SUNY Charter Schools Institute
The State University of New York

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information

Charter School Name:	Brooklyn Emerging Leaders Academy Charter School		
Education Corp. Name:	Brooklyn Emerging Leaders Academy Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	16		
Opening Date:	7/1/2017		

Proposed Grades and Enrollment

Charter Year	Grades	Enrollment
Year 1	9	100
Year 2	9-10	200
Year 3	9-11	290
Year 4	9-12	371
Year 5	9-12	371

Proposed Affiliations (if any)

Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

Lead Applicant Contact Information

First Lead Applicant Name:	Nicia Fullwood				
Applicant is a:	☐ Parent ☒ Teacher ☒ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:		Email:	[redacted]

Second Lead Applicant Name:	Shannon Riley				
Applicant is a:	☐ Parent ☒ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:		Email:	[redacted]

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

Media/Public Contact Information (required)

Name:	Nicia Fullwood	Phone #:	214-563-9930	Email:	belacharter@gmail.com

Lead Applicant Signature

Signature:	[signature]	Date:	1/22/2016

Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

OFFICIAL USE ONLY:	Received By:		Date:

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

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

Program Design

MISSION STATEMENT

BELA's mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service learning initiatives, and a commitment to cultivating a spirit of resilience within each young woman, BELA students will attend and graduate from college.

KEY DESIGN ELEMENTS

BELA will be founded on the four core values of Sisterhood, Scholarship, Strength, and Service.

Sisterhood: All-girls education - BELA is where a young woman discovers her talents and passions and grows into an agent of change. Research from both the National Coalition of Girls Schools and the Laurel School's Center for research on girls supports that this experience will be cultivated by diminished sex-bias in curriculum design and student-teacher interactions, and by the having the support of peer role models.

Scholarship: BELA is committed to providing a rigorous college preparatory curriculum so its girls persist in college and the careers of their choosing. Students at BELA will take a number of advanced- level courses to prepare them fo the demands of college-level work. To support this, BELA's unique model combines best practices to motivate, inspire and meet the needs of all learners including International Baccalauerate programming, STEAM Pathways, Latin, project based learning and a longer school day and school year.

Strength and Service: At BELA, we will focus on person development by incorporating the following five principals: relationships, mind and body, creativity, purpose and growth mindset. The evidence based Children's Aid Society Carrera Adolescent Pregnancy Prevention Program will be replicated at BELA and this will allow for a holistic approach in addressing the social and emotional needs of young women. BELA students will be offered courses in family life & sexuality and financial literacy. They will have access to a mental health professional who will engage with them on a daily basis and they will also be serviced by a medical advocate who will ensure that the young women at BELA are receiving comprehensive medical care.

Additionally, BELA's key design elements are supported by a unique feature of the School - the applicants, the proposed Head of School and Dean of Student Support, have worked together for seven years and are experienced working in single sex high schools that serve girls from Bedford Stuyvesant, Brooklyn and the CAS-Carrera social-emotional learning program, which they've infused in the Leadership Academy developed for BELA.

SCHEDULE

Proposed Number of School Days per Year:	201 in 9th grade, 181 in grades 10-12	Proposed Daily Beginning and Ending of School Day:	8:45 am - 5 pm
Additional Schedule Information (optional):			

ACADEMIC PROGRAM

International Baccalaureate (IB): The IB sets high academic standards and goals for learning that are well delineated for teachers, students, and parents. The exams are well aligned to their standards, testing students on the content of their courses and considerably more. Students are also expected to make sense of complex, and sometimes contradictory materials; to write and defend their opinions about these materials intelligently; and to apply their knowledge in creative and productive ways. Additionally, the IB not only develops knowledge and skills that better prepare students for college, but they can earn college credit for their efforts—motivating students to persist in the program. Modeling the Sturgis Charter Public School's IB for all program, an internationally recognized IB model, all of our young women will enroll in IB courses in Year 11 and Year 12 with the option to pursue the IB Diploma. Through the IB course of study, BELA students will think critically, creatively, ethically, and globally align with BELA's mission and core values of lifelong learning.

STEAM Pathways: A recent survey from the Girl Scouts Research Institute reveals three quarters of young women of color express interest in STEAM fields. However, minority women are still underrepresented in these career fields. Young women who attend single-sex schools are three times more likely to pursue an engineering career. This research has informed the development of BELA's STEAM pathway program. BELA's STEAM pathway program is adopted from the Ann Richards School for Young Women Leaders, which serves a similar demographic. In partnership with FUSE and The Biotechnology Center of Excellence, both offering interest driven hands on curriculum, BELA students will not only deepen their knowledge of STEAM fields and develop a unique set of skills, but also understand the connections between the Humanities, Math, and Science.

Latin: In addition to BELA's Common Core-aligned curriculum within the Humanities, Math, and Science, BELA students will exceed the New York State Graduation requirements by taking four years of Latin. Studies indicate that students who study Latin outperform their peers on college entrance exams, which are often gatekeepers for students of color. In 11th and 12th grade, Latin will be provided through IB courses.

Individualized learning to meet the needs of all learners: Based on the experience of the founding team, we know our young women will have diverse academic and social emotional skill sets. Prior to 9th grade, BELA's young women will attend BELA Academy, a four-week summer institute. BELA Academy is designed to understand the individual needs of each student and focus on building community. Students will attend seminars such as: Math and ELA boot camp, STEAM design, and BELA school culture.

