read, and new technologies to use.

Instructional Grouping: A snapshot of our classroom environments will render a view of flexible skill or performance groups based on instructional and achievement levels. Since many of our students will struggle with literacy proficiency, their instructionally levelled group may be several grades lower than their actual grade level. The Triad model allows for the combining of class sections based on their assessed instructional-level competencies. Similar to deciding on our curricular approach, much of the rationale for our lesson structure and student grouping design is rooted in successful examples we observed in similar schools. Attachment 3b lists the best practices in grouping we will adopt at BPCS.

Universal Design for Learning (UDL) and Lesson Planning: Our philosophy as a school and a community of learners is predicated on the fact that students learn in different ways and possess differing abilities and interests. We commit to teaching students the way they learn. Similar to the OG approach, the use of UDL is another way to “bridge the gap” for our students and supports a variety of learners. We will follow the UDL principles put forth by the National Center on UDL, whose guidance will underpin our lesson planning:

- Learners differ. Learning and transfer of learning occurs when various representations are used and providing the same information via different modalities and choices of expression (e.g. vision, hearing, touch, and adjustable formats).
- Creative approaches to inclusion of many different learning styles are numerous. Common ways to incorporate UDL include: text images; graphs; tables, or other visual content enlargements; speed or time of the videos; animations and sound; simulation presentation of concepts in small segments of time; use of physical manipulatives; pre-teaching vocabulary and symbols; connecting to prior knowledge; use of organizers such as KWL or concept maps.

Incorporating these principles in lesson planning, will make curriculum more accessible and give all students an equal opportunity to learn. Designing instruction from its inception using methods based upon how children learn rather than retrofitting an existing plan is key to UDL’s success.

Instructional Rigor: At BPCS, instructional rigor is defined as students actively engaging in learning experiences that challenge them to think, perform and grow to new levels of achievement. Barbara Blackburn’s book, *Rigorous Schools and Classrooms: Leading the Way* describes rigor in three different phases of the educational process: Setting the standard for students; Equipping students through instructional supportive methods; and Demonstrated student

achievement. BPCS has created unique and original instructional strategies and structures to implement each of these phases of instructional rigor that both challenge and support our students, especially at-risk readers and ELLs. Rigorous instruction engages students in higher order thinking skills so that they make connections across content areas and between learning and their lives. The Performance Framework's Benchmarks 1 and 2 which require structures and systems enabling student achievement and improved academic outcomes.

Research and existing models that support the use of our instructional methods are: The Triad Model, discussed above, for instruction first implemented at the Staten Island School of Civic Leadership, resulted in increased student achievement which led it to be named NYC's top-rated elementary school for the 2010-2011 school year. Collaborative teaching will be used in the Triad. In discussing collaborative teaching, Keefe and Moore state "Benefits for students with disabilities include elimination of the stigma of being in special education. Benefits for students without disabilities include receiving individualized help and modifications through the collaboration between the special education and general education teachers."⁵⁶ Additional research conducted by St. Cloud University, found benefits to co-teaching including increased instructional options for all students; increased diversity of instructional styles, and greater student engagement and participation levels. Highly rated educational systems such as in Singapore and Finland use the method of "big-picture" constructivist learning, which is a foundation of PBL.

D. Special Student Populations and Related Services: Providing the appropriate educational environment that matches children with the best way they learn is at the heart of our educational philosophy. Our key design elements and instructional structures complement the needs of a variety of special student populations. In the last decade, more and more children receiving special education services are in the general education classroom. This necessitated paradigm shifts in instructional strategies centered on building differentiated educational environments where teachers must have time, support and training to provide quality education based on student's needs. Foremost in our design elements is meeting the challenge of this paradigm shift. Our resource allocation in areas such as multisensory literacy training, resulting in staff certification in OG, small class size, multiple instructional approaches in the Triad's inclusive model, frequent assessments resulting in true differentiation of instruction, all merge into an ideal Least Restrictive Environment for our special populations.

The interdisciplinary use of OG across the curriculum, strong Response to Intervention (RTI) and UDL will enhance instruction for all students and will provide specific opportunities for *focused interventions or enrichments* for students with differing needs. In her book *The Differentiated Classroom*, Carol Ann Tomlinson cites the benefits of the differentiated, inclusive model as providing "specific alternatives for individuals to learn as deeply as possible and as quickly as possible, without assuming one student's roadmap for learning is identical to anyone else's." To continue our preparedness in these areas, we will join the NYC Special Education Collaborative and partner with like-minded educators to share best practices that support us so we can share our programming and supports for the development of highly effective programming elsewhere.

⁵⁶ Keefe, Elizabeth B., and Veronica Moore. "The Challenge of Co-Teaching in Inclusive Classrooms at the High School Level: What the Teachers Told Us." *American Secondary Education* 32, no. 3 (2004): 77-88. <http://www.jstor.org/stable/41064524>.

Identification of Students with Disabilities and the Referral Process: The Student Progress Team (SPT) will recommend initial referrals for special education service, or 504 Accommodations, when the targeted interventions of Response to Intervention (RTI) are not sufficient for a student to make adequate progress. It is critical that staff work closely with families, continually bringing the family in as consulting partners so that informed decisions can be made in the educational progress of their children. Once it is determined that special education service may be needed; referrals may be sought by SPT recommendation, by the parent or legal family representative, public agency, or legal entity. In accordance with regulations governing IDEA, initial referrals will be made to the Committee on Special Education (CSE). The CSE process of evaluations includes psycho-educational, observation in the current educational setting, and additional related assessments for speech, language, and behavior (FBA). Teacher assessments, as well as school records will be reviewed. Upon completion, the family will be invited to an IEP meeting attended by a general education and special education teacher, the psychologist, translators, advocates (when needed), and others will be included as appropriate.

The results of the assessments are discussed, and whether special education services are found to be appropriate. If found appropriate, an IEP will be initiated, with parental consent, in the LRE setting that may include educational services such as SETSS periods, ICT class, speech, occupational, and/or physical therapy, adaptive gym, testing accommodations, modified promotion criteria, assistive technology, mandated counseling or assignment of a paraprofessional. The entire process, beginning with RTI, through to the initiation of the IEP, annual reviews and triennial re-evaluations will be reported and tracked in SESIS.

English Language Learners (ELLs): We will administer the state required universal screening known as the Home Language Identification Survey to properly identify students who may require ENL instruction. Where indicated, the NYS Identification Test for English Language Learners (NYSITELL) will be administered to further identify the need for emerging, transitioning, expanding or commanding ENL services. We will use the eight components for language development in the Sheltered Instruction Observation Protocol (SIOP), a research-based tool for meeting the academic needs of ELL students, as an instructional framework for ENLs.⁵⁷

A recent report from 2012, on the use of SIOP published in TESL-EJ stated “preservice teachers as well as in-service educators all benefit from this deeper understanding of how to design and deliver learning opportunities with dynamic, viable association to content and language in linguistically and culturally diverse classrooms.” The ENL Triad teacher, under the supervision of the DTL/DSI, will be responsible for monitoring ELL students’ progress in meeting their linguistically appropriate academic goals under the Federal Equal Education Opportunities Act and Civil Rights law, by ensuring they are a part of a cohort of all students in the triad with access to a strong instructional core. During guided reading and centers or strategic native buddy groups, the ENL teacher will target differentiated vocabulary, and use graphic organizers for content learning and to clarify definitions. This is an integral part of RTI/Tier 1 and adds to the certainty of cultural sensitivity, and avoidance of inappropriate referral of ELL students to special education services. ELLs who continue to struggle will require additional interventions. The ENL teacher will review data collected in RTI Tier I interventions, as well as NYSESLAT results, their implications for instruction, and conduct further assessments for recommendation for RTI/Tier

⁵⁷ Described further in Attachment 3b (SIOP).

two. He/she must continually account for the language and cultural differences in administering assessments and interventions. The SPT, with the ENL teacher, will determine the increasing levels of intervention that are then required. In addition, the ENL teacher, under the supervision of the DSI, will complete all supplemental funding reporting requirements, and attend SPT weekly meetings to review progress and needs of each ELL student. Additionally, as the EEOA dictates, the ENL teacher must make certain that parents of ELL students have meaningful communications with schools and ensure that they receive the same information disseminated to English-speaking families, in the language of their choice. We will make every effort to translate written notices, however we will also train staff members who are bilingual, in translating, including the need for confidentiality and ethics of translation.

Gifted and Advanced Students: Many of our students, including children in our target group, will be gifted intellectually. Families of students who struggle with reading are witness to the fact that as a result of their disability, their children have had to work twice as hard to stay afloat, and thus have developed an extremely strong work ethic, even though they are average to above average in intelligence. They struggle not because they lack intellectual capability, but because there is a gap between their intellectual capacity and their ability to read. The “discrepancy model” reference is made when a child or adult has more difficulty with reading, writing and spelling skills than their IQ would suggest.⁵⁸ As part of our decision-making process we choose programs with resources that are fully enriched not only with higher order thinking skill options, but also with multiple intelligence modalities. BPCS’s uniquely designed CLEs were expressly created to extend the classroom experience with interactions beyond the classroom. After Y1, we plan to purchase schoolwide programs such as the Renzulli Model, which provide thousands of research-based enrichment activities that are matched to students’ strengths, interests and learning styles.

The proposed processes, methods, strategies and programs for identifying and servicing students who are struggling academically and are at risk of academic failure are closely aligned to the school’s mission and educational philosophy. We have carefully reviewed research-based curriculum and best practices aligned to advancing the progress of SWDs, ELLs and gifted students. Since our school design targets with differing needs, our approach to serving this group of students is aligned to research, as stated above in each section. Given the high percentage of students in our community with IEPs, as well as our commitment to serving students who struggle with literacy, we will put in place effective structures to support our SWDs. To accomplish this, we have assembled a team who will be responsible for providing the framework of scaffolding our special education students’ needs in order to provide the specific supports they need to succeed. Below, are the titles and responsibilities of these team members as it relates to our special populations:

Dean of Specialized Instruction: To ensure we are responsive to the needs of SWDs, the DSI will head a team of special education teachers with at least 3 having strong skills in literacy. For more information on the roles and responsibilities of the DSI and for our instructional staff structure see Attachment 8a and Section III. C.

⁵⁸ Entin, Esther. "Are Dyslexia and IQ Related." *The Atlantic*, November 7, 2011.
<https://www.theatlantic.com/health/archive/2011/11/are-dyslexia-and-iq-related/247809/>.

Special Education Triad Teachers: Each grade level Triad will have at least one Special Education teacher who will ensure all students are receiving appropriate accommodations within the Triad. In addition to discussing ongoing student achievement and progress with the SPT, and providing an additional level of monitoring to ensure timely annuals and reevaluations of student IEPs and attending IEP meetings, special education teachers will:

- Provide SETSS and/or ICT instruction;
- Work with students and families to write IEP goals;
- Perform annual reviews and attend IEP meetings;
- Consistently review all formative assessments to plan, map and pace all lessons with their respective Triad to:
 - Ensure UDL and strategic in-class grouping are in each lesson plan
 - Coordinate related service providers' participation in the Triad to best meet the needs of the students and ensure effectiveness of the instruction; and
 - Collaborate with other staff members such as OG and writing consultants, to ensure they are fully versed in our students' accommodations when supporting staff on lesson development.

Social Worker: Our social worker(s) will provide prevention and intervention support services to meet students' needs, with a focus on meeting the needs of children who face learning or other challenges that negatively impact their welfare and progress. Through targeted support and social and emotional learning instruction, we will promote the social and emotional growth of all students. The social worker(s) will also serve as an important resource and support for children who engage in misconduct as part of our school's restorative approach to discipline. Working with the DSI, and special education Triad staff, the social worker(s) provide additional assistance to students in learning constructive ways to manage behavior and work with the SPT to monitor student progress. These services may be mandated through IEPs or may be offered as needed to children identified as at-risk. Equally important, the social worker(s) will meet with families to assist them in supporting their child's growth and development. The social worker(s) will arrange for referral of students and their families for outside counseling or testing services as applicable.

Student Progress Team (SPT): To support efficient monitoring of RTI, assessment results for all students and other student interventions, the SPT will be formed. The SPT will consist of the grade level Triad teachers, ENL and SETSS/ICT teachers, related services providers, and chaired by the DSI. This group will meet weekly to progress-monitor assessment data, all students' progress and profiles, including their RTI needs, 504 plan accommodations, and other services such as counseling, related services or referrals to special education, family support including school-level interactions, and physical and emotional health indicators. The triad teachers' contributions will be key in providing a greater, in-depth view of the students' classroom interactions, indicators and assessments. Recommendations for interventions are made within the team, and implemented, once approved by the DSI. The DSI will: follow up with the appropriate staff or providers to make sure the SPT recommendations have been immediately put in motion; be responsible to ensure all entries of IEP record keeping are entered into SESIS for tracking; and provide copies of the IEP to teachers and service providers. Prior to any new business during the next meeting, follow-up and status reports will be given by the SPT members of any pending cases, and timelines checked to assure timely and appropriate interventions.

Rendering Special Education Services: The special education teacher on every Triad team, along with other service providers, will render mandated services to students in the LRE within the differentiated culture of the Triad (as specified in the IEP) which may include: SETSS, ICT, testing modifications, assistive technology, speech or OT. CSE will assign related service providers, or we will support parents in obtaining vouchers for services in the community. The SW will provide mandated counseling services. In order to comply with student's' IEP mandates, budgetary allowances for special education students will assist with the hiring of additional personnel needed to augment existing staffing levels. When it is determined that pull-out or special location of services and more intensive instructional strategies are more appropriate, one of the Triad special education teachers will move to a separate location to render these services. The goal will be to build as inclusive an environment as possible for all students to the fullest extent possible. Even adaptive physical education services will be conducted with the general education students, wherever feasible.

Instructional Strategies for Special Populations: At BPCS, we will include our special populations in all levels of our instructional program. This assures a truly inclusive, differentiated setting and exposes all students to rigorous content via the nurturing and individualized Triad classroom structure, RTI, UDL, and OG intensives. The following strategies can be implemented within the Triad to assure all students are accessing content in a meaningful, rigorous way:

- Use of color-coded classroom systems for organizing, such as folders with key word cards correlating with specific folders
- Development of accepting classroom environments
- Family communication logs, and use of apps such as BLOOMZ to post pictures, videos, and show student work and further engage families
- Inclusion of appropriate music during independent work time and during transitions
- Development of explicit language and vocabulary objectives for ELLs;
- “Chunking” of information;
- Use of “success criteria”, a student-friendly rubric with picture clues;
- Incorporation of Total Physical Response components built into each lesson;
- Use of various forms of assistive technology such as: iPad, smartboard, audio books or Internet resources, video clips, catchy tunes to learn literacy and math counting skills;
- Peer feedback sessions,
- Flexible seating-building student decision making and learning environment ownership,
- Topic-based centers within each classroom;
- Socratic Seminar.

Response to Intervention (RTI): We will implement RTI as a framework for direct intervention instruction, for students at risk of not meeting academic goals. In compliance with Child Find Regulations, RTI is used as a three-tiered, increasingly intense intervention tool that prevents inappropriate or premature referrals to special education; and as an identification and pre-evaluation process for students with disabilities. Prior to referring a student for a special educational recommendation, Triad teachers will consider multiple classroom-level and RTI interventions. In addition, the teacher will consider: techniques to reduce distractions; exploration with families of possible student health issues (hearing, vision, medical); scaffolding of CLEs and strategies; behavioral supports and interventions provided by the DSI and Social Worker.

Rendering an instructionally sound curriculum is at our fundamental academic core and is the Tier 1 level of RTI. This occurs right in the Triad classroom with existing staff in small, differentiated groups in all content areas. As students are screened utilizing diagnostic tools to obtain baseline and formative data and are determined to be at risk for not meeting standards, they will be provided with increasingly supportive instruction and programs of intervention. Regular progress monitoring is required so that school staff can determine if levels should intensify or be lessened. An essential component of our RTI program is keeping family members completely informed of their student's progress.