Project based learning to meet the needs of all learners: Project based learning has been shown to yield a number of benefits for students, ranging from deeper understanding of content to stronger motivation to learn. BELA has decided to incorporate project based learning in its model specifically to support a diversity of learning styles and engage lower-achieving students and high-need populations, such as English Language Learners (ELLs) and Students with Disabilities (SWDs). Project based learning also promotes skills needed for college and career readiness, such as critical thinking and problem solving skills, pairing well with BELA's International Baccalaureate Programme.

Longer school day and school year to meet the needs of all learners: BELA's 9th grade school day provides more instruction in core classes per week than does the DOE. BELA's calendar will have 201 school days per year, inclusive of BELA Academy for 9th grade students, which is 21 days longer than the DOE calendar. For grades 10-12, BELA will provide 181 school days. BELA will also offer eight days of intercession for students in need of additional support every year. BELA's school day will also start and end later than DOE schools, supporting the developmental needs of teens. Research has shown that a later start for high school students improves attendance and performance.

Professional Learning Community (PLC): BELA knows that to create life long learners, students must be taught and mentored by a staff that models the same. BELA is committed to fostering a staff learning environment inclusive of the PLC principles: student learning, collaboration, inquiry, research and results oriented. The school schedules have been designed to offer professional development each week as well as multiple opportunities for teacher co-planning, intervisitation and meeting in grade and subject teams about data-informed instruction using a School Reform Initiative protocol. We recognize our growth, as a professional community committed to student learning, requires processes that provide new ideas, skills, and competencies for staff.

School Management

MANAGEMENT STRUCTURE

BELA will be an independent charter school, governed by a Board of Trustees with skills including financial management, legal expertise, and charter school experience. Our leadership team will be composed of our Head of School, Dean of School Culture, Dean of Curriculum and Instruction, and Director of Finance and Operations, who together will work to ensure the rigor of our academic program, strength of our social-emotional support framework, and organizational viability.

ROLE OF CMO OR PARTNER(S)

n/a

Facility

SCHOOL FACILITY PLANS

To do our due diligence to explore all potential facility options, we will inquire with the New York City Department of Education of Portfolio Management to see if there is an appropriate public facility where BELA could co-locate. BELA would only pursue a public facility citing if the community we seek to serve supports the proposal.

Many stakeholders in the Bedford-Stuyvesant community, specifically those residing in CSD 16, have encouraged BELA to look for private space. We have heard these concerns and we are prepared to pursue a private facility. Our board member(s) Janet Kinney and Michael Lackwood have experience with facility development and lease negotiations, providing us the expertise needed to find and manage a private facility. BELA is working with two real estate brokerage firms to investigate potential private space options and will continue to search for suitable private facility space.

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ROLE OF CMO OR PARTNER(S)

n/a

Facility

SCHOOL FACILITY PLANS

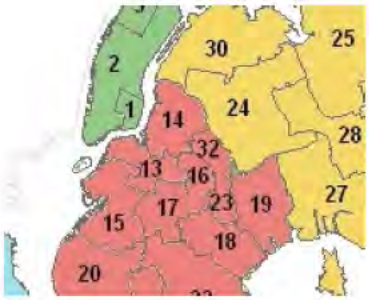
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Other

R01 - Community Need and Proposed School Impact

a. Community Description and Need



BELA intends to serve the Bedford-Stuyvesant community, a historically black neighborhood in northern Brooklyn, encompassed mostly by CSD 16.

Bedford-Stuyvesant is a largely disadvantaged neighborhood. The median household income in 2013 was $39,131, much lower than the New York City median household income of $57,369.[1] 45.7% of Community District 3 residents received income support in 2012, a proportion one-third higher than the city-wide proportion (34.3%).[2] As well 19.4% of households were headed by a female with no husband present with related children under 18 years.[3] Educational attainment is low, with approximately one third of residents having earned less than a high school diploma, a rate approximately three times higher than the New York average.[4]

Educational Attainment (%)

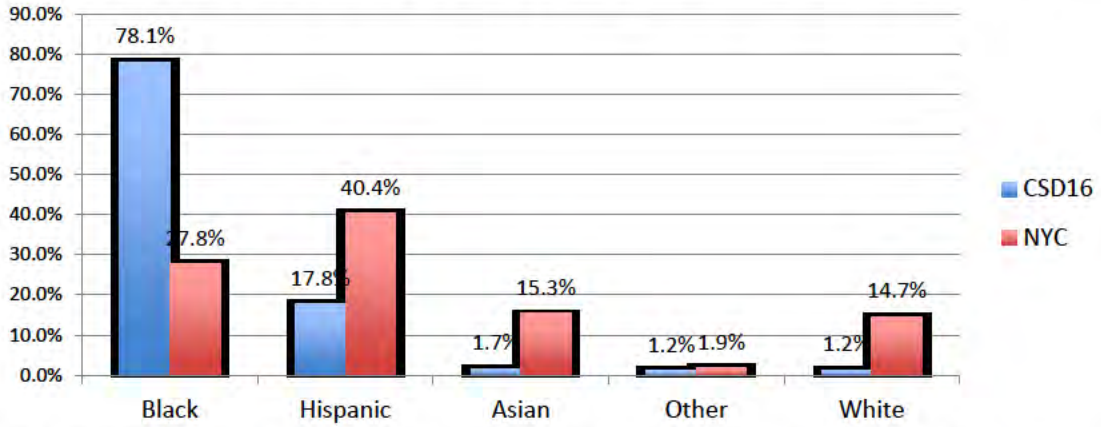


http://www.city-data.com/neighborhood/Bedford-Stuyvesant-Brooklyn-NY.html

While the neighborhood has also been gentrifying over the past several years, resulting in a mix of educational backgrounds and incomes for neighborhood residents, the vast majority of residents are low-income and have low educational attainment.