Three-Tiered Model of RTI Support (supervised and monitored by the DSI)

- **Tier 1** (core): School-wide core curriculum rendered to all students utilizing the Triad model with low student to teacher ratios, differentiated instruction and specialized interventions based upon student assessment data
- **Tier 2** (double dose): The Triad's special education teacher will provide small homogeneous groups of three-five students with a targeted double dose of OG instruction offered three-five times per week for 20-30 minutes for 9-30 weeks
- **Tier 3** (intensive): Intensive individual OG instruction rendered in small groups or one on one, offered five times per week for 30-60 minutes over 15-20 weeks, with frequent progress monitoring by the special education Triad teacher and the SPT. The Tier 3 intensive groups are conducted by special education professionals who are already part of the Triad, but who will pull students out for these intensive sessions. Students will be scheduled for weekly at-risk sessions with the Social Worker in order to proactively address issues that may be interfering with, or as a result of, their struggle with academic progress.

CSE: BPCS will maintain open lines of communication and collaborate with CSE to ensure our students' timely and proper evaluations, assignment of related services providers, and empathetic treatment of our families. To facilitate collaboration, we will notify CSE of incoming student IEPs, those whose evaluations are pending, and those requiring related services. In addition, we will seek guidance from CSE regarding fulfilling IEP mandates of students for whom we believe a more restrictive structure is appropriate.

Monitoring and Evaluating Programs Supporting Special Populations: In addition to weekly monitoring, review of procedures, data-driven student progress-monitoring, follow up on compliance and delivery of mandated services, each trimester, the SPT and the leadership team will review the structures in place to support all special populations school-wide. They will analyze: the MAP data, appropriate assessment results, SESIS, service provider logs, discipline records, SPT case records, teacher anecdotes and pedagogical trends. The following questions serve as the basis for the evaluation:

- Are the special education and ELL programs working effectively to meet student performance expectations? What does a case-by-case analysis show? With regard to ELLs, was the instruction sufficiently differentiated to address native/second language issues and cultural difference?
- Are SWDs, following initial referrals, annuals, re-evaluations, and rendering of all mandated services meeting their IEP goals? Should we reopen the case?

- Is there adequate monitoring for compliance?
- Are the staffing patterns adequate and resourced effectively?
- Is there sufficient procedural oversight and staff communication regarding IEP mandates?
- What additional staff development is needed in UDL, strategies for classroom design and use of technology to accommodate the need of special populations and how often?
- How effectively are we communicating with families?
- Are we/CSE in compliance with guidelines for completion of entry into SESIS and intake/student evaluations?
- Have RTI interventions impacted the number of initial referrals to special education? Is progress monitoring adequate to move students along tiers? Did RTI and ELLs receiving RTI remain an integral part of core instruction during Tier I and II interventions?

E. Assessment System: Assessment data will help us measure academic progress and determine which strategies work, to effectively implement change, improve teaching and learning and student achievement. Assessments inform differentiation of instruction, grouping, goal-setting and targeted intervention strategies; a key to ensuring that all students are on track to meet their personal and school-wide achievement goals. Results will be derived from data-driven decision making. Because we anticipate a higher than average number of students with low literacy proficiency, we have purposefully chosen the use of assessments that target the measurement of reading, spelling and skills associated with the *mechanics* of reading and writing as put forth in the OG approach, and assessments with targeted interventions in RTI tiers. Listed in the chart below, are various literacy assessments measuring specific skills and competencies, as well as other content area assessments.

In addition, we will use teacher-prepared materials and standardized testing results to assess students in a comprehensive manner that includes multiple-measures. The assessments are generally nationally normed and utilize long-standing measurement scales and continuums that have established validity and reliability rates.

Grade	Assessment	Purpose	Determines	Design/Format	Frequency
1-5	Measures of Academic Progress (MAP); MAP primary grades 1-2 (MPG)	Screeners/formative and interim with explicit connection to instruction and planning and goal setting	Progress- basic skills in reading, math. Growth school year/ year to year. Predicts NYS testing level-achievement	Individual student, on-line, adaptive to achievement levels. Audio and worksheet adaptive; Nationally normed	Beginning, middle and end of year. Interim assessments
1-3	Developmental Reading Assessment (DRA)	Diagnostic, progress monitor/formative with direct connect to reading/guided group and RtI tier	Student's instructional level in reading	Designed to Individual student by teachers. Paper/pencil and electronic	Beginning, middle and end of year
1-5	OG skill specific	Diagnostic and OG progress monitoring	Informs lesson planning in phonics, decoding, encoding, grammar, and OG Skill-specific	Individual student with Teacher, teacher record method	Daily

			acquisition		
1-5	Writing Revolution	Diagnostic/formative/summative	Writing structure, coherence, unity, sentence skills	Specific student writing pieces assessed by peer and teacher/teacher cohort review	On-going and each trimester
1-5	Singapore Math	Diagnostic/formative/summative	Curricular-specific skills acquisition	Individual, group, paper and pencil	Initial placement and end of unit and year mastery
3-5	ELA, math, science, NYSESLAT, NYSA (if applicable)	Summative	Cumulative view-measures progress toward meeting/exceeding learning standards	Individual student, paper/pencil, IEP adapted. Science performance also. NYSESLAT-CD-administration of select sections	Multiple days, Varying by subject: Generally, April-June
1-5	Social studies and science	Unit and Year-end summative	Assess unit and year end of standards-based and CLE skills acquisition	Student Individual and/or group portfolio assessment	Each trimester and year-end
1-5	The 4Rs Program	Formative and summative End of Unit assessments	Assess students' acquisition of SEL skills	Discussion/roleplay, paper pencil, songs, goal-setting logs	Ongoing unit and year end

Data Collection/Analysis/Dissemination and Management: We will implement the Measures of Academic Progress (MAP) assessment system that provides data that “reveal the precise learning level of every student, regardless of the student’s ability or grade level.”⁵⁹ MAP identifies areas of strength and weaknesses and sets the platform for students’ subject-based as well as overall performance goal setting. Our triad teachers will be able to inform their instructional practice on a real-time basis in formative assessments, as well as aggregation, and disaggregation of data in the interim design for the entire school community. In order to assure we are on target to meet our goals, all stakeholders share responsibilities, as outlined below:

Triad Teams: Under the guidance and supervision of the DTL, DSI, Triad teachers and staff will be held accountable to ensure:

- Assessments are paced according to strategies outlined in curriculum maps
- Intended learning outcomes are measured
- Cultural sensitivities and UDL strategies are incorporated into instruction to allow proper assessment of special populations
- Data is aggregated and disaggregated for real time and trending information used to effect adjustments in upcoming lesson planning
- Lesson plans are entered into Google docs for best practice sharing; and
- Data is collected and entered into Triad assessment data binders to be used for conferences with parents, individual student portfolios, and updates to the data dashboard.

⁵⁹ <https://www.nwea.org/>

Leadership: Using class, grade and school-wide data, BPCS instructional team will track and evaluate monthly:

- Student assessment binders (maintained by the Triad) for completion and timeliness of entries into database (DTL)
- Lesson plans' and curriculum maps' reflection of the necessary adjustment to instruction as informed by teachers' analysis of data (DTL, DSI)
- Effectiveness of classroom structures, including student groupings and role of Teaching Assistants within the Triad (DTL)
- Educational soundness of movement of students within the RtI structure;
- Disaggregated student cohort data findings correlated to achievement and progress organized by: SWDs, ELLs, gender, age, economically disadvantaged, and home language (ED, DTL, Master Academic Mentor, DSI)
- SPT recommendations regarding promotional decisions, special education referrals, and/or the need for reevaluation of existing IEP services and accommodations (ED, DTL, DSI)
- Data trends in student progress and achievement, attendance patterns, and discipline issues broken out by Triad, grade and full school (ED, DTL, MAM)
Participation levels of families as reflected in student data binders and anecdotal notes, and Family Survey (ED-working with Family Coordinator)

After assessing the outcomes above, the ED will meet with the School Leadership Team to determine if school-wide changes are to be made including:

- Changes or refinement of school operational or discipline procedures
- Developing more efficient communications systems amongst staff and finding additional opportunities for formal meetings with staff to discuss data and student growth;
- Making necessary budgetary adjustments in consultation with the BOT and finance consultants;
- Designing staff development and protocols keyed to gaps in teaching and learning
- Enhancements or changes to the curriculum;
- Redirection of and changes to the supports provided by consultants and staff developers
- Creative changes to staffing patterns; and
- Identifying additional ways to broaden the school's exposure to the community with an eye toward grant funding and expansion of relationships with learning partners and community-based organizations

The ED will organize data and prepare a dashboard presentation for the BOT and faculty each month provides data trends (academic, attendance, behavior, etc.) to assist the BOT and faculty in supporting improved student achievement. The ED will provide:

- Aggregated and disaggregated student academic data;
- Student and staff attendance, recruitment, outreach and retention data;
- Strategies under consideration to further develop a responsive school community;
- Updates as applicable re facility issues, school events, areas of concern; and
- Fiscal status and justification for increase/decrease of expenditures required to close resource gaps identified by data analysis.

Families and Students: BPCS will provide family workshops and individualized family support as needed to ensure that parents have a clear understanding of MAP family reports, report cards, interim assessment reports, etc. of their child's school progress. Families will get regular progress reports as part of BPCS's commitment to establishing a strong family-school partnership based on constant communication to support student progress and achievement. An important component of this partnership is engaging students to use their TLIM Data Notebooks (discussed below) and data from the MAP Assessment program to set personal achievement goals and actionable steps for academic progress, attendance, social and emotional growth, behavior, etc.

F. Performance, Promotion and Graduation Standards: Holistic promotional decisions using multiple measures of evaluation, begin on day one and will be a process that continues throughout the academic year. Retention is reserved as the last resort and promotion policies are explained to families in the beginning of the school year during orientation, along with inclusion in the school's Family Handbook. Teachers and families will know far in advance of the end of the year if retention is a possibility through report cards each trimester, progress reports, IEP conferences, formal family-teacher conferences and our scheduled set aside time for family input and meetings. As we value families as our partners in their student's success, extensive efforts are made throughout the school year to work with them to determine strategies that best meet the needs of their child.

Students will be given baseline assessments at the beginning of each school year from which individualized benchmarks toward meeting NGLS content area goals and overall school achievement goals are set. Goals are assessed, and reassessed on a regular basis, via the use of daily formative and interim assessment data and IEP goals in order to tailor instruction appropriately to meet the needs of individual students. Therefore, as progress is monitored, and appropriate interventions are put in place, promotional considerations are being made on a continuous basis.⁶⁰ Our longer school day, extended school year and strategic scheduling decisions, are designed to assure ample time is spent ensuring that our students are making gradual and appropriate achievement of grade specific content, as well as meeting their IEP, SEL and school-wide goals.

Summative year-end decisions for individual students will factor in multiple measures for promotion including: a review of baseline, interim, and formative and summative data to assess progress and overall growth; assessment of the student portfolios; NYS standardized test scores (Grades 3-5); NYSESLAT scores; writing assessments, based on a rubric developed with the support of our writing consultants, IEP goals and promotional criteria modifications; RtI progress-monitoring and interventions; School Progress Team (SPT) recommendations; attendance rates; student social and emotional capacity; and family input. Should it be determined that, despite all measures implemented throughout the academic year, a student is not meeting or approaching grade standards, the student's instructional team will make a recommendation of retention to the SPT who will review the scenario and make a final recommendation to the ED. The ED, along with the SPT will meet with any impacted family to share the team's recommendation for a review and aim to reach a mutual decision about the best course of action for the student (primary grades; in testing grades, NYS promotional mandates

⁶⁰ An example of Elementary School Exit Standards can be found as *Attachment 3c*.

will be followed). As part of this conversation, the family will be offered the opportunity to enroll their student in a summer intensive program, to be held each August. During the intensive, staff will work with the student on skills necessary for promotion to the next grade-level. In the event consensus is not reached during these conversations, the family may request BOT review.

G. School Culture and Climate: BPCS recognizes that school culture is created by the values, behaviors and beliefs of all stakeholder groups – teachers, families, students, school support staff and school leaders- as well as the influence of the larger community. Fulfilling our mission to provide all students with a challenging and supportive learning environment that fosters their academic achievement and social and emotional growth is a shared responsibility. Creating a caring school community in which students feel safe, cared for and respected means staff members and families must be partners and role models as we set high academic and behavioral expectations for our students and provide them with the supports they need to achieve them. BPCS’s BOT, its ED and others in leadership roles are sensitive to the fact that their role in setting school policies and procedures, allocate resources, ensure equity and access, influence attitudes about growth and change and engage in formal and informal communication between and among stake holder groups all contribute to our school’s culture. We will emphasize students’ worth and potential, so they are able to identify and appreciate it themselves⁶¹ and understand that they also contribute to how they, their parents and school staff feel about the school (school climate) and why they feel the way they do (school culture.)

Approach to Discipline: BPSC will use the model of discipline set forth in the NYCDOE’s Citywide Behavioral Expectations to Support Student Learning and its whole school approach to school culture as it is set forth in the NYCDOE’s Best Practices Standards. This approach has been effective in linking supports and interventions to disciplinary accountability which has resulted in a substantial decrease in the need for suspensions. Using this approach, NYC public schools issued almost 7,000 fewer suspensions in the 2015-16 school year compared with 2014-15, according to data released by the city. School-related arrests dropped 10 percent, and summonses issued by school safety officers dropped 37 percent. The steady drop in suspensions represents a 46 percent decline over five years (2011-2012 to 2016-2017.)

Responsibility: While the effectiveness and success of our school culture will only come as a result of shared responsibility, the primary responsibility for school culture and discipline rests first with the ED and then with all school staff. It is the responsibility of the ED to clearly communicate to all adults in the building the school’s vision of school culture, the role each plays in supporting the vision in their daily interactions with one another, with students and families and in the restorative approach to misconduct each adult is expected to use when interacting with students who behave inappropriately. It is the ED’s responsibility to ensure that all adults understand and know how to hold students accountable and help them learn from their misbehavior. All school staff are responsible for fostering students’ social and emotional growth whether through direction instruction, recognizing and reinforcing pro-social student behaviors or serving as role models in their interactions with peers as well as students.

⁶¹ FranklinCovey, The Leader in Me: Vision Training Facilitator Guide, p.30

Morning Meetings: To develop and sustain a caring and supportive school culture, each school week will start with a whole-school meeting in which the entire school community comes together, providing students with a space to reflect on their weekends, connecting their actions and decisions with the lessons and habits they are learning in their classrooms, and identify the goals and objectives of the week ahead. This weekly meeting supports the Executive Functioning skill development we emphasize for all students, provides them with an opportunity to use the communication skills they are developing in their SEL class and re-invest themselves and their peers in BPCS’ shared mission and objectives. In each Triad, the weekly SEL theme is carried through each day, beginning when students enter the classroom. At the end of each week, individual triads will hold their own morning meeting to reflect on the week and look forward to how students will approach the weekend. Additionally, in each triad, daily, teacher and students will gather together for brief interactive discussions that help set the instructional/ behavioral goals of the day and strengthen that week’s SEL theme in each classroom, using songs, role-play, drawing activities and “brain builder” games; these games are designed to build areas of students’ brains that help them control and shift their attention to manage behavior and will be further fortified during daily Executive Functioning sessions.

Celebrating Achievement: Once each trimester, BPCS will use Achievement Celebration and Reflection (ACR) Days to celebrate and reflect on student achievement. ACR days will include in-school events during which students revisit their trimester and long-term goals (personal and academic) and celebrate the progress that they, their peers and BPCS as a whole, have made in either progressing toward or meeting those goals. Students will learn about the achievement of groups and individuals related to the specific CLE theme for that trimester, through interactive activities led by the ED, community partners and/or special guest speakers.

The Leader in Me: BPCS will also use The Leader in Me (TLIM) program, based on *The 7 Habits of Highly Effective People*. TLIM provides a leadership-based approach to culture that supports our vision of a caring school community that fosters a culture of holistic student achievement and meaningful family and student engagement. TLIM is aligned to state and national standards and “equips students with the self-confidence and skills they need to thrive in the 21st century”⁶². TLIM’s incremental approach also aligns with our instructional philosophy that there is no “one-size fits all” approach to success and that long term, sustainable academic success and student growth must be built upon solid foundations. Leadership habits and skills are embedded into lessons across the content areas, while images, pictures and quotations from historical and local leaders adorn classroom walls and hallways. Using TLIM, each Triad will develop a mission statement that aligns to the overall BPCS mission and Triad goals that supplement their individual goals, a constant reinforcement of our culture of achievement and shared mission. We believe TLIM will result in development of skills in communication, accountability, adaptability and problem solving for students and staff. This skill development will supplement our rigorous academic approach and further our community goals for academic and personal achievement. The chart below shows the ways in which BPCS’s school design will support each of the 7 Habits and their focuses, in alignment with our mission.

⁶² <http://www.theleaderinme.org>

Habit ⁶³	Focus	Alignment at BPCS
Be proactive	Choices; Control over personal actions; Taking initiative; Problem solving	Behavioral expectations; common language; on-going evaluation of effectiveness
Begin with the end in mind	Proactive planning; goal setting; Commitment to a mission	Executive functioning; MAP Assessments; ACR days; Continuous review and assessment of data trends across the organization; Mission driven goals and objectives.
Put first things first	Prioritizing; Time Management	Executive functioning skill development; Strategic scheduling
Think win-win	Conflict Resolution; Relationship building	SEL program(4Rs); Shared vision and mission.
Seek first to understand, then be understood	Self- Confidence; Communication; Listening to others' viewpoints and feelings	SEL program (4Rs); Morning Meetings
Synergize	Working well with others	Instructional grouping; CLEs; Collaborative PD
Sharpen the Saw	Self-Advocacy and Self-Awareness	SPARK; SEL program - 4Rs

A school environment, conducive to learning: BPCS will establish a safe and orderly school environment conducive to learning through its focus on creating a supportive school culture that involves the active engagement of all stakeholder groups, coupled with the approach to discipline delineated in the NYCDOE's Citywide Behavioral Expectations to Support Student Learning, Grades K-5.

Supporting Research: BPCS will use the introduction to the Citywide Behavioral Expectations which addresses issues such as bullying and bias-based behavior, restorative approaches, progressive discipline, etc. as a guidance document for school staff professional development and for parent workshops to ensure that school personnel and families are collaborative partners. The ED, the DTL and the DSI will all address school safety as part of their daily practice. Both TLIM (see above) and the 4Rs Program (described below) are designed to support a school and classroom environment conducive to learning. For example, the 4Rs program has been rigorously studied by top researchers at NYU and Fordham University who tracked the development of children in nine NYC elementary schools that implemented the program compared with the development of children in nine control schools. Compared with children in the control schools, children in the 4Rs schools were less hyperactive, less aggressive, and saw their social world as less hostile. They showed fewer symptoms of depression and were more likely to resolve interpersonal problems competently.

During the first year, children judged to be at greatest behavioral risk by their teachers had better attendance than their counterparts in the control schools and made better academic progress as rated by teachers. By year two, they were also doing better on standardized tests. Further, at the end of the first year, independent ("blind") observers assessed the quality of classroom climate in all third-grade classrooms in the schools using a research-based observational instrument called the Classroom Assessment Scoring System (CLASS). These observations showed significantly higher levels of overall classroom quality among classrooms in the 4Rs schools compared to

⁶³ Covey, S.R (2008). The Leader in Me. New York, NY: Free Press.

classrooms in the control schools. Specifically, classrooms in 4Rs schools had significantly higher levels of emotional and instructional support compared to classrooms in control schools. Other research has shown a strong correlation between higher levels on the CLASS and more positive social and emotional development and higher academic achievement.

Social Emotional Development: BPCS will promote, monitor and assess the social and emotional development of its students using both TLIM and The 4Rs Program which integrates Social and Emotional Learning (SEL) and language arts from pre-K-8.⁶⁴ Research shows that as students articulate from elementary to middle to high school, they become more disengaged and as many as 40-60% become chronically disengaged.⁶⁵ This leads to higher dropout rates and experiences in high-risk behaviors, which interfere with academic performance and jeopardize student potential for achievement, a particular concern for our target at-risk student population.⁶⁶ Therefore, it is vital for our school to promote children's social and emotional development in their early years in school. A meta-analysis of 213 SEL programs involving 270,043 students K-12 by CASEL showed that, "compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement."⁶⁷ The 4Rs Program received CASEL's highest ratings in its Guide to Effective SEL Programs (pre-K-5) and is also included in the federal Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices. The curriculum uses high-quality children's literature and engaging interactive activities to develop students' skills and understanding in: building community, understanding and handling feelings, listening, assertiveness, problem-solving, dealing well with diversity, and cooperation. Each grade has its own teaching guide, books, and age-appropriate activities. Triad teachers as well as the DTL and DSI will jointly monitor students' development. Key evaluative measures will include lower numbers of disciplinary incidents; lower severity levels of disciplinary incidents; higher levels of attendance; and responses received from Surveys.

Discipline Code: BPCS will use the NYCDOE's Citywide Behavioral Expectations to Support Student Learning Grades K-5⁶⁸ because of its comprehensive focus on prevention and intervention supports and restorative practices. The basis of the Discipline Code is concurrent accountability and guidance intervention so that an incident of misconduct becomes a "teachable moment" for student growth and development. As stated in the Discipline Code, BPCS will use age-appropriate progressive disciplinary responses coupled with one or more student supports as applicable to the behavioral needs of the individual child. This approach will be used for both general education students and students receiving special education services. BPCS will adhere to all regulations protocols governing the discipline of children with identified special needs; the SPT will conduct a Functional Behavior Assessment to develop an intervention plan if needed. If, at any time, school officials suspect that a student's difficulties may be the result of a disability, which may require special education services, the student will be referred to the Committee on Special Education (CSE). A key goal in addressing all behavioral incidents will be to help the child understand why a behavior was

⁶⁴ The 4Rs program is further described in Section II.B.

⁶⁵ Klem & Connell, 2004.

⁶⁶ Centers for Disease Control and Prevention, 2008; Dryfoos, 1997

⁶⁷ <https://www.casel.org/wp-content/uploads/2016/06/the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf>

⁶⁸ <http://schools.nyc.gov/DisciplineCode>

inappropriate, the harmful impact the behavior has had on others and how the child could act differently in the future.

Partnering with families: Equally important, we will work with families to support the social and emotional growth of their child and provide behavioral goals as needed. We will reinforce children's social and emotional competencies through targeted SEL instruction and guide them to take responsibility for their behavior, a key component of TLIM. When behavioral expectations are not met, upper grade students will be asked to complete "Reflection logs" which ask for purposeful discussion of different decisions that could have been made, the misconduct's impact on others and corrective actions that can be taken. Every family will receive a copy of our discipline code at the opening of each school year. Family orientation will include discussion of the school's behavioral expectations and the ways in which families can support their child's social and emotional growth. At the end of each school year, families will have the opportunity to complete an end of year survey to provide feedback in areas of instruction, student achievement, school culture and safety and the level of support provided by school personnel-crucial to the evaluation of our fidelity to our mission and goals.

Evaluation: BPCS will monitor and evaluate the efficacy of school culture and discipline in multiple ways. The ED will meet regularly with families and school staff to garner feedback related to school culture and discipline. The ED will regularly review student behavioral data and engage faculty in addressing negative trends that may arise. In addition, the ED and the parent coordinator will regularly review family participation in planning and participating in school workshops and events to ensure that all families feel welcome and included. As the school grows, regularly scheduled focus group discussions will be held with children in grades 3-5 to provide for student voice around these issues. Key evaluative measures will include attendance levels for students and staff; numbers of disciplinary incidents; severity levels of disciplinary incidents; student retention rates and staff attrition, and responses received from Staff and Family Surveys.

H. School Schedule and Calendar:

Academic School Year: As we anticipate many students entering BPCS with existing academic challenges, our calendar contains additional days of learning, which has proven effective for at risk students.⁶⁹ Therefore, BPCS will have a longer academic school year, totaling 186 instructional days compared to the mandated 180 days, as part of our commitment to assuring we provide students with a rigorous academic, needs based experience. Our Academic Year for students and staff will begin in August. Prior to students reporting, staff will be provided with a minimum of 13 days of pre-service training. On top of this, staff has dedicated PD time during the weekly school schedule.⁷⁰ Our proposed calendar⁷¹ is closely aligned with the NYCDOE calendar, and school will not be in session during winter, mid-winter and spring recesses; as well as Federal and religiously observed holidays recognized by the NYCDOE. At the conclusion of each academic year, students who have not met the promotional criteria will attend a two- week summer- intensive session.

⁶⁹ Patall, Erika A., Harris Cooper, and Ashley Batts Allen. "Extending the School Day or School Year." *Review of Research* 80, no. 3 (2010): 427. doi:10.3102/0034654310377086.

⁷⁰ Details about specific professional development for teachers can be found in Section III.D

⁷¹ A copy of BPCS' proposed first year calendar can be found as Attachment 4c.

Our Academic Year is divided into three trimesters, each approximately 13-14 weeks in length, with interim assessments, progress reporting and Achievement Celebration and Reflection Days (ACR)⁷² marking the midpoint of each trimester. At the end of each trimester, students will receive report cards and days will be set aside for Family-Teacher conferences. We have designed purposeful, innovative structures, aligned to our mission, during our Academic Year. In addition to ACR days, each trimester includes a Bridge-Building Day, which provide students with opportunities for community-based experiences and a Connect Saturday, at which students and staff will attend school for additional academic skill enrichment and celebrations of their PBL in Science and Social Studies. The inclusion of these days in our calendar illuminates the value we place on meaningful learning extensions and their ability to impact student achievement. The calendar also includes dedicated days for a BPCS staff retreat and a BOT/Leadership team retreat, and a Welcome Reception for staff has also been calendared in.

Student School Day: Similar to our extended school year, our students will benefit from a unique, specially designed and purposeful longer school day⁷³ that offers a range of activities beyond the usual classes, demonstrated as one way to effectively increase student achievement. The start time for each school day is consistent; breakfast is offered to all students from 7:00-7:40 a.m. Students are dismissed at 4:00 pm on Monday, Tuesday and Thursday and at 3:10 p.m. on Fridays. Students will be dismissed early on Wednesdays (2:55 p.m.) to allow for full staff afternoon weekly PD. In alignment with best practices, BPCS's longer school day will provide additional time for direct instruction, small group programming and targeted interventions, enrichments and necessary CLE experiences for all students, and more support for staff.

The school week is designed to provide SEL touchpoints throughout to provide consistent reinforcement. Our week at BPCS begins with a 30 minute, TLIM Monday Morning whole school meeting where SEL skills are emphasized and celebrated. At the week's midpoint, all students are provided a dedicated 45-minute period devoted specifically to SEL⁷⁴ and each week will end with a TLIM Friday Morning meeting, held in individual Triad classrooms, that reflect on the week and look forward to how students will approach the weekend.

Each day, all students will receive 90 minutes of math and 90 minutes of ELA; 45 minutes each for science and social studies; and CLEs. Three days per week, all students will receive 30 minutes of SPARK fitness to start their day;⁷⁵ 30 minutes of individualized skill enrichment, designed to meet their specific skill level; and 45 minutes of a specialty subject class (music, art and physical education), supporting multisensory instruction.

While there are many times throughout the school day where students will be engaged in similar activities, it is during the Triad instructional periods where our students will see the most differentiation. Since our students will have rigorous and specific growth assessments, student ability grouping will be very strategic. For example, during social studies period, students who are assessed as an RTI II will have had a pre-teaching lesson on the OG, "cvc" skills in the

⁷² ACR days are described further in Section II.G.

⁷³ A sample proposed student schedule can be found as Attachment 4a.

⁷⁴ For more information about our use of Morningside Center's 4Rs program, see Section II.B

⁷⁵ For more information about SPARK at BPCS, see Section II.B

vocabulary word list in the lesson; this could include picture prompting for ELL groups, before attending the social studies class. While the student who is at an RTI III level will have had the pre-lesson, s/he will also have one of the triad teachers or service provider with them during the lesson (one to one) reading along or providing auditory/computerized assistance. The student who is approaching grade level or RTI I will have read the passage about community helpers, for example, and is engaged in group extension activities such as doing research on community workers in other countries, culminating in a “compare and contrast chart” with peer review. The above grade level students will be grouped doing research in advance of preparing a whole class presentation regarding international community helpers. All students will, at varying points intersect similar content strands their scaffolding progresses.

Staff Schedule: A BPCS staff members’ day⁷⁶ officially begins at 7:30 a.m. each day. Instructional staff will be expected to have a variety of roles during the morning period aside from their scheduled prep time, including bulletin and data board updating, line-up duty and parent meetings. Staff will all be expected to remain at school until 4:00 p.m. Monday-Thursday and until 3:10 p.m. on Fridays. Each day, staff will be provided with 45 minutes of common planning time, aligned with our Triad model. Once per week, staff will participate in a 60-minute, full staff thematic seminar, and three days per week staff will be provided with 50 minutes of specially designed and individualized preparation periods which could include mentoring and feedback time with the onsite OG trainer, review of a lesson with the DSI or DTL,⁷⁷ meeting with families, IEP review or attending an IEP meeting, or meeting with the SPT to follow up on actionable steps required for a student. In addition to the set aside time each week for PD, staff will be provided an additional 6 days dedicated to PD (without students) and, as such, will have a total of 19 days of PD in Y1. A Welcome Reception for staff and their families has also been

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure: BPCS’s organizational structure is designed to ensure its viability and compliance with state law within three core areas: instruction, operations and finance, further described below.

Instruction: The Instructional team consisting of teachers and school leadership focuses on academics and achieving student progress and proficiency within the Performance Framework. Student performance and academic achievement is the most important factor to the Board of Regents considers when renewing charters. The DTL will serve as the school’s primary instructional leader, reporting directly to the ED. As the instructional leader of the school, the DTL will supervise BPCS’s academic programming, curricular and instructional design. In the staffing plan, there are significant supports and instructional staff to ensure the needs of ELLs and SWDs are met. Immediately upon opening, BPCS will have a dedicated DSI, a speech and language teacher, a literacy specialist, an ENL teacher and a social worker that will help realize the school’s mission of connecting students to literacy. The ED functions as the school leader and will be focused on continued student achievement and overall school development.

⁷⁶ A sample proposed weekly teacher schedule can be found as Attachment 4b.

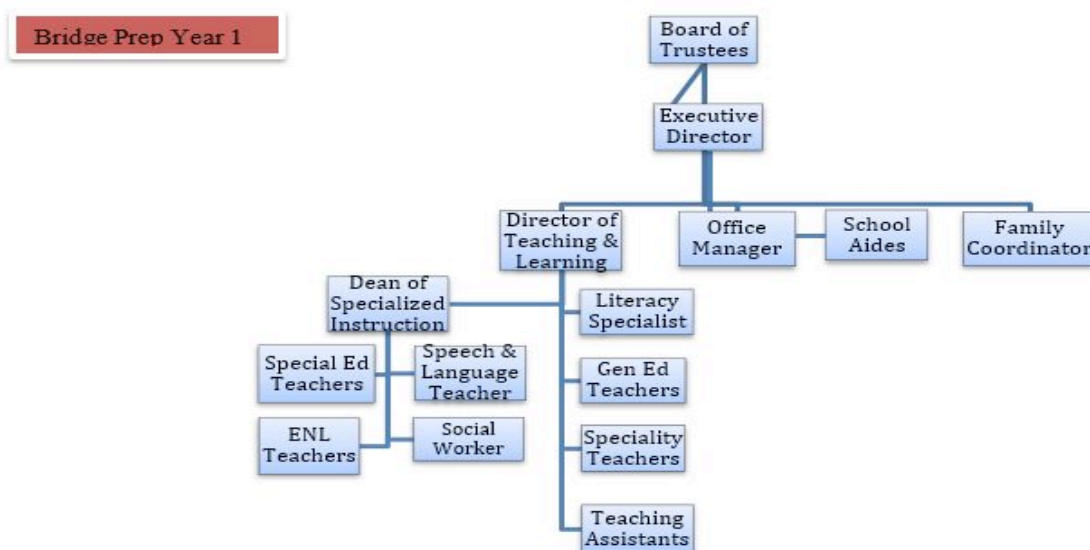
⁷⁷ For a further description of our PD offerings for teachers, see Section III.D

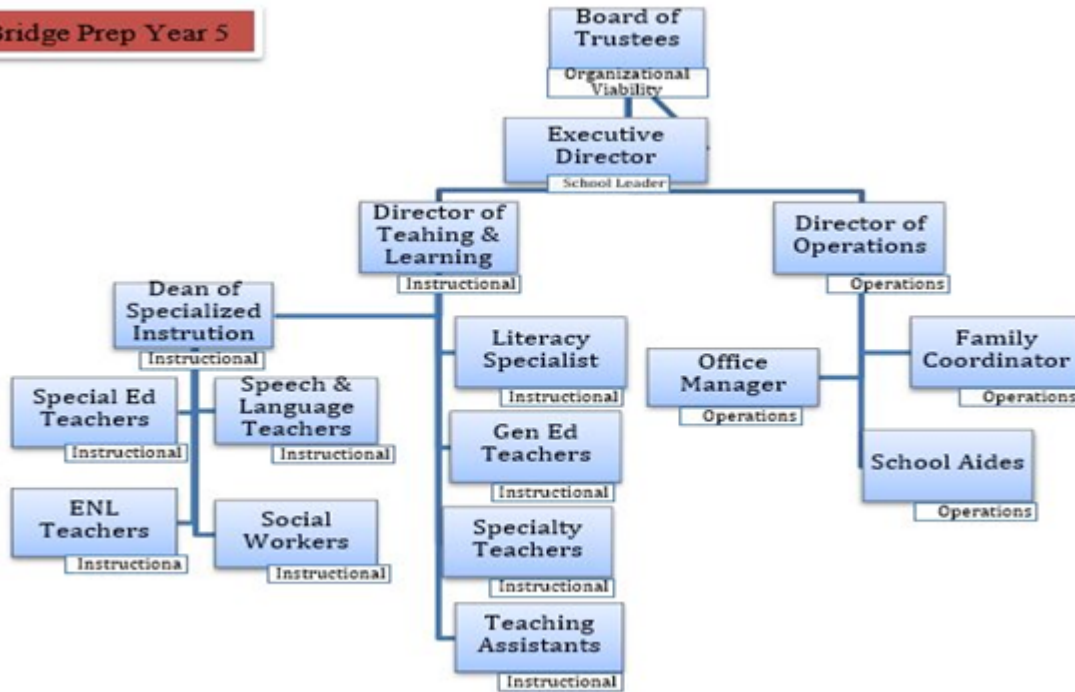
Operations: The Operations team ensures an operational structure is in place that enables an environment to support our students and staff to focus on BPCS’s academic development. The ED will ensure operations run efficiently with controls and processes in place. In Y3, a Director of Operations (DOO) will be hired as we grow, based on student enrollment. The DOO will oversee all day-to-day operations and report directly to the ED. The BOT is ultimately responsible for operational decisions made at the school level and will delegate decision-making authority to school employees. A full delegation list can be found in Section III B.