[1] http://www.city-data.com/neighborhood/Bedford-Stuyvesant-Brooklyn-NY.html
[2] http://www.nyc.gov/html/dcp/pdf/lucds/bk3profile.pdf;
http://www.nyc.gov/html/dcp/pdf/neigh_info/profile/nyc_profile.pdf
[3] http://www.nyc.gov/html/dcp/pdf/lucds/bk3profile.pdf
[4] http://www.city-data.com/neighborhood/Bedford-Stuyvesant-Brooklyn-NY.html

Reflecting the Bedford-Stuyvesant neighborhood, CSD 16 serves a much higher proportion of black students (78.1%) than the city, and a lower proportion of all other races.[5]

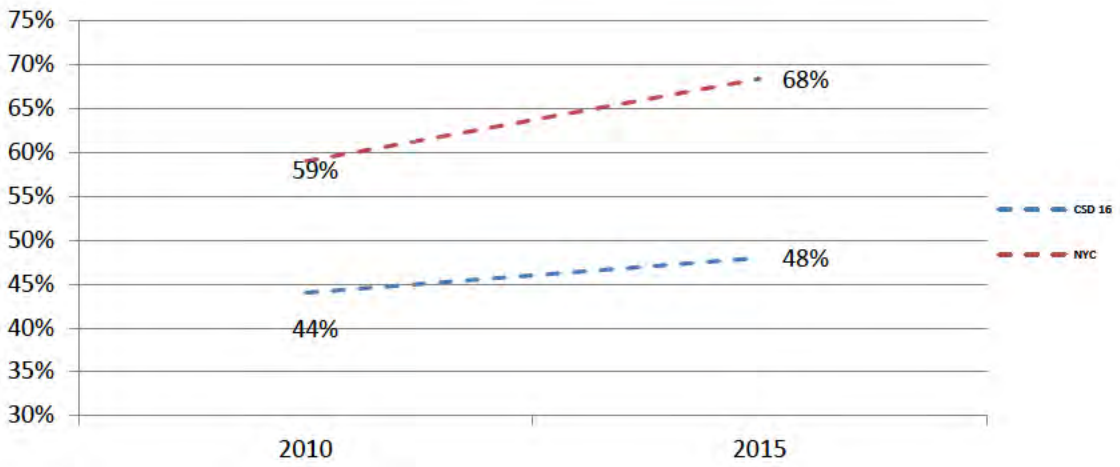


The vast majority of students in CSD 16 are high-need. CSD 16 serves a higher proportion of students in poverty (85.4%) than the city (78.0%) and with disabilities (22.1%) than the city (18.2%). CSD 16 has a small ELL population (4.7%), which composes a lower proportion of students than the citywide proportion (13.1%).

BELA is committed to serving all students and anticipates the demographics of our students will reflect the neighborhood – vast majority black, vast majority in poverty, with approximately 22% of students with disabilities and approximately 4% English Language Learners. (See R15 - Student Demand, Community Support, Recruitment and Retention for more details).

CSD 16 was identified for corrective action by NYSED in 2010 because of its low high school graduation rate. At 44%, CSD 16's 2010 graduation rate was substantially below the citywide average graduation rate of 59%.[6] This gap has in fact widened since – the 4-year August graduation rate for the most recent CSD 16 high school cohort was 48%, compared to 68.4% for the city.[7] The high schools in CSD 16 are not keeping pace with the progress schools across New York City are making to graduate students from high school.

[5] Demographic Snapshot: http://schools.nyc.gov/Accountability/data/default.htm
[6] http://www.p12.nysed.gov/accountability/AOC/finalreports/NYC_CSD16_EDCA_Final.pdf
[7] http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm



CSD 16 schools are not adequately preparing students for college or career. The Aspirational Performance Measure (APM) reflects the proportion of students who are ready for college and career, which currently is measured by graduating with a Regents or Local diploma and scoring 80 or higher on any Math Regents and 75 or higher on the English Regents. For the four high schools in CSD16 where the APM is reported, a mere 6.6% of the 4-year August 2010 cohort were deemed "college ready".[8]

As a result of the poor performance of CSD 16 public high schools, many families are pursuing other options. In 2010, 11,639 people aged 15 to 19 years resided in Community District 3, which largely overlaps with CSD 16.[9] However only 3,048 students attended public high school in CSD 16.[10] Data from the district indicates the highest rate of attrition for public schools in CSD 16 is during the transition from eighth to ninth grade. In 2012-13 the CSD 16 public school grade 8 cohort was 665 students, but the following year, only 538 students enrolled in 9th grade in a CSD 16 public high school.[11] The difference in numbers suggests that students attend public high schools in other districts, charter high schools, or private high schools. Moreover for the 2015-16 school year, an estimated 1,940 families applied for just 644 seats in CSD 16 charter schools.[12] With three applicants for every charter school seat in the CSD 16, parents are demonstrating the need for more seats at high-quality public schools in CSD 16.