Finance: Financial oversight ultimately lies with the BOT, with the ED directly responsible for financial controls and procedures at the school level. The ED, working with the BOT and BoostED Finance, will ensure sound financial planning for the school and manage the school’s financial growth with proper annual financial budgeting, monthly financial reporting, and appropriate revenue management aligned our mission. The ED reports directly to the BOT.

Administrative Relationship between BPCS and The Board of Regents: The Board of Regents is a designated authorizer under State law and has governance over BPCS’s BOT. The BOT oversees BPCS and has autonomy to operate the school to best meet the needs of its students within the bounds of the Charter Schools Act. The Board of Regents and the State Education Department utilize the Performance Framework, with 10 Benchmarks, primarily Benchmark 1 to evaluate school performance.

BPCS’s proposed organizational chart and structure over time, Y1 and Y5, can be found below. Reporting relationships are delineated with the BOT having organizational oversight and ultimate fiduciary responsible for ensuring the viability of the education corporation. It is important to note that throughout our charter term, BPCS will utilize outside consultants for finance and HR management as well as security, custodial, nursing and I.T. services.





B. Board of Trustees and Governance:

Roles and Responsibilities of the Board of Trustees: Pursuant to Section 2853(b)(1) of the Charter Schools Act, the BOT seeks authorization to form an education corporation to operate BPCS. The BOT is entrusted with the charter agreement by the Board of Regents and will have overall legal, financial, and fiduciary responsibility to hold the school accountable to the terms of its charter. The BOT's responsibilities will include, but will not be limited to:

- Approving the school's annual budget and strategic goals, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls;
- Hiring, overseeing, and evaluating the ED;
- Establishing and maintaining all policies governing the operation of the school
- Ensuring that the school is accountable for the academic success of its students; adheres to its mission, as well as state and federal guidelines; follows the Performance Framework; and uses achievement and performance data to help improve the quality of decision-making;
- Ensuring that the school operates at all times in compliance with its Code of Ethics
- Facilitating long-term, strategic planning;
- Holding ultimate accountability for the school in its relationship with the Board of Regents;
- Participating, as appropriate, in the grievance process; and
- Providing support with public outreach and other services.

The Executive Director reports to the BOT and oversees the day-to-day operations of the school. The ED will provide monthly updates including financial, enrollment and demographic data, attendance, student performance and achievement data, and staffing. The ED will meet with

the BOT's Academic Committee to review data reflected in the data dashboard. This data will be presented at the monthly meetings of the BOT. In addition to monthly reports, each trimester, the ED will report to the BOT on student achievement goals based on the Performance Framework. During the spring, the ED will work closely with the school's finance committee. Annually at the end of the school year, the BOT will conduct a comprehensive written review of the ED to evaluate his/her performance in fulfilling the school's mission and performance goals, which were mutually established by the BOT and the ED based on the Performance Framework and essential school design elements. At this time, the BOT will make decisions related to employment, compensation, and growth priorities. Throughout the year, the BOT will monitor adherence to the mission, policies, the established performance goals, and charter.

The BOT will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner in compliance with the Charter Schools Act, Article 56 of the State Education Law, Open Meetings Law, and all other applicable state and federal laws and regulations.⁷⁸ The BOT will both function as a whole and through committees to operate efficiently and effectively. Committees will report on progress and challenges monthly at the BOT meeting. Each trimester the BOT will review the ED's progress against goals and review the BOT's progress against goals. Annually, the BOT will assess progress against strategic goals, review and approve the budget for the next school year, approve major contracts, assess compliance/progress in achieving educational outcomes, elect new board members, elect board officers, confirm board member commitments, and collect annual conflict of interest disclosure forms. The BOT will conduct meeting evaluations, which will provide a quick snapshot as to the effectiveness of board meetings and areas for improvement.

Proposed Governance Practices of the School: The BOT will have no fewer than five (5) and no more than 15 members at any time, including the Ex-Officio position for the school's Parent Teacher Association President (PTA) or his/her designee. The BOT will hold meetings monthly at the school that adhere to the Open Meetings Law. BOT meetings will be conducted in accordance with Robert's Rules of Order and the school's by-laws. Parents and staff are welcome to attend board meetings, which will provide opportunities for public comment. The BOT will proactively evaluate BOT composition and screen candidates relative to stated capacity and diversity goals. Qualifications to serve on the BOT include:

- A belief in the mission and design of the school;
- The belief that all students, regardless of academic or English language proficiency status, can and will achieve academic excellence;
- Demonstrated understanding of BOT duties and relevant experience and expertise;
- Ability to attend BOT and committee meetings and volunteer for BOT work; and
- Capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.

BOT Member Terms: The founding trustees shall be divided equally into three classes with staggering expiration years over the course of the first three years. After that, the term of each Trustee shall be three (3) years and Trustees may not serve more than two consecutive, three (3) year terms.⁷⁹

⁷⁸ BPCS's Code of Ethics can be found in Attachment 5b.

⁷⁹ A detailed description of Trustee terms can be found in *Attachment 5b*

Advisory Board Members: The BOT will establish an Advisory Board of no more than four (4) to six (6) members to complement the knowledge, understanding and strategic thinking of the BOT. Advisory Board Members will provide subject matter expertise in academics, pedagogy, charter or business operations, finance, fundraising, special needs programs, or other areas of specialized knowledge. The Advisory Board will act as a resource that can be accessed to aid in the overall success of BPCS. The Advisory Members will not mask gaps in the operating board but, instead, will serve as a body that can challenge BOT assumptions and provide access to resources for the betterment of BPCS. Members of the founding team may be asked to serve as Advisory Board Members. Like Trustees, they must be elected by a majority of the voting board. Advisory Members will be non-voting members and shall serve a term of one (1) year with no term limits. Advisory Members are expected to attend monthly Board meetings, either in person or via videoconference or telephone, in accordance with the established by-laws. Quarterly Advisory BOT meetings will be held to address specific agendas and goals.

General Responsibilities of Board Officers:

- **The Chair** of the BOT has general supervision, direction, and control of the affairs of the school, subject to BOT control, and such other powers as the BOT may prescribe. When present, the Chair will preside at board meetings.
- **The Vice-Chair** acts in the place of the Chair if the Chair is absent or unable to fulfill his/her duties. When acting as Chair, the Vice-Chair will have all the Chair's powers and be subject to the same restrictions.
- **The Treasurer** chairs the finance committee and acts as custodian of school funds providing the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the BOT of the school's ongoing fiscal condition and receives the annual audit report.
- **The Secretary** will be responsible for keeping the minutes, ensuring public notice of meetings, maintaining records of board membership and decisions, interpreting the bylaws in the case of a dispute, and any other duties the BOT may prescribe.

Committees: The BOT will have four permanent committees: Executive, Finance, Academic, and Board Development and Governance. The BOT Chair may create ad hoc committees to handle targeted issues such as facilities. The BOT Chair will appoint committee chairs, except in the case of the Executive and Finance Committees. At appropriate intervals, the chairs of permanent and standing committees will provide reports of committee activity to the BOT.

- **The Executive Committee**, chaired by the BOT Chair, will facilitate effective decision-making by the BOT. Composed of BOT officers, this committee is responsible for planning Board meeting agendas and communicating with other board members. They will be responsible for school facilities, especially in the first term of the charter.
- **The Finance Committee**, chaired by the Treasurer, coordinates the BOT financial oversight responsibilities. Additional responsibilities include oversight of the school's auditing, facilities and financial management.
- **The Academic Committee** works to ensure that the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution, and supports the ED in the maintenance, promotion, and improvement of the academic standards set forth in the charter. The primary responsibilities of this committee include advising the BOT on the school's core activities of teaching and

learning, recommending to the BOT the adoption of academic policies consistent with the vision, mission, and plan; adopting procedures to benefit BOT-approved academic policies; advising the Board on the academic program; and working with the ED to monitor and advance the quality of academic activities.

- **The Board Development and Governance Committee**, which exists to prospect, contact, recruit, orient, support, and evaluate Board members. The BOT needs to continually recruit, select and develop new members. This committee ensures that the BOT reflects the community BPCS serves. The committee will also be responsible for training and development of new and veteran members.

Processes to Promote Parental and Staff Involvement in School Governance: In addition to the measures described in the by-laws relating to the publicizing of board meetings, the BOT will reserve a seat for a parent (or guardian) representative. The parent trustee will normally be the elected President of the PTA. The PTA President can also name a designee to serve on the BOT. The parent trustee will be an ex-officio trustee with the right to vote but will cease to be a Trustee if his or her child ceases to be a student at the school during his or her term of office. In addition, Trustees will periodically attend meetings of the PTA and actively solicit feedback from parents. Staff members are not permitted to be trustees under the General Municipal Law. However, the ED will attend every board meeting and other members of the school staff may attend as requested by the BOT. Any member of the school may attend meetings per of the Open Meetings Law. The BOT will specifically require the ED to inform members of the school staff, especially the instructional staff, about matters discussed by the BOT that are related to their professional responsibilities and to solicit staff feedback and communicate that to the BOT on an ongoing basis. In addition, the Board will periodically request presentations from members of the school staff on specific aspects of the school's program. The BOT may solicit additional parents or teachers to participate in specific task forces and can establish task forces or advisory groups to address distinct issues that come to the attention of the BOT and require the advice and research of multiple constituents: teachers, parents, staff and, sometimes, students. Input from students' families and all school staff is essential to the continuous improvement of the school and the BOT's ability to assess and support the school's mission. The BOT will conduct parent and staff surveys to both evaluate areas of satisfaction and to identify areas of concern to improve the school's overall operation and culture.

The Board's Relationship to the Authorizer: The BOT will enter into a performance contract with the Authorizer. Understanding the importance of the Charter School Performance Framework for renewal, the BOT understands that the Board of Regents authorizes our initial charter and any charter renewal, and that our Authorizer will conduct ongoing monitoring of the school, including site visits and audits. The BOT and executive staff understand that they must respond to all requests in a timely manner and are required to maintain all records as outlined in the monitoring plan for inspection by the Regents and/or their agents.

Expertise/Background of Proposed BOT Members: We deliberately sought out board members with experience and expertise relevant to the needs of BPCS. Our BOT includes a former charter school COO, a lawyer who served on CEC 31, a founding principal of an innovative and successful NYCDOE school, a retired principal of a Blue Ribbon elementary school, a literacy expert in Orton-Gillingham, the former parent liaison of a public school

designed for students with dyslexia in Florida, a philanthropist and business strategist from Bloomberg LP, a neuropsychologist and associate professor from Columbia University, and a former NYS Assembly Member who is a well-respected businessman and member of the community. In addition, we added advisory board members including a clinician who specializes in language-based learning disabilities. In addition, the current proposed BOT and Board Advisory members will seek to add two additional board members, one with charter school experience, and one with financial experience, between the time of charter approval and school opening.⁸⁰

Authority of the Board of Trustees and Delegated Authority

Responsibility	Board of Trustees	Executive Director
Legal	Exercises fiduciary role to ensure the charter school is properly managed. Maintains legal status; ensures legal and regulatory compliance. Reviews financial & business dealings; exercises proper judgment to avoid conflict of interest.	Provides information to the BOT to demonstrate that the school is well managed. Compiles information for annual filing requirements. Alerts BOT if conflict of interest situation is likely to occur.
Finance and Accounting	Approves annual budget. Reviews monthly financial reports (balance sheet, income statement). Establishes proper internal controls.	Prepares annual budget for the BOT Finance Committee. Oversees preparation of monthly financial statements and implements proper financial controls.
Planning	Establishes mission and vision and approves goals/objectives. Conducts & monitors regular strategic review. Assesses compliance/progress in achieving educational outcomes agreed to in the Charter, reviews the annual report and renewal activities. Assesses school/program evaluation plan. Leads strategic planning.	Participates in establishing mission, vision, and implements on site. Develops specific program goals & objectives. Assists BOT in keeping focus and momentum. Develops/oversees progress reports including the annual report and the renewal process. Designs and implements programs to address strategic priorities.
Policy	Develops and adopts written policies. Responsible for annual policy review.	Identifies need for new policies. Assures implementation of policies and assists in analyzing policy options.
Personnel	Sets and reviews personnel policies. Hires ED and evaluates his/her performance.	Implements personnel policies. Recommends changes to such policies. Hires staff and evaluates performance.
Resource Development	Assures long-range commitment of resources. Creates long term and annual fund development plan.	Executes fund development efforts, develops grant and other funding applications, plans, fundraising events.
Board Accountability	Establishes and communicates expectations of BOT membership; regularly evaluates its own performance to assure effective BOT participation and outcomes	Facilitates regular and effective communication among board members.
Decision-making	Defines and communicates BOT's role and assures appropriate BOT role in decision-	Makes action decisions within parameters set by the BOT.

⁸⁰ For more detail about each member of the applicant group, please see Table 1.

	making.	
Community Relations	Promotes school to parents and the public Serves as emissary to broader community. Fields complaints from parents and community members.	Interprets the charter school mission to the community via direct involvement, public and governmental relations, personal contact, etc. Works closely with the BOT for an effective division of labor Addresses complaints submitted to the BOT and implements solutions based on BOT recommendations.
Contracts	Approves major contracts	Manages contracts

Accountability for Achieving Mission and Goals: In order to determine that the school is an effective organization meeting and exceeding commitments to students, staff, families, the BOT, the community, authorizers and the Charter Law, a rigorous evaluation system will be effectuated, utilizing the Performance Framework to render information upon which BOT decisions can be made. To accomplish this, audits/reviews, both internal and external, of the financial, educational, legal policies, operations, BOT and staff evaluations will be conducted. The evaluation results will be submitted to the BOT and synthesized by all stakeholders into an action plan with consistent regard to achievement, student and staff satisfaction and structural/financial soundness. Further, the findings will be published in an annual report for the authorizers and school community. Descriptions of the evaluations/reviews and their resultant implications for overall school improvement are found below.

Evaluation of the Board: Once yearly during a monthly meeting, the BOT will conduct a self-evaluation. They will develop a rating form that assesses performance individually and as a formal body based upon these elements: shared vision of mission and purpose; governance role and partnership alignments; organization and structure; efficacy of meetings and subcommittees; capacity in experience, diversity, and financial support. The BOT Chair along with the BOT Development and Governance Committee will oversee this process. The results of the evaluation will enable the BOT to reassess its alignment with its focus on school mission and adherence/compliance to the Performance Framework. Further, the process will enable the BOT to enact an action plan for course-correction, needs in recruitment, capacity, training, community outreach and overall board management toward fulfillment of the charter.