This demographic data has been confirmed by the parents themselves. In Fall 2015, a local news story described how "many parents were sending their kids outside of the district, attracted by "robust" programs in other schools that included afterschool activities or advanced language immersion".[13] The CSD 16 Community Education Council and Community Board 3

[8] http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm
[9] http://www.nyc.gov/html/dcp/pdf/lucds/bk3profile.pdf
[10] Demographic Snapshot: http://schools.nyc.gov/Accountability/data/default.htm
[11] Ibid.
[12] http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf
[13] http://www.dnainfo.com/new-york/20151029/bed-stuy/bed-stuy-parents-form-committee-improve-school-options

Chair have both spoken out on behalf of the many families in the area who chose not to enroll their children in the current CSD 16 public high schools due to their poor academic performance, sharing that families were eager for better performing local public high schools to which they could send their children.

Recently parents and local leaders have rallied together to demand high-quality education options for the Bedford-Stuyvesant community. In summer 2015, over 100 local parents bonded together to create the advocacy group Bedford-Stuyvesant Parent Committee.[14] To address the lack of local options, the Bedford-Stuyvesant Parent Committee is working to develop and support new schools and more rigorous programs.[15] The Committee has expressed support for BELA and is helping BELA's founders connect with local parents. The Community Education Council for CSD 16 and Community Board 3 Chair Tremaine Wright have also communicated parents' frustrations with the current educational landscape in Bedford-Stuyvesant and expressed support for BELA's rigorous academic program and robust social-emotional supports in meeting students' needs (please see R15 – Student Demand, Recruitment, and Retention). The community has clearly expressed that the current public schooling options are not meeting students' needs and are urging the introduction of better options.

BELA is deeply committed to the Bedford-Stuyvesant community and has designed its model to meet the needs of its students. Co-founders Nicia Fullwood and Shannon Riley have developed strong relationships with families in the Bedford-Stuyvesant area through their previous roles as educators in nearby schools, which served many students and families living in the Bedford-Stuyvesant community. After the cohort of young women that both Nicia and Shannon closely worked with graduated high school in June 2015 many families asked in what capacity they both would continue to serve their families and community. After speaking with several families living in CSD 16 and examining the educational attainment of students attending high schools in the area, the need for a high-performing high school in the district was demonstrated. They have listened closely to feedback from stakeholders in the community. When talking about the school model with their former students, the excitement is palpable and their insight invaluable. Nicia and Shannon are confident that they have the support needed to implement the BELA school model in Bedford-Stuyvesant, CSD 16.

BELA's presence in the community will offer the young women and their families living in Bedford-Stuyvesant the option to attend an academically rigorous college preparatory high school in their district. Modeled off of successful all-girls private schools, BELA will provide a uniquely rigorous academic program with International Baccalaureate program offerings, a STEAM focus and robust social-emotional support services to support strong academic achievement for its high-need all-girls student population. BELA is committed to ensuring its students attend and graduate from college.

[14] http://www.dnainfo.com/new-york/20151029/bed-stuy/bed-stuy-parents-form-committee-improve-school-options
[15] Ibid.

b. Programmatic Impact

BELA will provide a significant enhancement to the educational options offered in Bedford-Stuyvesant. Currently, there are six traditional public high schools in CSD 16 and one transfer high school. Boys and Girls High School enrolls more than 50% of CSD 16 traditional public school students, with five schools together enrolling the remaining students.

School	14-15 Enrollment	Admission Type
Frederick Douglass Academy IV Secondary School	92	Limited unscreened
Boys and Girls High School	648	Zoned
Brooklyn High School for Law and Technology	596	Screened/Ed. Opt.
Gotham Professional Arts Academy	226	Limited unscreened
The Brooklyn Academy of Global Finance	152	Limited unscreened
Nelson Mandela High School	124	Limited unscreened
Research and Service High School	267	Transfer

http://schools.nyc.gov/NR/rdonlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory_English.pdf

There are also several high schools within the boundaries of the Bedford-Stuyvesant neighborhood in CSD 13 and CSD 14.

School	14-15 Enrollment
Brooklyn Community High School of Communication, A	404
Brooklyn Academy High School	176
Bedford Stuyvesant Preparatory High School	143
Bedford Academy High School	364
Brooklyn High School for Leadership and Community	219
Foundations Academy	113

Launch Expeditionary Learning Charter School will serve students in grades 9-12 in CSD 16.[16] Opened in 2012, the school currently serves grades 6-9. Continuing 8th graders will have a preference for 9th grade seats, which will likely mean the school will have very few (if any) seats for students who attended other middle schools. Uncommon Collegiate Charter High School serves grades 9-12 in Bedford-Stuyvesant in CSD 13. However "in accordance with [their] charter, Uncommon Collegiate only currently enrolls rising 9th grade students from two Uncommon Schools middle schools: Bedford Stuyvesant Collegiate Charter School and Brownsville Collegiate Charter School. All of [their] students come directly from one of the Uncommon Schools middle schools."[17] Accordingly neither charter high school in Bedford-Stuyvesant provides a realistic education option for the hundreds of students who live in the area and attend other middle schools.

[16] http://insideschools.org/component/schools/school/8197?Itemid=78
[17] http://uncommoncollegiate.uncommonschools.org/ucc/enroll

The only private schools serving 9-12 grade students in Bedford-Stuyvesant are Mt Pleasant Christian Academy and New York Christian Center Academy. Both schools serve fewer than 10 students per grade and so do not meet the demand of the community.