School Leadership Evaluations: The ED will be evaluated and held accountable by the BOT using NYSED-HEDI scale⁸¹. Within the first trimester of the school year, the ED will meet with the BOT to establish specific, actionable, and measurable goals grounded in the matrix of effective school indicators, such as instructional and staff supervision, school structures and operations, capacity of leadership team and establishment of a vital, vibrant school culture of achievement. In addition to the monthly dashboard presentations to the BOT, each trimester, the ED will demonstrate formative progress toward the professional goals achieved within each area of assessment. Subsequently, the Chair will conduct low inference, on-site ED-practice observation walkthroughs intended to be descriptive of observable facts and events without interpretation, subjectivity or judgment. The Chair will report the site visit to the academic committee and the full BOT. At the end of each trimester, a written rating report will be

⁸¹ Defined in Section III. D.

produced and finalized with the ED. The ED's rating will include areas of accomplishments and areas requiring improvement. Each finding will be revisited each trimester. Similarly, the effective school indicators, will be the basis of the ED's ratings of the DTL and DOO. In turn, the DTL will rate the DSI, and the Literacy Specialist. The ED will be the ultimate sign off on ratings of all school personnel.

C. Management and Staffing: Student achievement and commitment to our mission guides all decision made at BPCS, including management and staffing decisions. We will build a team of high quality professionals from diverse backgrounds and experience who will serve our students using the innovative structures described herein to provide an educational experience currently unavailable in our community. We will use various data measures, described in Section II. E, to determine the need for additional supports or changes in our staffing model to ensure that our program is delivered for students and families as promised. The positions employed over the first charter term are found below:

Proposed Management and Staffing Chart						
Position	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	\$115,000	1	1	1	1	1
Director of Teaching and Learning	\$100,000	1	1	1	1	1
Director of Operations	\$75,000	N/A	N/A	1	1	1
Dean of Specialized Instruction	\$75,000	1	1	1	1	1
Family Coordinator	\$35,000	0.5	0.5	1	1	1
Speech and Language Teacher	\$60,000	1	1	1	2	2
Social Worker	\$60,000	1	1	2	2	2
Literacy Specialist	\$65,000	1	1	2	2	2
General Education Teachers	\$60,000	3	5	7	9	9
Specialty Teachers	\$60,000	1	2	3	4	4
Special Education Teachers	\$60,000	3	5	7	9	9
Teaching Assistants	\$35,000	4	8	14	18	18
ENL Teachers	\$60,000	1	1	1	2	2
Office Manager	\$42,000	1	1	1	1	1
School Aides	\$12,500	2	2	2	4	4

The staffing plan above delineates hiring of key personnel to support academic achievement in a robust student-centered school prepared to meet the needs of all learners with strong staff support structures. The roles, delegation of responsibilities and relationships of key stakeholders include:

The Executive Director has the ultimate responsibility for *every* facet of BPCS, reports directly to the BOT, and is responsible, in the chain of command, as the officer in charge of all school-level staff, as well as ensuring a safe and orderly school environment and a caring and supportive school culture for all members of the school community. Beyond the accountability to the BOT, students, staff, and school community, the ED has a substantial role in engaging, supporting and ensuring our families are significant partners in their child's education. The Family Coordinator, reporting to the ED, will be instrumental in forming a nexus to our families to ensure their voice and foster meaningful family engagement as our main collaborative partners. During the first two years of the charter term, the ED will directly oversee the school's programmatic and fiscal

operations, with the aid of fiscal consultants, the Office Manager and School Aides. Starting in Y3, the DOO will oversee day-to-day operations.

The DTL, who will be supported by the Literacy Specialist, reports directly to the ED, and is responsible for assisting the ED in leading the educational program. The specific roles and responsibilities of the DSI, the special, general, ENL and specialty teachers are addressed later in this section. The Social Worker reports directly to the DSI, and will provide prevention and intervention support for student, including individual and small group counseling; serve as a resource for teachers in addressing children's social and emotional growth, including behavior management; work with teachers and office staff to promote daily attendance; and will be an integral link with families as s/he works with them to support their child's progress. The SW is expected to provide on-going feedback to school leadership as applicable on how well school protocols and procedures are meeting students' and family needs as part of our school's commitment to continuous improvement.

BPCS' founding project director Tim Castanza is the **proposed school leader** for BPCS and his resume is Attachment 8b. Tim was born and raised in Staten Island and has led the BPCS planning and school design from its inception. An alumnus of the Teach for America (TFA) program, he began his teaching career at the former University City High School, where he developed a passion for working with at-risk students, specifically on improving literacy outcomes. During his time as the Director of Special Education and Specialized Programming at The Academy at Palumbo, Tim was responsible for the structuring and development of the school's special education department, which involved implementing key structural changes, mindsets and strategies with his staff, along with assuring students of varying ability levels were having their individual needs met. During his time with TFA's National Summer Institute, he trained new special education and English teachers preparing to teach in cities across the United States, emphasizing for his staff his belief that all teachers, of every subject, are teachers of literacy. Since joining the NYCDOE, he has led teams responsible for evaluating access to high quality schools, the demand for educational programming for at-risk subgroups across NYC and the procurement of space available for those services, a skill set that has prepared him well for the role of ED. In his current role as Deputy Sr. Director of Strategy and Engagement with the NYCDOE, he is responsible for developing strategies to improve engagement and communication between the NYCDOE and the many diverse communities across NYC. Tim is an active member of the larger education community on and beyond Staten Island, and has formed many key partnerships, which will be beneficial to advancing BPCS' mission. Most recently, Tim was selected by NYSED's Office of Special Education to participate in a forum designed to develop guidance to help schools across NYS to promote improved outcomes for students with learning disabilities resulting from dyslexia, dysgraphia and dyscalculia.

Our management and staffing plans account for the identification and serving of SWDs and ELLs. We have created and funded a crucial position, the DSI. The DSI will support the identification of SWDs, ELLs and students receiving RTI services in all aspects of their school experience. The DSI will oversee and be responsible for the reporting and procedures of special population services. In support of the DSI, we have funded a dedicated speech and language teacher(s) to fully sustain the speech and language acquisition of our target population of struggling readers. The DSI will report to the DTL. They will work collaboratively with our

general, special education, ENL, specialty teachers and teaching assistants to ensure scaffolding and enrichment is provided to all levels of learners, daily instruction is sound and rigorous, and in full alignment with the Performance Framework.⁸²

High quality teachers will be recruited and retained. Staff recruitment will be led by the ED in consultation with the BOT hiring committee. All hiring will be done in accordance with our hiring policy.⁸³ We will network with community partners and leverage our BOT's experience and capacity to help with our search. We will host employment information sessions for potential candidates. These sessions will highlight the extensive pre-service, in-service and ongoing professional development and certification opportunity in OG that staff members will receive; the unparalleled opportunity to teach in a school with an extremely low teacher to student ratio in our uniquely-designed Triad classrooms with on-site staff developers in literacy; and the administrative support and infrastructures that while rigorous in expectation and accountability, will benefit their professional practice and be integral to student progress and success. We believe these factors will result in high teacher retention.

Our recruitment efforts will include outreach to networks such as Teach for America, Education Pioneers and the New York City Teaching Fellows; local college and University partners such as Wagner College, St. John's University, the College of Staten Island and other CUNY schools of education, as well as the Columbia University Teachers College, the Rose Institute at Manhattanville College and the Center for Dyslexia Studies at Fairleigh Dickinson University, all of which include along with general education programs, outstanding literacy acquisition specializations. Recruitment efforts will extend to on-line search sites and mailing services wherein recruitment can be targeted and focused to complement our school's needs and mission. In all venues and efforts, we will spotlight competitive salary, health benefits and 403b plans we offer. Extensive detail is provided in Attachment 8a Hiring and Personnel Procedures regarding BPCS's recruitment and retention policies, as well as benefit packages.

C.1. Charter Management Organization: Not Applicable

C.2. Partner Organization(s): Not Applicable

C.3. Networks Schools: Not Applicable

D. Staff Supervision and Development: Professional Development (PD) at BPCS will be a source of pride and seamless professional growth. PD is at once an intensely personal as well as a systematic response to the instructional best practice needs of our staff members. We are committed to creating a dynamic, highly structured, highly disciplined, well-designed learning environment, where curriculum and instruction are never confined to individual classroom silos, and where learning is never limited by bell schedules. The greatest gift we can give our students is highly qualified, highly skilled, caring professional as their teachers. Therefore, investment in professional learning is a top priority. We believe when teachers broaden and deepen their expertise through sustained, high quality PD, it engenders a sense of professional fulfillment that leads to greater teacher retention.

PD Goals and Objectives: PD themes and content are our start-up goals. They will become more

⁸² Sections II.C and II. D provides detail regarding the instructional support structures provided to students and staff.

⁸³ BPCS' staff recruitment policy can be found in Attachment 8a.

refined, descriptive and focused as we begin to get to know our educational community. Our PD will include: differentiation; mentorships; certification in OG; development of technical, qualitative and analytical skills to analyze student data and use findings to make instructional modifications; learning new technological skills to be able to properly use technology in the classroom; improve classroom management skills; action research training; develop specialized skills to support special populations; acquire leadership skills to build capacity for school improvement, shared leadership, and common culture of achievement; understanding the achievement gap, including cultural, economic and racial sensitivity.

Center for Staff Development: Our Center for Staff Development is one of the essential elements in our structure. We aim to have our teachers and staff trained in such a way that they build enough flexibility to adapt to their individual student needs. Of primary importance is our staff must become proficient and credentialed to truly understand how to weave OG and TWR in all content learning. Our PD plan is structured to ensure OG certification for all our instructional staff in the initial years of our opening. This is an extremely sought-after professional opportunity that will help us build strong staff capacity and retention. The environment and culture of the Center will be that of a professional community as each Triad works together, with a nexus to all other Triads and grades, vertically and horizontally. With all our teachers receiving training and supports, they will also be better prepared to help each other when question arise about what strategies to employ with specific students. Thus, we are firmly committed to performing their duties at the highest possible level. Essentially, a place where staff knows the reason we have invested so much in thoughtful professional development, programming, planning time and an atmosphere of complete professionalism is because we want them to grow with us and stay with us. Furthermore, branching out externally, and in the spirit of district-charter collaborative, we will look to form a learning community with other CSD 31 public schools to facilitate sharing skillsets, best practices and arranging intra-visitations. This will reinforce professionalism and capacity.

Professional Learning Opportunities: Full Day Pre-Service Intensive and Throughout School Year (19 total days): The ED will oversee BPCS’s full day pre-service PD seminars and workshops consistently setting a tone of high expectations and blending our mission and vision with the rigor of instructional design, school culture, and our community of learners. Each of these topics will begin in the summer pre-service and continue throughout the academic year. Listed below are the topics for our first year:

Session	Professional Development Content/Theme
Greetings and Celebration of Our Founding Facilitator: Executive Director	BPCS Mission, Commitment, Key Design Elements and Structure, our top priorities, our children and families, the Center for Staff Development, staff voice and support, professional learning opportunities, structure of our Board of Trustees, Partnerships.
Orton Gillingham at Bridge Prep Facilitator: OG Staff Developer	30 hours of OG training on topics including: the nature of students with language-based learning disabilities; phonological awareness; common errors and correction; six syllable types; spelling rules; lesson planning and content connections; student assessments, pre- and post- testing; intro to Morphology; OG and the Danielson Domains; year on-site yearly support structure.

Teaching Basic Writing Skills and strategies, The Writing Revolution Facilitator: Hochman Associates	Lesson development and interdisciplinary design of teaching writing: sentence types, phrases, summarizing, grammar and usage; paragraphs and compositions, topic sentences, types of outlines, drafting and revising; the structure, administration and interpreting writing assessments; school year support structure.
Curriculum Framework and Core Knowledge Facilitators: DTL, Literacy Specialist, DSI, Executive Functioning trainer	The CK Sequence; foundations of knowledge; organization of academic content; available resources and access to the CK curriculum; crosswalks to NGLS and Singapore Math; Project-Based Learning in social studies and science; Executive Functioning.
The Triad Defined Facilitators: BOT Chair, DTL	Triad Structure Flexibility/Fluidity of the Model Staff roles and supports. Scaffolding, integration of specialized methods in lessons
BPCS Instructional Design and Methods Facilitators: ED, DTL,	Co-teaching models; Instructional Grouping; Lesson Design and Curriculum Mapping, including UDL; Teacher Looping; Literacy and math Blocks; social studies Project Based Learning; Physical Education/Spark Program; CLEs
Baseline/Formative, Interim, Summative, Content assessments Data Achievement Celebration Days. Facilitators: DLT, DSI	Data entry, aggregation and disaggregation; uses in differentiated instruction; tracking progress; maintenance, access and interpretation of central dashboard data.
Response to Intervention (RtI) Facilitators: Board Member, DSI	How it works; three tiers of support; proactive design to prevent unnecessary referrals to special education; structure of the SPT and its function.
Students with Disabilities Facilitators: DSI, Social Worker	Identification of students who may require referrals; referral process and role of CSE; evaluations; reporting, annual reviews, IEP meetings, entry into SESIS; compliance; understanding IEPs and its components; testing accommodations and modifications; related services; teaching strategies; UDL, setting IEP goals
English Language Learners Facilitators: DSI, Social Worker	Recruitment, enrollment and retention; identification of ELLs; role of the ENL teacher in the Triad; UDL and ELL instruction; compliance and family communication. SIOP protocols
School Culture and Discipline Plan Facilitator: ED	The Leader in Me; The 4Rs Program, Progressive Discipline Policy and Restorative Practices; Therapeutic Crisis Interventions for Schools-(TCIS) Prevention and De-escalation.
The Teacher Evaluation Process Facilitators: ED, MAM	Overview of BPCS's teacher evaluation process, Danielson framework and supports.
Review of Staff Handbook Facilitators: ED, MAM, BOT	Personnel and payroll procedures (HR); school policies (verbal abuse, corporeal punishment, Dignity Act, etc., operating procedures (opening day, arrival, dismissal, emergency preparedness, etc.
Student Safety Facilitators: ED, SW	Recognizing Child Abuse and Neglect Bullying and Harassment Mandated Reporting, substance abuse

Weekly Professional Learning Opportunities, will be offered three periods per week; focused and also based on the needs of the staff, either within the triad or grade or individually differentiated. This dedicated PD time will include supports from:

- **OG Staff Developer:** on-site, 2 days per week conducting one observation and one debrief/coaching session with Triad teacher teams, and one to one with teachers;

- TWR Support: On going web-based support and coaching;
- DTL, DSI and Literacy Specialist: supports lesson and curriculum map design and delivery and provide feedback/coaching on informal weekly observations based upon monthly-themed *Danielson Framework for Teaching*⁴² Domains and Components (explained further in section III. D). They will also help analyze student assessment data, identifying trends and developing appropriate responses and interventions.

Common Planning Periods: In addition to the above, teachers will have a daily common prep period for: individual lesson plan writing and research/curriculum map/pacing updates; communication with families; data input and student binder updates. Team discussion of: lesson feedback from DTL or consultants, highlighting review of student work and compilation of work products in portfolio; celebrations or concerns regarding individual students or trends of student groups based on data review, teacher observation, guidance and SPT or RtI reports; design of interdisciplinary CLE sessions.

Wednesday Full Staff PD: The full staff will meet weekly with meetings led by ED or school leaders, focusing on topics relevant to the full staff including compliance, operational, personnel policy and procedures, curricular and instructional building trends, school culture and discipline.

Additional Professional Growth Opportunities include:

- Individual staff member meetings with the ED through the first month of school allowing for discussion about long term and short-term vision for their role in the school and professional trajectory. Additionally, this will be a way of establishing positive rapport and an open-door policy between the ED and staff.
- Monthly opportunities for informal or formal staff debriefs with the DTL and DSI. Sessions will be more individualized than the Triad-based weekly sessions with targeted discussions leading to an actionable written report that may be used immediately in the classroom. Follow up will be conducted during the subsequent pre-and-post observation cycle within weekly Triad meetings.
- End of Year conferences with the school leadership to reflect on progress made toward realizing student and personal goals, reviewing progress data to improve teacher practice
- Staff will attend external conferences and institutes to acquire best practices and improve student engagement
- As teachers build a platform of practice, a strategic model classroom visitation schedule will be developed for the observation of collegial, content-based best practices among BPCS staff along with partners in NYC Special Education and District-Charter Collaboratives
- ACR Days held once per trimester, led by the DTL and DSI to analyze overall and cohort student growth patterns in all content area achievement, attendance and student leadership and SEL trends. Throughout the day our whole school community is focused on data usage. Potential activities include school-wide challenges, creation of data notebooks for self-evaluation, goal setting and analysis toward goal achievement. ACRs culminate in a celebration of school-wide progress.

Leadership Professional Growth Opportunities: The ED, DTL, DSI and DOO-Y3 will meet each day for a daily debrief, before start of school to strategize on day's focus and strategic goals, anticipated difficulties in plan executions, establish needs of collegial assistance, special

events for the day and progress of ongoing programs, guests in school, debrief on prior day's successes, areas of concerns, development of improvement plans and review of data. Additionally, BPCS's Leadership will meet weekly for longer debrief and planning sessions.

Master Academic Mentor: Our Master Academic Mentor (MAM), a seasoned school administrator, will provide personalized coaching and mentoring to our ED and DTL. This targeted support is especially important during our first two years of operation, a key timeframe in assuring a path to achievement and success for our school. The MAM will support the ED and DLT specifically focusing on:

- Establishing measures of student learning and content related assessments and ways to demonstrate sustained success in driving school-wide student achievement/growth; aligning with The Charter School Framework.
- Identifying practices for developing and evaluating instruction and effective evaluation of curricular choices.
- Supporting and evaluating of staff, taking corrective actions for struggling teachers to effective teaching outcomes; implementing our instructional model and the selection and creation and modeling of PD.

BPCS will participate in the NYC Charter Center's *Start Right* program for ongoing professional development, conferences and one on one coaching. Leadership will attend specific, strategic professional conferences that seek to improve their management, supervisory and career advancement. The ED will cultivate partnerships in the charter and district sectors for shared resource use and adoption of implementable best practices within the respective schools.

PD Evaluation Process: PD Questionnaires designed to provide a feedback loop between staff, leadership, consultants, mentors, and CBOs, will be completed by participants following each PD session. The questionnaire will measure overall satisfaction, timeliness, relevancy, facilitation of learning, formative competency, provision of resources, meeting expectations, and overall quality of PD to improve design and delivery of instruction. In addition, a full staff survey will be administered each spring to provide feedback on the quality of the staff-wide professional learning opportunities. Leadership "Huddles" will be convened following each administration of questionnaires and surveys to inform future PD sessions, develop topics for weekly sessions with Triad teachers, to gain a more in-depth perspective of staff needs, program effectiveness and to plan staffing patterns and enhance teacher retention programs.

E. Evaluation: In order to determine that BPCS is an effective organization and we are meeting our commitments to our students, staff, families, BOT, community, authorizers and the Charter Law, we must rigorously pursue evaluation systems, which render information upon which we can make decisions. To accomplish this, audits/reviews, both internal and external, of the financial, educational, legal policies, operations, BOT and all staff evaluations will be conducted. The evaluation results will be submitted to the BOT and synthesized by all stakeholders into an action plan with consistent regard to our achievement, student and staff satisfaction and structural/financial soundness. Further, the findings will be published in an annual report for the authorizers and school community. The following are descriptions of the evaluations/ reviews that will be implemented and their resultant implications for overall school improvement:

Evaluation of the BOT: Once yearly, during monthly meeting, the BOT will conduct a self-evaluation. They will develop a rating form that assesses its performance individually and as a formal body based upon these elements: shared vision of mission and purpose; governance role and partnership alignments; organization and structure; efficacy of meetings and subcommittees; capacity in experience, diversity, and financial support. The BOT Chair along with the BOT Development/Governance committee will oversee this process. The results of the individual evaluations will be synthesized to enable the BOT then as whole to reassess its alignment with its focus on school mission, and adherence/compliance to the Performance Framework. Further, the evaluation process will enable the BOT to enact an action plan for course-correction, needs in recruitment, capacity, training, community outreach and overall board management toward fulfillment of the charter.

School Leadership Evaluations: The ED will be evaluated and held accountable by the BOT using NYSED-HEDI scale. Within the first trimester of the school year, the ED will meet with the BOT to establish specific, actionable, and measurable goals grounded in the matrix of effective school indicators, such as instructional and staff supervision, school structures and operations, capacity of leadership team and establishment of a vital, vibrant school culture of achievement. In addition to the monthly dashboard presentations to the Board, each trimester, the ED will demonstrate formative progress toward the professional goals achieved within each area of assessment. Subsequently, the Chair will conduct low inference, on-site ED-practice observation walkthroughs intended to be descriptive of observable facts and events without interpretation, subjectivity or judgement. The Chair will report the site visit to the academic committee and the full Board. At the end of each trimester, a written rating report will be produced and finalized with the ED. The ED's rating will include areas of accomplishments and areas requiring improvement including results from Family and Staff surveys. Each finding will be revisited each trimester. Similarly, the effective school indicators, will be the basis of the ED's ratings of the DTL, and DOO. In turn, the DTL will rate the DSI and the Literacy Specialist. The ED will be the ultimate sign off on ratings of all school personnel.

Teacher Evaluations: Teachers will be held accountable for quality instruction and student performance through evaluation and support utilizing BPCS' teacher effectiveness system. This will be based upon two overall measures: teacher performance (60%) and student learning (40%). In rating teacher performance, we will use a system of formal classroom evaluations conducted three times per year by the ED, DTL and DSI, one per trimester, utilizing NYSED's 4-point rating HEDI scale of 1) Highly Effective, 2) Effective, 3) Developing, 4) Ineffective.

Under the Danielson Framework for Teaching domains used to evaluate pedagogues are: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. Within the Domains, we have selected 10 evaluating components including: Demonstrating knowledge of content and pedagogy; Setting instructional outcomes; Designing coherent instruction; Establishing a culture of learning; Managing student behavior; Using questioning and discussion techniques; Engaging students in learning; Using assessment in instruction; Communicating effectively with families; Growing and developing professionally. In additions, teachers will be evaluated on specific components that correlate directly to OG instructional techniques within the four domains. Beyond formal observations, the ED, DTL, DSI will conduct

weekly informal classroom walkthroughs that are discussed during Triad debriefing sessions. The second part of BPCS's teacher accountability system is assessment of student learning which accounts for 40% of the overall score. Within this component, we will measure progressive student growth using early childhood assessments and NYS standardized testing results in reading and math, and rubric-scored student portfolios for social studies, science and Specialty subjects. In addition, NYSESLAT scores will be used to measure ELL student-progress, as well as IEP-driven goals for SWDs. Student growth will be measured comparing each student to their actual rate of growth as they articulate through the school year and grade levels.

Professional Improvement Action Plan (PIAP): Should a given teacher receive an overall rating of “Developing” or “Ineffective”, a Professional Improvement Action Plan (PIAP) will be put in place for the next academic year. The purpose of the PIAP is to assist and further develop teachers to their full potential. The PIAP will be developed mutually between rating officer and teacher via pre and post conferences during mandatory monthly formal observations. The agreement will incorporate support structures and actionable improvement steps, such as increased professional development, collegial or formal mentoring, and a timeline for attainment. Upon completion of the agreed upon improvements outlined in the PIAP, the teacher will be informed in writing that the PIAP is complete. If the PIAP remains incomplete by year's end, or if the teacher again receives low ratings in the next academic year, and a second PIAP is not completed, he/she will be put on probation for possible termination.

Non-pedagogical Staff Evaluation: The Social Worker will be evaluated by the ED based on agreed-upon goals that will be reviewed each trimester. The level of achievement of each goal will be rated utilizing guidance caseload exemplars; and SPT reports detailing progress made by RtI students and level of initial referrals to special education. The classroom Teaching Assistants will be rated by the DTL and the IEP-mandated paraprofessionals will be evaluated by the DSI, with input from the classroom Triad teachers. The ED will rate the Office Manager and the Family Coordinator. We will develop a rating form for non-instructional staff utilizing values within each of these domains: commitment to mission, quality of work, dependability, attendance and relationships with others.

Evaluation of Family Satisfaction: All families will be requested to complete an online survey that measures degree of overall satisfaction in: rigor of instruction, accessibility and collaborative nature of teachers and staff, level of support received from the administration student achievement, level of discipline and sense of safety in school environment. The results of this survey will be shared with the school community and board. It will be the responsibility of the administration, teaching staff and the BOT to develop an action plan for improvement. The family satisfaction level is factored into leadership and staff evaluations.

Internal Quality Review (QR): Each trimester, school leadership will perform a school-wide QR based upon an integrated matrix of school effectiveness indicators, and the requirements set forth in NYSED's Charter School Framework. The trimester intervals were selected with the intention of identifying areas of correction and implementation of corrective action plan in sufficient time to meet our annual goals. The QR review will require evaluation of systems in:

Academic Programs, reviewed through the lens of:

Staff Planning Structure	Effectiveness of Curriculum and Mapping
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Instructional Strategies	Student Grouping
Teacher Accountability Systems	Professional Development needs and supports
Efficacy and fit of contracted staff developers and community-based partners	Level of family involvement structures and nexus to the school environment.

Operational Effectiveness, through a review of the following:

Student Arrival and Dismissal	Daily Flow through the building
Safety and Crisis Management Teams	Student Grouping
Bell schedules	Attendance levels and procedures
Student meals and nutrition	I.T
Human Resources	Security, Nursing and Custodial
Financial Management	General Purchasing and Procurement

Fiscal Soundness: Following a review of the monthly profit and loss statements (compared to actual results against the budget), year to date balance sheets and year to date statement of cash flows and capital expenditure reports. BPCS leadership and the Finance Committee of the BOT will determine if a budget amendment needs to be prepared to account for material changes in the school’s revenue and/or operating expenses, ensuring fiscal solvency and long-term financial health. The trimester fiscal soundness review is in addition to the monthly financial presentations to the BOT by the ED, and monthly reviews by the BOT’s Finance Committee. There will be an independent evaluation and audit each year of our financial statements and financial management, via services obtained from a NYS certified public accounting firm. The BOT’s Finance Committee will oversee and fully cooperate with the audit process. Following this process, the Finance Committee will take corrective action.⁸⁴

Once results of the aforementioned QR are obtained, the administration will form a focus group of school community stakeholders, including BOT members to synthesize implications and make recommendations for corrective measures and enhancements to the BOT. If programmatic, curricular, staffing, outsourcing, etc. changes/enhancements are required, existing capacity or proposals for additional funding will be explored.

F. Facilities: Our facilities needs are driven and determined by our mission. BPCS submitted an official request for public space in CSD 31⁸⁵, making clear our belief that siting BPCS aligns with the objectives set forth in the Charter Schools Act as well as the NYCDOE’s own criteria for prioritizing the siting of charter schools, especially those that “serve our most vulnerable populations in innovative ways and those that provide new school options to communities.” After analyzing utilization rates and available seat capacity in CSD 31⁸⁶, we asked the NYCDOE to consider siting BPCS in one of several potential buildings, each of which having ample available seats to accommodate our student population both in Y1 and at scale.

Our applicant group has extensive and strong relationships across the Staten Island education, real estate and business communities, and is familiar with the requirements for Certificate of Occupancy and ADA compliance. We will assure that any location we are located in will meet the needs of all students and members of the community, including those with disabilities, in

⁸⁴ More information about BPCS’s fiscal evaluation and procedures can be found in III. J.

⁸⁵ In accordance with Section 2853(e) of the Education Law

⁸⁶ According to the NYC School Construction Authority’s 2016-2017 Enrollment, Capacity and Utilization Report.

order to remain in compliance with IDEA and the ADA. Additionally, our proposed ED has worked for the past several years for the NYCDOE's Office of District Planning, within the Division of Space Management and has expert level experience in the facilities siting, identification and planning process.⁸⁷ In the event we are offered co-located space we commit to being considerate, thoughtful partners to assure that our experience adds to, rather than takes from, the building community. To supplement our existing knowledge, we have also engaged with our colleagues in the charter sector, including New World Preparatory Charter School⁸⁸ here on Staten Island, regarding best practices and recommendations for logistical, budgeting and strategic planning for private space sittings, both short and long term.

While we have assessed the feasibility of siting BPCS at multiple private space options, including space at the former Priests for Life office location in Oakwood, the Mount Loretto Campus in Pleasant Plains and on the St. John Villa educational campus in Arrochar, we are particularly excited about two locations for siting:

- The former St. Joseph's Parochial School, located at 139 St. Mary's Avenue, in Rosebank. Working in collaboration with the Archdiocese of New York, we have had several levels of discussion and meetings on the feasibility of leasing the entire building; and a
- Specifically-designed space on the sixth floor of a state of the art, new complex at Corporate Commons Three, in Bloomfield, in partnership with the Nicotra Group.⁸⁹

Our BOT is continuing to evaluate these spaces. Should the NYCDOE deny our request for public space, we plan to move forward with them accordingly, as both buildings have indicated willingness to sign a lease, contingent on our authorization. Our goal is to identify a facility that meets the needs of our Y1 and 2 cohorts, while also providing BPCS with spatial, financial, programmatic and operational flexibility as we phase in. BPCS will work with the owners of these spaces to develop a timeline that ensures the space is ready for student occupancy no later than summer of 2019, including any necessary upgrades needed to make the space ADA compliant and student ready.

Space Needs: The table below indicates the minimal number of total rooms needed by BPCS over the course of the initial charter term, in order to effectively implement our academic program and achieve our mission. The square footage of each room indicated in the table below, is based on the NYCDOE's Citywide Instructional Footprint.⁹⁰ Room-count and sizes are subject to change depending on specific facility logistics, hiring decisions and budget and programmatic decisions regarding space, and will be made by the ED in consultation with the BPCS leadership team.

	Year 1	Year 2	Year 3	Year 4	Year 5
Triad Classrooms ⁹¹	6	10	14	18	18
Service Provider Rooms	4	4	4	4	4

⁸⁷ Our proposed ED's resume has been included as Attachment 8b

⁸⁸ For more information about New World Prep, visit their website at: <http://newworldprep.org/>

⁸⁹ For more information about Corporate Commons Three, visit: <http://officespacestatenisland.com/commons-three/>

⁹⁰ The Citywide Instructional Footprint can be found on the NYCDOE's website at:

[http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/192841/DOEFootprint December 2015.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/192841/DOEFootprint%20December%202015.pdf)

⁹¹ Specific Triad classroom size may vary given BPCS' small class size, but will be no smaller than approximately 350 sq. ft.

(OT/PT, Speech-Language, Nurse) ⁹²					
Social Worker Office ⁹³	1	1	1	1	1
Administrative Office Space ⁹⁴ (Main office, BPCS administrator offices, records, Conference Room)	1	1	1	1	1
Gymnasium/ Multi-purpose room	1	1	1	1	1
Cafeteria	1	1	1	1	1
Public Assembly/Community Space ⁹⁵	1	1	1	1	1
CLE/Specialty classrooms ⁹⁶	1	1	2	2	2
Teacher planning/resources space ⁹⁷	1	1	1	1	1

Facility Funding Plan: BPCS has had extensive conversations with our financial management consultants regarding the adoption of sustainable and fiscally responsible financial practices regarding the rental and upgrades of facilities. Based on our conversations with the partners identified above and real-estate professionals across the borough, BPCS based average costs of suitable rental space in CSD 31 on approximately \$28-\$32 per square foot.⁹⁸ We have also been advised that some landlords are willing to provide space at a significantly discounted rent in the early years of a charter school lease, when the school has limited revenue, and our conversations with the parties above so far confirm this. Should the NYCDOE not provide BPCS with public space, BPCS is eligible for facilities rental assistance⁹⁹ which provide funds equivalent to 30% of an annual per pupil funding rate multiplied by the number of students, not to exceed the amount of the lease, should it be less than the former total.

Aligned with the conservative nature of our proposed budget, based on the advice of our financial management partners, our budgeted facilities rental assistance of \$4,358.10 accounts for no increase to the current allocation and exclusively is allocated for costs associated with rent of the facility.¹⁰⁰ We anticipate that based on our projected growth rate and the funding formula, our rent will almost entirely be covered by the funding from the rental assistance. Should the current figures change, either as a result of increases to per public funding or legislative action, we will work with our financial management partners to edit our budget and cash flow accordingly. We set aside funds in our budget in the event our private space requires additional funds for renovations or repairs necessary to provide students with an environment that fosters a culture of achievement. In addition to these funds, we intend apply for several grants from a variety of private and community partners to acquire necessary funding for facilities acquisition and improvements.