The high school educational options in Bedford-Stuyvesant that families can access do not meet the needs of BELA's high-need target population. Female students living in poverty need a trajectory changing comprehensive, personalized, and challenging high school education. Graduating from high school and accessing college and career opportunities will set students up for lifelong success. The existing educational options in Bedford-Stuyvesant fall short. Chronic absences are a persistent issue at all but one local high school:

School	Percent of Students Chronically Absent
Frederick Douglass Academy IV Secondary School	65.0%
Boys and Girls High School	60.3%
Brooklyn High School for Law and Technology	23.1%
Gotham Professional Arts Academy	58.5%
The Brooklyn Academy of Global Finance	56.0%
Nelson Mandela High School	52.0%
Brooklyn Community High School of Communication, A	49.9%
Brooklyn Academy High School	not reported
Bedford Stuyvesant Preparatory High School	not reported
Bedford Academy High School	9.3%
Brooklyn High School for Leadership and Community	not reported
Foundations Academy	68.6%

http://schools.nyc.gov/Accountability/tools/report/default.htm

Missing too many school days is a primary reason students drop out of high school.[18] Students cannot excel academically or graduate on time if they are not consistently in school.

Graduation rates across nine of the twelve traditional public schools in Bedford-Stuyvesant are below the city rate of 68.4%. The graduation rates for seven of the twelve high schools, which together served 64% of students in this cohort, were below 50%:

[18] http://dropoutprevention.org/resources/statistics/quick-facts/why-students-drop-out/

2010 cohort, 4 year August	Total Cohort	Graduates		Still Enrolled		Dropped Out	
	#	#	% of cohort	#	% of cohort	#	% of cohort
BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATION, ARTS	103	80	77.7%	12	11.7%	11	10.7%
BROOKLYN ACADEMY HIGH SCHOOL	60	20	33.3%	33	55.0%	7	11.7%
BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL	45	14	31.1%	24	53.3%	7	15.6%
BEDFORD ACADEMY HIGH SCHOOL	91	89	97.8%	1	1.1%	1	1.1%
BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY SERV	73	6	8.2%	49	67.1%	15	20.5%
FOUNDATIONS ACADEMY	23	5	21.7%	10	43.5%	7	30.4%
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL	33	22	66.7%	6	18.2%	4	12.1%
BOYS AND GIRLS HIGH SCHOOL	324	139	42.9%	96	29.6%	47	14.5%
BROOKLYN HIGH SCHOOL FOR LAW AND TECHNOLOGY	78	62	79.5%	5	6.4%	5	6.4%
GOTHAM PROFESSIONAL ARTS ACADEMY	57	36	63.2%	11	19.3%	10	17.5%
RESEARCH AND SERVICE HIGH SCHOOL	65	9	13.8%	45	69.2%	10	15.4%
THE BROOKLYN ACADEMY OF GLOBAL FINANCE	47	22	46.8%	11	23.4%	14	29.8%
TOTAL	**999**	**504**	**50.5%**	**303**	**30.3%**	**138**	**13.8%**

http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm

Alarmingly the 2010 cohort of Boys and Girls High School, by far the largest high school in the area, had a 4-year August graduation rate of just 42.9%.

Graduation rates are comparably low for female students, BELA's target student population:

Women, 2010 cohort, 4 year August	Total Cohort	Graduates		Still Enrolled		Dropped Out	
	#	#	% of cohort	#	% of cohort	#	% of cohort
BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATION, ARTS	51	41	80.4%	4	7.8%	6	11.8%
BROOKLYN ACADEMY HIGH SCHOOL	38	13	34.2%	22	57.9%	3	7.9%
BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL	34	12	35.3%	17	50.0%	5	14.7%
BEDFORD ACADEMY HIGH SCHOOL	50	50	100.0%	-	0.0%	-	0.0%
BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY SERV	46	3	6.5%	30	65.2%	11	23.9%
FOUNDATIONS ACADEMY	13	s	s	s	s	s	s
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL	14	s	s	s	s	s	s
BOYS AND GIRLS HIGH SCHOOL	132	58	43.9%	37	28.0%	22	16.7%
BROOKLYN HIGH SCHOOL FOR LAW AND TECHNOLOGY	40	30	75.0%	3	7.5%	4	10.0%

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GOTHAM PROFESSIONAL ARTS ACADEMY	37	26	70.3%	7	18.9%	4	10.8%
RESEARCH AND SERVICE HIGH SCHOOL	31	5	16.1%	19	61.3%	7	22.6%
THE BROOKLYN ACADEMY OF GLOBAL FINANCE	21	9	42.9%	3	14.3%	9	42.9%
TOTAL	**480**	**247**	**51.5%**	**142**	**29.6%**	**71**	**14.8%**

http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm

The proportion of students meeting the benchmark for APM was extremely low; only 13.6% of students from reporting schools achieved this college-readiness benchmark:

2010 cohort, 4 year August	# APM Cohort	# number of graduates	# achieving APM	% of cohort	% of graduates
BROOKLYN COMMUNITY HIGH SCHOOL OF COMMUNICATION, ARTS	103	80	9	8.7%	11.3%
BROOKLYN ACADEMY HIGH SCHOOL	60	20	s	s	s
BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL	45	14	s	s	s
BEDFORD ACADEMY HIGH SCHOOL	91	89	61	67.0%	68.5%
BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY SERV	73	6	s	s	s
FOUNDATIONS ACADEMY	23	5	s	s	s
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL	33	22	5	15.2%	22.7%
BOYS AND GIRLS HIGH SCHOOL	324	139	12	3.7%	8.6%
BROOKLYN HIGH SCHOOL FOR LAW AND TECHNOLOGY	78	62	5	6.4%	8.1%
RESEARCH AND SERVICE HIGH SCHOOL	66	9	s	s	s
THE BROOKLYN ACADEMY OF GLOBAL FINANCE	47	22	0	0.0%	0.0%
TOTAL	**676**	**414**	**92**	**13.6%**	**22.2%**

http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm

A mere 3.7% of students who attended Boys and Girls High School met the APM benchmark.