G. Insurance: BPCS will maintain insurance coverage in adequate amounts whenever applications warrant and to meet any requirements of authorizing agency. Applicant group had

⁹² No smaller than 200 sq. ft. per room.

⁹³ No smaller than 500 sq. ft.

⁹⁴ Equivalent to a total of minimally 2,500 sq. ft.

⁹⁵ With a minimum capacity of 400 students.

⁹⁶ No smaller than 350 sq. ft.

⁹⁷ No smaller than 500 sq. ft. to account for parent/teacher meetings and common planning.

⁹⁸ The low end of this range accounts for space that requires additional build out, while the high end of the range accounts for space in “move-in ready” condition.

⁹⁹ According to State Education Law 2853(3).

¹⁰⁰ This does not include costs of utilities, maintenance or security.

discussions with insurance brokers experienced with NYS charter schools and anticipates putting in place the insurance coverage illustrated below, prior to BPCS's opening. This plan provides all the necessary coverage and limits and will be maintained at levels recommended by the Treasurer and approved by the BOT, but at no less than the amount stipulated by the authorizer. Prior to premium payment, the BOT will review insurance coverage. Based on the nature of BPCS's operations, we consulted with Austin & Co. and received the following estimate:

Coverage	Limits
General Liability (includes employee benefits liability)	\$1,000,000 per occurrence /\$3,000,000 aggregate
Workers' Compensation (estimated payroll)	\$1,508,663
Automobile/Bus Liability	\$1,000,000
Umbrella Liability (includes Abuse & Molestation and Corporal Punishment)	\$5,000,000
Employment Practices Liability	\$1,000,000
Excess Educators Legal Liability	\$5,000,000
Excess Fiduciary Liability	\$3,000,000
Directors and Officers	\$1,000,000
Crime: Employee Theft	\$350,000
Forgery	\$275,000
Computer Fraud	\$250,000
Money & Securities/Deception Fraud	\$50,000/\$25,000
Property - Business Personal Property (BPP)	\$300,000
Earthquake and Flood	\$1,000,000
Student Accident Coverage	\$50,000
Catastrophic Student Accident Coverage	\$1,000,000

The named insured will be "Bridge Preparatory Charter School", and the insurance coverage will be in the amounts listed above. Should the school lease private space, the landlord will be named as additional insured. Vendors and contractors will be required to obtain bonding and insurance compliant with state law or may be named as additional insured if needed. BPCS and its insurance provider will notify NYSED of any cancellation in policy.

H. Non-academic Operations: We are keenly aware that determinants for student success do not lie in the classroom alone. Our focused and supportive Operations Team is responsible for assuring that BPCS operates efficiently, in order for students to experience academic achievement in alignment with our mission.¹⁰¹ All operational expenses, such as staffing and service costs, are accounted for in our proposed budget and our staffing decisions and policies are aligned to our mission and overall school design.

Health: In compliance with Education Law¹⁰², BPCS will provide students with high quality health care and our health policies and procedures will be shared with families during orientation and documented in our Family Handbook. If BPCS is provided space in a NYCDOE building per our request, we will work with the school nurse on site. If we are located in private facility, we will work with the New York City Department of Health and the NYCDOE's Office of School Health to provide a full-time nurse at no cost. If, for any reason, a nurse is not

¹⁰¹ In Years 1-2 the Executive Director will oversee all non-academic operations. The "operations team" is defined in Section III.C

¹⁰² §2853(4)(a) and §912

provided, we have budgeted for a nurse and will work with community health partners to support us in identifying multiple options. The nurse will treat children who are ill or injured and will maintain the student's health records, files, and authorized medications in a locked cabinet that is accessible only by authorized staff members. In addition, the nurse will be one of the primary responders for a "code blue" alert and will be fully trained on the AED device.

To ensure that all new students adhere to New York State immunization requirements, the health file must include the student's cumulative health records with proof of mandated immunizations of the following: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella); MMR (2 doses of measles containing vaccine and 1 dose each of Mumps and Rubella); Hepatitis B (3 doses); Varicella (1 dose).

Before a student can be permitted to enter and attend school, parents or guardians must present documentation that their student has received all required doses of required vaccines or that the student has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.¹⁰³ The student file will also include written authorization from parent/guardian and a duly licensed prescriber for the disbursement of medication, the names and contact information of at least three Emergency contacts provided by the family at the time of student enrollment and documentation of each student visit to the nurse's office. The nurse will administer medications (504 Accommodation) prescribed by a licensed prescriber and only those medications which are necessary to maintain the student in school and which must be given during school hours will be administered. The parent or guardian must assume responsibility to have the medication delivered directly to the school in a properly labeled original container. The nurse will work with the Operations Team to maintain correspondence with students' families and to coordinate vision and hearing screenings with the DHMH and community partners. During pre-service PD, staff will be trained in school health policies and procedures, protocols for health emergencies, first aid, cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment.

Food Services: There is overwhelming evidence that "students who eat healthy meals are less likely to be tired, are more attentive in class and retain more information."¹⁰⁴ Additionally, it is critical that all our students have nutritionally-balanced meals in school. We will meet all required Federal Nutritional guidelines and plan to contract with the NYCDOE's Office of School Food and Nutrition Services to provide all students with access to daily breakfast, lunch and a snack through the Federal school breakfast and lunch program.¹⁰⁵ Our School Aides will support the ED/DOO/Family Coordinator who will work with parents in completing the School Meals Application necessary for participation in the federal program. If we are sited in a city school, we will work as a collaborative partner to establish equitable lunch periods for our students and fully participate in the appropriate cafeteria procedures. In the event we are not located in a NYCDOE facility, our school aides will support with distributing and storing food and cleaning the eating space after student meals.

¹⁰³ BPCS will comply with section 2164 of the New York Public Health Law and all other applicable laws in granting any exceptions to immunization requirements.

¹⁰⁴ www.theatlantic.com/education/archive/2017/03/do-healthy-lunches-improve-student-test-scores/520272

¹⁰⁵ BPCS may also consider using a private food service vendor, taking into account offerings, nutritional value and logistics like delivery and cost and if necessary, will hire staff with necessary permits to handle food and serve meals.

Transportation: As residents of Staten Island, we understand the role transportation efficiency plays. With limited public transportation options available, many families have long daily commute. We value the commitment our families make and considered the impact on families when we developed our start and end times for students. In compliance with Education Law¹⁰⁶, all students at BPCS will receive transportation services for which they are eligible. We will ensure that any student with transportation services included as part of their IEP or 504 plan receives those services as detailed, in collaboration with the CSE. We will work with the NYCDOE's Office of Pupil Transportation (OPT) to provide students in grades 3-5 living further than one mile away and students living one half mile or greater away in grades 1 and 2 from our school with access to transportation aligned with regulations.

Given CSD 31's geographic size, there will be instances that students will not qualify for bussing if their home address is greater than five miles away from our location, a factor taken into account during student recruitment and facilities planning. If a student does not qualify for transportation services, the student's family is responsible for ensuring transportation to and from school each day. Our Operations team will submit all necessary paperwork for eligible students and will work with OPT to determine specific bus routes, identify the need to add additional routes, apply for bus variances, and troubleshoot where specific situations arise (e.g. inclement weather, family concerns, late arrival due to road or weather conditions).¹⁰⁷

Safety and Security: The maintenance of order and security in and around BPCS is essential to achieving our mission and creating a caring school community. We are firmly committed to ensuring that our students come to and leave school feeling safe and comfortable each day. The ED is responsible for assuring that BPCS's Safety and Security policy and procedures are followed with fidelity each day.¹⁰⁸ If BPCS is located in a NYCDOE building we will become part of the building's Safety Committee and participate in any "table top" safety scenarios, any fire, lockdown, and sheltering-in drills, and be fully prepared with evacuation procedures, if necessary. If we are not sited in a NYC school facility, we will implement all of the aforementioned safety and security procedures in our facility.

We will remain in communication with the NYPD and NYCDOE's Office of Safety and Youth Development, to develop partnerships and strategies that will further ensure the safety of all our students and in the surrounding community. If we must acquire private space, we have already budgeted for outsourcing security services with a reputable, experienced security vendor.¹⁰⁹ All stakeholders at BPCS have a shared responsibility to be vigilant, aware, and fully informed of safety protocols and staff and students will be consistently trained in safety protocols for themselves and others.

¹⁰⁶ §2853(4)(b) and §3635

¹⁰⁷ We will work with OPT to petition for transportation to those who qualify, on days that BPCS is in session while other public schools are not.

¹⁰⁸ The BOT will review and adopt BPCS's safety and security policy and procedures, which will be created collaboratively upon authorization.

¹⁰⁹ BPCS may also consider retired law enforcement personnel for security services, and will assess experience and mission alignment when hiring, aligned to our other hiring policies in Attachment 8a

Facility Maintenance: At BPCS, we are committed to assuring that our school will present an optimal physical environment that showcases a culture of achievement. This means that our entire BPCS community- leadership, staff, students and families- will play a role in assuring our building is clean, neat and orderly. For custodial and maintenance services, we have budgeted funds to contract with an outside vendor in the event we are not located in a NYCDOE facility.

Technology: Technology is an effective means of improving academic achievement, attendance and engagement for students and better prepares them for success in the 21st century. To best develop and maintain an efficient use of technology that supports our mission and school specific needs, BPCS plans to use the technology support of edIT¹¹⁰ or another similar organization. In addition to the services provided by our partner, which will include I.T. troubleshooting, technology specific grant and funding identification and integration of technology into our assessment and evaluative systems, we will also work with technology- savvy family members, staff and community partners for additional support. We have set aside funds each year to account for the costs associated with these services, as well as funding needed for necessary Internet and phone services. The Operations team will work with our partner to support the school's day to day technology needs and the ED and DOO will be responsible each year for reviewing the services provided and determining additional or differing technology needs.

I. Family and Community Involvement: We have involved parents, teachers, principals and community members in the planning, design and implementation of BPCS. Our name was born from direct conversations with parents and teachers with the word “bridge” symbolizing the connections and transitions in a student's educational journey. Community feedback from surveys and other forms of engagement influenced our school design, specifically in the areas of class size, instructional programming and creative components in the curriculum, the need for in-depth teacher training, and specialty programming.¹¹¹ We want families and the community involved in every step of our educational journey from planning and opening throughout the school's lifespan. Even though we all bring unique experiences and diverse backgrounds, we strongly affirm, and research shows, students benefit when schools, families, and communities come together on their behalf. Our belief is that it is a shared responsibility with our community to foster academic, personal, social and emotional learning for our children. We will function *as* a community rather than *in* a community. Our definition of community encompasses both the larger community of Staten Island as well as our school community of families, students, teachers, administrators and all staff. We all will work in tandem for our student's best interest.

In developing our community engagement model, we looked to successful schools with high levels of parent involvement, which serve similar target groups. At our visit to, GRASP Academy, we were impressed with their community “Friends of GRASP” model, which involves families and local business partners, involved with the school that raise funds and apply for grants. Their Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth: all tenants of BPCS's design. These are several ways in which BPCS will work with families and the community throughout the year that are aligned to our objectives and key design elements include:

¹¹⁰ For more information about edIT, visit their website at: www.meetedit.com

¹¹¹ Samples of Public Outreach can be found in Attachment 2b.

Plans for family/community involvement-Pre-Opening and Enrolled Students:

- Hold information sessions for families to learn more about BPCS and the innovative programs the school will offer for students who struggle with literacy.
- Present our school model at the Federation of PTAs, which includes every PTA on Staten Island, and would be available to come to BPCS to meet with parents interested in learning more PTAs and parent involvement strategies.
- Invite students and families to attend our official *Ribbon Cutting* Gala. This event will include the founding Trustees, local elected officials, CEC 31, the Federation of PTAs and Community Boards.
- Host an “Accepted Students” day for families and students to get to know the BPCS team. We will share the family handbook, BPCS expectations, answer questions families may have as well as tour the school facility.
- Organize a parent and student summer orientation to prepare our students and families and model the BPCS experience, including SEL and academic components. Culture building introduction activities will help students and families feel comfortable getting to know one another and the staff.

Plans for communicating with families when the school is open:

- The ED or his/her designee will have daily interaction with families during arrival and dismissal periods, school events, presenting important information at all PTA meetings and listening to family concerns, and meet with parents on a regular basis to discuss their students’ progress and seek their input on important school structures and programs.
- Communications between staff and families will occur in many ways. All parents will be provided with teacher and staff emails. We will also use technology to keep in touch with parents and students including the Remind 101 app, an interactive school website, a Facebook page and post all upcoming events and key reminders.
- BPCS will have an open-door policy and specific set aside time in teachers’ weekly schedules for school visits and communication, which allows for family access. Our calendar includes scheduled curriculum days and parent/teacher conferences.
- We will have a Family Coordinator (FC) on staff whose duties are as the primary contact for families and to engage, assist families and increase their involvement in the school. The FC will play a vital role in maintaining a steady partnership with our families by helping the PTA to coordinate school/fundraising events and school trips, student carnivals and visits to seasonal events such as pumpkin patches. Another critical role for the FC is planning specific parent trainings, work with the social worker and teachers on staff to aid in their communication and forming a nexus for families with local agencies to offer services to families, such as adult ESL classes, handling personal finance, family and health counseling.
- In addition, the FC will be the point person for distribution, retrieval and assist with the analysis of the Family Survey, a crucial instrument that gives formal voice to our families and is a vital component in affecting school change.
- All parents, by virtue of full public access, can attend the monthly BOT meetings to keep abreast of all essential school success indicators.

Plans for Supporting Families in Helping Their Child Grow and Achieve:

- We will develop assist families with actionable steps they can take in mutual commitment to

educating children; their commitment and agreement to Bridge Pep's policies and expectations, including parent commitment to monitoring and assisting with homework assignments and spending 20 minutes per night with their child on reinforcing skills learned that day. This information will be posted on our website and on electronic apps for family's information

- Provide educational programs for parents and students, including events with guest speakers, parent trainings/OG workshops, and school assemblies
- Providing parents with information about the universal principles of BPCS's school culture, and of our 4R's class, including activities and helpful guides so families can reinforce and put into practice the guiding principles discussed during the school day. We will also work with families on their understanding of our Student Discipline Policy, which they will be expected to review with their child and sign a contract regarding same
- Bring in specialists to work with our families, teachers, as well as district teachers, to share what to look for if a child is struggling with reading, how to detect early warning signs and strategies on how to address. We will utilize our resources within the Child Mind Institute and with CSD 31 to assist us with this.

Plans for Community Involvement:

- Attend key meetings to ensure we are part of the overall Staten Island education community. Our PTA President, or his/her designee, will be encouraged to participate in the Federation of PTAs and the ED will attend CEC 31's monthly meeting
- Engage local businesses, faith-based organizations, community centers, civic organizations, and foundations to support our school programs. Staten Island Foundation, The Northfield Bank Foundation, Literacy Partners, YMCA and Barnes & Noble are examples of organizations we have approached and who have expressed interest in supporting BPCS's model and programs. Schools that have established relationships with local businesses have demonstrated success in receiving resources to support school programs
- Join the NYCDOE's District Charter Collaborative. As such, we will invite all schools on Staten Island to attend our open teacher training and have "Touring Tuesdays" to provide opportunities for classroom observations
- Partner with multiple community-based organizations to provide our students with creative and enriching learning extensions including United Activities Unlimited and Staten Island MakerSpace.
- Partner with local organizations such as the Society of Dyslexia and Wishes of Literacy – both dedicated to raising awareness and helping children who learn differently and who struggle with literacy.

J. Financial Management: The BOT will be responsible for ensuring that public funds are used appropriately and effectively. The BOT recognizes the importance of financial systems and the expertise necessary both internally and externally to run a successful school. To implement and maintain strong financial management practices, BPCS will use a back-office provider and is considering BoostEd Finance, a company with extensive experience in the charter school sector. In addition to their experience and expertise, one of the compelling reasons to contract with a back-office provider is the segmentation of duties and responsibilities that would otherwise not be possible or economically feasible for a smaller school.