Currently families have few opportunities for a high-quality high school education in CSD 16. Residents of Bedford-Stuyvesant need, deserve, and have expressed a demand for a college preparatory education to prepare students for success in college and career.

We do not anticipate that the opening of BELA would have a large impact on the number of students enrolled at other CSD 16 high schools. The demographic data for CSD 16 and the first hand knowledge of parents and local elected leaders suggest that families are leaving the district for high school or attending charter or private high schools. By offering an attractive public schooling option in CSD 16, BELA anticipates it will be able to retain students who would otherwise attend out-of-district public schools or private schools.

The establishment of BELA will provide high school-aged women in the area with a uniquely rigorous and high-touch educational opportunity. BELA's academic program is specifically designed to meet the needs of female high school students in this area:

- All-girls environment: research demonstrates single-sex education leads to greater academic engagement, higher academic self-confidence, and stronger educational outcomes.
- Rigorous college preparatory academic program: International Baccalaureate (IB) program, STEAM pathways, Latin, individualized learning, project based learning, extended instructional time, and strong Professional Learning Community to support high student achievement and meet the learning needs of every student. BELA will be the only CSD 16 public high school to offer IB courses.
- Leadership development and social-emotional support: social-emotional course sequence, financial literacy, and service learning to provide support and foster the development of students

BELA seeks to serve girls. The School's founders believe in the singular benefits that can flow to young women from a single-sex educational environment. They are committed to building on the example of pioneering, successful New York schools such as the Young Women's Leadership School, Girls Preparatory Charter School and Excellence Girls Charter School.

We are aware that antidiscrimination laws such as Title IX of the Education Amendments of 1972 make it challenging to establish a public school that limits admissions by gender. In the past, courts and the United States Department of Education (the Department) have interpreted Title IX as essentially requiring pairs of substantially equivalent single sex schools in order to ensure gender equity. But as of November 24, 2006, the Department implemented new Title IX Regulations[19] that lower the hurdles to creating a single sex school that does not also establish an equivalent program for the gender not served by the school. Most relevant for our purposes, Section 106.34 *Access to Classes and Schools*, establishes in paragraph (c)(1) that single-sex charter schools must generally "provide students of the excluded sex a substantially equal single sex school or coeducational school." This provision broke new ground in considering coeducational schools to constitute a sufficient option for the excluded sex, so long as they are of substantially equal quality. Brooklyn, where BELA seeks to locate, has many strong co-educational schools that are substantially equal to BELA by a wide range of measures.

But the new Title IX regulations go further. The Department goes on to say in paragraph (c)(2) that "[a] non-vocational public charter school that is a single-school local education agency under State law may be operated as a single-sex charter school without regard to the requirements in paragraph (c)(1) of this section." That is to say, a charter school, such as BELA, which will function as its own local education agency under New York law, is freed even from the more forgiving requirement that charter schools provide students of the excluded sex with

[19] http://www2.ed.gov/about/offices/list/ocr/letters/single-sex-20070131.pdf.

an equivalent opportunity in either a single sex or coeducational school. Nonetheless, BELA is pleased that there are a great many strong coeducational and even some all-boys schools in Brooklyn and throughout New York City for boys to attend. BELA also knows that Eagle Academy School is an all-boys option and is located in neighboring school district 23: http://insideschools.org/component/schools/school/1546

c. Fiscal Impact

BELA will have an insignificant fiscal impact on the NYC School District. BELA intends to enroll 371 students at scale, providing $5,148,367 in per-pupil funding. The per-pupil funding allocated for BELA will be a negligible portion of the NYC DOE's total budget as reported for the 2015-16 school year:

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of Districts Total Budget
Year 1 (2017-18)	100	13,877	1,387,700	-	1,387,700	21,800,000,000	0.006%
Year 2 (2018-19)	200	13,877	2,775,400	-	2,775,400	21,800,000,000	0.013%
Year 3 (2019-20)	290	13,877	4,024,330	-	4,024,330	21,800,000,000	0.018%
Year 4 (2020-21)	371	13,877	5,148,367	-	5,148,367	21,800,000,000	0.024%
Year 5 (2021-22)	371	13,877	5,148,367	-	5,148,367	21,800,000,000	0.024%

R02- Addressing Need

a. Mission

BELA's mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service learning initiatives, and a commitment to cultivating a spirit of resilience within each young woman, BELA students will attend and graduate from college.

b. Key Design Elements

BELA will be founded on the four core values of Sisterhood, Scholarship, Strength, and Service.

Sisterhood: BELA will be all-girls – "We know that educating girls is the best investment we can make, not just in their future, but in the future of their families, their communities, and their countries." – First Lady Michelle Obama

BELA's all-girls model is grounded in extensive research on the effectiveness of single sex education in high school. Dr. Linda Sax's research has concluded the following:

- Greater academic engagement: Women graduates of single-sex schools exhibit higher academic engagement than their coeducational counterparts as measured by time spent studying, doing homework, tutoring or talking with teachers outside of class.
- Higher academic self-confidence: In addition to higher levels of academic engagement, graduates of single-sex schools tended to report higher academic self-confidence.
- Higher confidence in mathematical ability and computer skills: Graduates of single-sex schools arrive at college with greater confidence in their mathematical and computer abilities.
- Greater interest in engineering careers and higher career aspirations: Career aspirations tended to be the same with the exception of engineering. Graduates of single-sex schools are more likely to say that they plan to become engineers than their coeducational peers. In addition, research has suggested that a single-sex learning environment may contribute to girls thinking more expansively about their career aspirations. For example, one study found that girls from single-sex schools were more likely to aspire to higher prestige careers compared to girls from co-ed schools.[1]
- Higher SAT scores: Women who attended single-sex schools tended to outscore their coeducational counterparts.[2]

BELA's founders are skilled single-sex educators who have primarily worked with girls from CSD 16. They know the young women of CSD 16 and their strengths and challenges. BELA will open its doors to a diverse student body of girls that may be below grade level on one or all subjects,

[1] Lawrie, Brown, "Sex stereotypes, school subject preferences and career aspirations as a function of single/mixedsex schooling and presence/absence of an opposite sex sibling" *British Journal of Educational Psychology* (1992)

[2] Linda Sax, "Women Graduates of Single-Sex and Coeducational High Schools: Difference in their Characteristics and the Transition to College" *The Sudikoff Family Institute for Education & New Media* (May 2009)

have IEPs or be English Language Learners. The engagement and confidence that single-sex education promotes is essential for persistence and academic success. The combination of community and culture in a single-sex environment allows for a young woman to have a transformative educational experience. At an all-girls school, a girl occupies every leadership role, from president of student government to captain of the debate team, cultivating a culture where BELA students will take risks, explore and lead in a nurturing environment.

Scholarship and Supports: BELA is committed to providing a rigorous college preparatory curriculum so its girls persist in college and the careers of their choosing. To support this, BELA's unique model combines best practices to motivate, inspire and meet the needs of all learners.

International Baccalaureate (IB): The IB sets high academic standards and goals for learning that are well delineated for teachers, students, and parents. The exams are well aligned to their standards, testing students on the content of their courses and considerably more. Students are also expected to make sense of complex, and sometimes contradictory materials; to write and defend their opinions about these materials intelligently; and to apply their knowledge in creative and productive ways. Additionally, the IB not only develops knowledge and skills that better prepare students for college, but they can earn college credit for their efforts—motivating students to persist in the program. A recent study on Chicago Public Schools IB program showed that students who completed the IB program were more likely to not only enroll in college, but also enroll in selective colleges and to stay enrolled with better performance.[3] Modeling the Sturgis Charter Public School's IB for all program, an internationally recognized IB model, all of our young women will enroll in IB courses in Year 11 and Year 12 with the option to pursue the IB Diploma. Through the IB course of study, BELA students will think critically, creatively, ethically, and globally align with BELA's mission and core values of lifelong learning.

STEAM Pathways: A recent survey from the Girl Scouts Research Institute reveals three quarters of young women of color express interest in STEAM fields. However, minority women are still underrepresented in these career fields. Young women who attend single-sex schools are three times more likely to pursue an engineering career.[4] This research has informed the development of BELA's STEAM pathway program. BELA's STEAM pathway program is adopted from the Ann Richards School for Young Women Leaders, which serves a similar demographic. In partnership with FUSE and The Biotechnology Center of Excellence, both offering interest driven hands on curriculum, BELA students will explore challenges, which are designed from a gaming concept in areas such as: robotics, biotechnology, graphic design, Android app, 3D printing, and other STEAM topics. While designing their own 3D self-models or electrical apparel, BELA students will not only deepen their knowledge of STEAM fields and develop a unique set of skills, but also understand the connections between the Humanities, Math, and Science. After 9th grade, students will choose a STEAM pathway (Biotechnology, Media, or

[3] Coca et al, "Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Degree Programme" *University of Chicago Consortium on Chicago School Research* (2011)
[4] Ibid.

Engineering) and further explore this pathway through courses designed by Project Lead the Way, a nationally certified provider of rigorous and innovative STEAM curriculum aligned to the Common Core standards.

As the young women of BELA are exposed to different STEAM fields, they must also be prepared with the latest tools to be competitive candidates. BELA's 1:1 program, where every student receives their own laptop, is designed to provide access while also teaching digital responsibility and dexterity with the most current software programs such as Microsoft Office, Adobe, and AVID Media Composer.

Latin: In addition to BELA's Common Core-aligned curriculum within the Humanities, Math, and Science, BELA students will exceed the New York State Graduation requirements by taking four years of Latin. Studies indicate that students who study Latin outperform their peers on college entrance exams, which are often gatekeepers for students of color.[5] In 11th and 12th grade, Latin will be provided through IB courses.

Individualized learning to meet the needs of all learners: Based on the experience of the founding team, we know our young women will have diverse academic and social emotional skill sets. Prior to 9th grade, BELA's young women will attend BELA Academy, a four-week summer institute. BELA Academy is designed to understand the individual needs of each student and focus on building community. Students will attend seminars such as: Math and ELA boot camp, STEAM design, and BELA school culture. During BELA Academy, the School will administer research-based diagnostic assessments (NWEA Measures of Academic Progress, a writing diagnostic and the Devereux Student Strengths Assessment), which will provide base line data to measure their academic and social emotional growth over the course of the school year and allow teachers to customize instruction to meet the needs of a diverse set of students.