Financial Policies and Procedures: BoostEd Finance will work with the Finance Committee and School Leadership to establish a custom set of detailed Financial Policies and Procedures (FP&P) that will guide school staff while also meeting proper internal controls to protect the school's financial resources. These policies and procedures will be developed in close consideration of the NYSED audit guide. They will also ensure the proper segregation of duties to assure that the school's assets are safeguarded, and all receipts and expenses are properly accounted for using Generally Accepted Accounting Principles (GAAP), resulting in financial statements that are accurately reported each month. The FP&P manual will include, but not be limited to, procurement, approval levels and amounts, check signing authority, handling of cash/checks, competitive bidding, enrollment/attendance tracking, free and reduced-price eligibility, SWDs/ELLs tracking and inventory. BPCS will have this initial FP&P manual reviewed by an independent auditor as part of the initial controls review.

Financial Planning and Monitoring: BPCS's BOT and Leadership Team, with the assistance of BoostEd Finance, will collaborate and develop the annual budget and cash flow projection to ensure sound financial planning for the school and manage the school's financial growth. This will be a comprehensive and detailed process where all revenue inflows and expense outflows will be analyzed to ensure alignment with the school's academic requirements and mission. Each year, the BOT will adopt the annual budget and cash flow projection, which will establish the school's spending priorities needed to operate the school at the budgeted enrollment levels. This process will begin in the February thru April time period and will be finalized and approved no later than the June BOT meeting. The final BOT approved budget will then be submitted to NYSED no later than June 30. To ensure that decisions are made at the school level are in keeping with the annual budget, the BOT will review financial data throughout the year. The BOT's Finance Committee will review a monthly financial reporting package as prepared by BoostEd Finance that includes: a Profit & Loss statement that compares actual results against the budget; a Balance Sheet as of the end of the month; a Statement of Cash Flows for the year to date period; and a Capital Expenditure report.

At the mid-year point, or earlier if deemed necessary, the Finance Committee and BPCS's Leadership will determine if a Budget Amendment needs to be prepared to account for material changes in the school's revenue and/or operating expenses. This practice will ensure fiscal solvency and long-term financial health by providing better and more up to date financial information for the BOT and BPCS's Leadership to utilize in managing the financial growth of the school. After this is complete, it will be presented to the full BOT for review and will be adopted at the next scheduled BOT meeting. The BOT will be responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources. The BOT will also have the responsibility of accountability, ensuring that the school team is acting in a manner consistent with the adopted budget, priorities and restrictions. The school Administration, including our back-office provider, is responsible for executing the budget, respecting the operating and spending parameters around the day-to-day decision making at the school. School Administration and the back-office provider will have the responsibility to inform the BOT of any changes in information, conditions, and any other matters that might otherwise inform the BOT, in service of this accountability framework.

Contracted Financial Services: BPCS will outsource our financial system and management to

BoostEd Finance. BoostEd Finance has extensive experience working with charter schools in NYS. BoostEd will also train the school's staff on the setup and maintenance of systems for accounting (QuickBooks Online), student and staff records, payroll and enrollment billing. Below are the key services that BoostEd will provide during the initial term of the charter:

Financial Budgeting and Planning:

- Collaborate with the BOT and school leadership to prepare and submit an annual budget for each fiscal year; and
- Conduct budget reviews and re-forecasts at mid-year or as requested by BPCS;

Financial Control Environment:

- Develop the School's Financial Policies & Procedures Manual and update as needed.

Accounting:

- Setup the school's accounting system (QuickBooks Online) with a chart of accounts and update as needed;
- Process and record transactions in the school's accounting system;
- Review key financial transactions to ensure adherence to GAAP;
- Review and analyze contracts, leases, grant documents and other transactions to ensure proper accounting recording and treatment;
- Reconcile all bank, credit card and general ledger accounts on a monthly basis; and
- Close the financial records on a monthly basis, including post-closing entries for revenue, expense accruals for proper recognition in the financial statements.

Financial Reporting:

- Prepare monthly, quarterly and annual financial statements that will include a Profit & Loss statement compared to budget, a Balance Sheet, a Statement of Cash Flows and a Statement of Capital Expenditures;
- Prepare quarterly and annual financial reports as required by the Board of Regents; and
- Present financial reports to the BOT and BPCS's Leadership team.

Grant Revenue Tracking:

- Create grant tracking schedule that will assist the school in compliance with all Federal/State/City grants;
- Reconcile grants monthly with actual spending; and
- Coordinate with the BOT on Grants regarding the creation of BPCS's Consolidated Application Budget including amendments, requests for payment and final reporting documents

Audit and Tax Preparations:

- Coordinate the yearly external audit and filing of all required tax returns of the school;
- Act as a liaison with the independent auditor retained by the school or for any federal/state audit that the school is under a review.

District Billing:

- Reconcile the student enrollment and special education enrollment information to ensure accurate billing amounts.

Fiscal Audits: BPCS recognizes the value of using independent parties to assist with its financial management. We will use independent parties to evaluate our financial statements and financial management and will obtain the services of an independent NYS Certified Public Accounting firm to conduct a yearly fiscal audit of the school's financial statements. The Finance Committee will research and interview reputable accounting firms who have extensive experience with NYS charter schools. After a thorough review of the services performed and the fee proposals, the BOT will select a firm to conduct the external audit. The first audit will include all transactions from the start-up period to June 30 of the first year of operation. The Finance Committee of the BOT will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with Generally Accepted Auditing Standards (GAAS) as well as in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State and any other conditions or requirements by NYSED. Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. For any findings, a corrective action plan will be discussed and implemented by the Finance Committee to correct any findings. A copy of the audit report and the auditor's Management Letter, if applicable, will be provided to the full BOT and NYSED by no later than November 1 of the following school year. We intend to use the selected firm for any other required reporting, including, but not limited to, the initial statement on internal controls, CSP agreed upon procedures reporting, A-133 audit, and the filing of our annual 990 tax return with the IRS.

K. Budget and Cash Flow: BPCS has developed a pre-opening and 5-year budget plan that aligns with the school's mission, vision and programmatic design. The budget was generated with the assistance of charter school financial experts using conservative revenue, expense assumptions and projections. In the Planning Year and Y1, the school will use the CSP implementation grant funding which will enable the school to properly plan and execute a successful opening of the school. The Planning Year will include the hiring of the ED, DTL and Office Manager. There will also be budget money assigned for student/staff recruitment, general administrative expenses and professional services. The 5-year budget includes assumptions of student enrollment of 98%, and special education services that will be provided and ultimately drive the revenue inflows of the school. If the numbers are materially different, an action plan will be immediately put into place that will review the financial implications of the changes and a collaborative decision (expense reductions, credit line access, etc.) will be made between the BOT's Finance Committee and BPCS's Leadership that will factor in financial viability as well as academic/operational requirements. The school intends to have the full \$100K escrow amount reserved by or before the end of the initial charter term. All of the items below are shown on the Budget templates that are submitted as part of the charter application and explained below. We project an ending cash balance of \$660,051 by the end of the initial charter term.

Net Surplus: Planning Year- 5 Year Initial Charter Term			Cash Flow Assumptions Projected Cash Flow Per Year
FY19	Planning	\$0	\$0
FY20	Year 1	\$136,720	\$81,958
FY21	Year 2	\$82,988	\$38,464

FY22	Year 3	\$92,479	\$58,194
FY23	Year 4	\$314,508	\$283,794
FY24	Year 5	\$207,635	\$197,635

Budget Alignment with Key School Design Elements:

Design Element	Budget and Cash Flow Supports and Expenditures
Multisensory Instruction	Substantial expenditure in Orton Gillingham PD and on-site trainer 2x per week; PD and on-site for Writing Revolution consultants; programming expenditures for student OG intensive;
Balanced Literacy & Student- Centered Structure	Staff salaries for small class size, push in service providers and on-boarding of full time speech providers; literacy specialist and Dean of special populations; dedicated staff time and resource dedicated to SEL classes, Executive Functioning skills
Connection to Community	Resources allocated for community organizations for our Creative Learning Extensions and NYC Special Education Collaborative

Revenue Assumptions:

General Ed Per Pupil Revenue: The budget is based upon a projected enrollment of 86 students in Y1 and an at-scale enrollment of 242 students across grades 1-5. For budgeting purposes, we are factoring in a 2% attrition rate for each year of the initial charter term. We used a Per Pupil Funding rate of \$15,412 in Y1, which represents a 3% increase over the proposed FY19 funding rate. No further funding increases were assumed for the remainder of the charter term. No Per Pupil funding increases were factored in for the remainder of the charter period. We believe this to be a very conservative budget assumption considering that this revenue source accounts for over 50% of the school's total revenue in the last 4 years of the initial charter term.

Special Education Per Pupil Revenue: We are assuming that 50% of our budgeted enrollment will have students who have IEP's that are billable (BPCS is providing services that generate a daily instructional day that is 20% or greater). The breakout of the 50% will be 60% in the category 20%-59% and 40% in the category over 60%. By utilizing this funding formula, we calculated that budget was \$10,390 for students in the 20%-59% and \$19,049 for students in the Over 60%. This is the same rate that is in effect at the current time and is budgeted to be flat, with no increases for the full charter term. We have also estimated an amount for Federal IDEA funds of \$36,000 in Y1 with the remaining years projected as the same proportionate ratio of regular SPED funding.

Facilities Funding: We are assuming the full allotted amount from the NYCDOE of \$4,358 per student multiplied by the projected enrollment numbers for each year of the budget. This will assume the school will be located in private space for the full five years. If we obtain NYCDOE co-located space, the corresponding revenue and expense amounts will be removed from the budget.

Federal Funding (Title I/IIA/III): We are assuming conservative assumptions for Title I and IIA allocations with proportionate increases for the remaining 4 years based upon current funding levels in effect today. At this point, no Title III is being included in the budget.

State Funding (NYSTL/NYSSL/NYSLIB): The proposed budget assumes an amount for each

item based upon the funding in effect today multiplied by the budgeted number of students.

City and State Grants: We are assuming \$135,000, plus \$450 per student in Y1 of the charter period for the DYCD grant. This is funding provided to new charter schools within New York City for the first-year operation. The proposed budget assumes BPCS will receive \$550,000 for the CSP Implementation Grant from NYSED. This will be spread out over the Planning Year and Y1 of the Budget. The school may be entitled to additional funds, however, only the \$550,000 was factored in at this point.

Food Service Funding: No amount is being recorded for Food Service revenue or Food Service expense. The assumption will be that the school will use the NYCDOE Food Service program.

E-rate Funding: A small amount was budgeted for E-rate technology reimbursement. A comprehensive technology plan will be developed during the planning year and the school will apply for all available E-rate funding based on our entitlement.

Private Funds/Contributions: We did not assume any private funds or donations in the initial charter term. The BOT will be soliciting funds from various sources in the Planning Year and during the full charter term. Any funds received will go directly to supporting the school's academic and/or facility needs in the short and long-term vision of the school.

Expense Projections: Personnel and related payroll taxes and benefits represent over half of the anticipated total budget expenses in each budget plan year. The Planning Model included in the budget is aligned with and supports the implementation of the educational program as outlined in the charter application. We factored in competitive starting salaries and used a blended rate in the budget which will allow a mix of seasoned veteran teachers with new teachers having minimal experience. We factored in 2.5% salary increases for each year of the budget starting in Y2 and 8.5% for Employer Payroll Taxes. For Health Benefits, we assumed a \$9,000 blended Employer Contribution rate per full time employee for Health Benefits. This is constant (no increase) for the initial charter term. This is a conservative estimate as there will be some employees who opt out of benefit coverage and will therefore receive a significantly lower benefit amount. The school intends to offer a 403b retirement plan with a 4% matching program. For budgeting purposes, we assumed a 3% blended Employer Contribution percentage since not every employee will participate in the program. Budgets for items in contracted services and school operations have been developed in consultation with vendors, existing charter schools, and charter support organizations. The expenses cover the following areas:

General & Administrative Expenses: We budgeted \$72,000 in Y1 for Office Supplies, Copier expenses, Postage, and Software. A 2% increase was factored in for Y2-5.

Professional Services: We budgeted \$233,000 in Y1 for outsourced Audit, Financial Management, Human Resource/Benefit Administration, Information Technology, Legal, Insurance, Title services and other professional services. Proportionate increases were factored in for Y2-5.

Direct Educational Expenses: We budgeted \$284,000 in Y1 for Textbooks & Materials,

Classroom Supplies, Professional Development, Substitute/Nursing/SPED/After-School outsourced services, student/staff recruitment and other general educational expenses. Proportionate and/or 2% increases were factored in for Y2-5. BPCS's facilities planning is discussed further in Section III.F. The amount recorded in Rent Expense represents 100% of the proposed NYC Facility funding as shown in the Revenue section. Therefore, there is a net effect of \$0 in the overall budget. The five-year total budgeted amount is \$3,835,388. In addition, we have budgeted for related facility expenses on the following line items:

Amount	Purpose
\$50,000	Maintenance & Security expenses Y1 with increases each year proportionate with Rent Payment increases
\$10,000	Operational Supplies in Y1 with increases each year proportionate with Rent Payment increases
\$50,000	Utilities in Y1 with increases each year proportionately with the Rent Payment increases.
\$24,000	Internet Service expense in Y1 with 2% increases each year.
\$24,000	Phone Service expenses in Y1 with 2% increases each year.
\$10,000	Minor Renovations & Repairs in Y1 with increases each year proportionate with Rent Payment increases.

Capital Expenditure Assumptions: For Capital Expenditures, we have budgeted \$25,000 in each of the first four years for Furniture & Fixtures and \$5,000 in Y5. These asset purchases will be depreciated over seven years. We have also budgeted \$20,000 for each year of the charter for Computer Equipment. These asset purchases are being depreciated over three years. We will focus some of our fundraising strategies on the purchase of additional Technology and Educational Materials to further support our educational mission.

Solvency and Financial Stability: In addition to a budget plan that projects positive operating surpluses and a growing fund balance, BPCS has also put together a cash flow plan for the Planning Year and for the initial year charter term that is positive each month. There is no reliance on any sort of borrowing. Even though the expenses associated for the services of BoostED Finance have been fully set aside each year of the budget. If for any reason should there be a shortfall, BoostEd has already offered BPCS a \$100,000 credit line, allowing for added assurance of meeting our obligations during any periods of cash flow shortages.¹¹² If BPCS encounters any financial difficulties that produce a budget gap or cash flow need, the BOT will look for ways to re-balance its budget immediately by implementing budget cuts or aggressive fundraising and philanthropic initiatives.

L. Pre-Opening Plan: BPCS's pre-opening plan¹¹³ illustrates the complexity of founding a charter school and the myriad of tasks that must be completed in the interval between authorization and opening. Of central importance, is ensuring general compliance with laws and regulations and facilitating an effective management of school operations. One cannot overestimate the need to be organized and structured in tending to fundamentals of school operation that may not directly be related to instruction but are the underpinnings of being truly ready to begin instruction from the very moment the school doors open. Attachment 2 also shows that the pre-opening plan aligns with BPCS's education, organizational and financial plans as

¹¹² BoostEd has provided BPCS with written confirmation of this offer, which can be provided to NYSED upon request.

¹¹³ BPCS's Pre-Opening plan can be found as Attachment 11

well as our Key Design Elements. The plan was formulated with reasonable timeframes to complete all tasks on time and in line with the pre-opening budget.

M. Dissolution Plan: In the event of closure or dissolution, the Board of Trustees and the ED will manage the dissolution process in compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED. Bridge Prep will provide for the establishment of an escrow account of no less than \$20,000 per academic year over the course of the full charter term to pay for legal and audit expenses that would be associated with dissolution. If additional funds are needed, the school's assets will be used to satisfy the school's debts in accordance with Education Law §220. BPCS's Dissolution plan¹¹⁴ provides a comprehensive plan that describes the procedures to be followed in the event of closure or dissolution. The plan will include tasks that must be finalized by the date listed in NYSED's Charter School Closing Procedures, which is the checklist BPCS will utilize in its dissolution plan. This plan will comply with federal and state statutes and ensure the effective transitioning of students, student records and disposition of school assets to the district. The Dissolution Plan provides a checklist that describes the procedures to be followed that are immediate, ongoing, pre-closure and post-closure tasks. The checklist will include actions, some required by statute while others are for guidance. Tasks required by federal and state statute will be finalized by the date listed in the completion date column in the checklist and are monitored by the Charter School Office.

¹¹⁴ BPCS's Dissolution plan can be found as Attachment 12