Project based learning to meet the needs of all learners: Project based learning has been shown to yield a number of benefits for students, ranging from deeper understanding of content to stronger motivation to learn. BELA has decided to incorporate project based learning in its model specifically to support a diversity of learning styles and engage lower-achieving students and high-need populations, such as English Language Learners (ELLs) and Students with Disabilities (SWDs).[6] Project based learning also promotes skills needed for college and career readiness, such as critical thinking and problem solving skills, pairing well with BELA's International Baccalaureate Programme.[7]

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[5] Alice DeVane, "Efficacy of Latin Studies in the Information Age" *Valdosta State University* (1997)

[6] Boaler. "PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students." (2002)
Johnson & Johnson. "Opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels." (2009)

[7] Finkelstein et al. "Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations."(2010)
Beckett & Miller. "PBL students also show improved critical thinking." (2006)

Longer school day and school year to meet the needs of all learners: BELA's 9th grade school day provides 55% more instruction in core classes per week than does the DOE. BELA's calendar will have 201 school days per year, inclusive of BELA Academy for 9th grade students, which is 21 days longer than the DOE calendar. For grades 10-12, BELA will provide 181 school days. BELA will also offer eight days of intercession for students in need of additional support every year. BELA's school day will also start and end later than DOE schools, supporting the developmental needs of teens. Research has shown that a later start for high school students improves attendance and performance.[8]

Professional Learning Community (PLC): BELA knows that to create life long learners, students must be taught and mentored by a staff that models the same. BELA is committed to fostering a staff learning environment inclusive of the PLC principles: student learning, collaboration, inquiry, research and results oriented. Decades of research from Susan Rosenhaltz, Richard DuFour, and others has consistently shown PLCs positive impact on student achievement. Aligning with the PLC principles and our mission, teacher learning is an ongoing daily process beginning with a three-week summer institute where cultivating a culture of learning will begin. Staff will utilize the NWEA Measures of Academic Progress, writing assessment and the Devereux Student Strengths Assessment student data to further enhance their curriculum and develop personalized learning plans for students, especially those that may be below grade level on one or all subjects, have IEPs or be English Language Learners. The school schedules have been designed to offer professional development each week as well as multiple opportunities for teacher co-planning, intervisitation and meeting in grade and subject teams about data-informed instruction using a School Reform Initiative protocol. We recognize our growth, as a professional community committed to student learning, requires processes that provide new ideas, skills, and competencies for staff.

Strength and Service: There is a growing body of research, in particular from Columbia Law Professor Kimberlé Crenshaw, indicating the positive impact on student achievement when schools integrate social-emotional learning within their curriculum. In tandem with the research and BELA's core values, we have designed a social-emotional learning course sequence, Leadership Academy, in partnership with the evidence based Children's Aid Society (CAS)-Carrera program. CAS-Carrera is the only three- year fully evaluated teenage pregnancy prevention program with statistically proven effectiveness in the United States, yielding a 50% reduction in birth rates in communities served. Over the seven year study of CAS-Carrera in NYC sites, versus the control group, participants were 30% more likely to have graduated high school or obtained a GED and 37% more likely to be enrolled in college. [9]

Leadership Academy is a four-year small group course facilitated by a mentor teacher. The sequence of courses will focus on the five principles of resiliency adapted from the Center on

[8] Wahistrom, K. "Changing times: Findings from the first longitudinal study of later high school state times." *NASSP Bulletin* (2002)

[9] Philliber Research Associates. "The Children's Aid Society Carrera Teen Pregnancy Program Annual Evaluation Report" (2014)

Research for Girls at the Laurel School: relationships, mind and body, creativity, purpose and growth mindset. In practice, the course will introduce girls to leadership and address the service learning aspect of the mission through teaching advocacy, public speaking and debate skills; service through community service, volunteerism and conducting a community needs assessment; and life skills through teaching financial literacy, job interviewing skills and preparing for the college admission process. BELA will administer the Devereux Student Strengths Assessment, an evidenced based social emotional assessment tool, three times a year, to monitor student growth in the eight social emotional competencies and will develop individualized intervention plans as needed. To support students' social-emotional learning, the holistic CAS-Carrera program will also provide BELA students with daily access to a mental health professional in addition to a medical advocate to make sure BELA students are receiving comprehensive medical care.

Organizational Structure and Capacity: BELA's key design elements are supported by an organizational structure designed to maximize support for teachers. The Head of School will report to the Board of Trustees (Board), and will oversee the school as a whole. The Head of School will oversee instruction and manage the Dean of Curriculum and Instruction, Dean of Student Support and Director of Finance and Operations. The Dean of Curriculum and Instruction will be responsible for the implementation of the educational program and assessments. The Dean of Student Support will oversee the implementation of the Leadership Academy and partnerships for student success. The Director of Finance and Operations will oversee operations, human resources, finance, facilities, technology, transportation and compliance. The Head of School will serve as instructional lead in Year 1 before the Dean of Curriculum and Instruction position is added to the School. In Year 2 forward, the Head of School will focus on monitoring student data and partnering with the leadership team, the Board and SUNY Charter Schools Institute to ensure the School is meeting its mission.

A unique feature of the School is that the applicants, the proposed Head of School and Dean of Student Support, have worked together for seven years and are experienced working in single sex high schools that serve girls from Bedford Stuyvesant, Brooklyn and the CAS-Carrera social-emotional learning program, which they've infused in the Leadership Academy developed for BELA.

c. 5% Districts

The demographic data for CSD 16 suggests that families are leaving the district for high school. By offering an attractive local schooling option, BELA anticipates it will be able to keep students who are currently leaving CSD 16 for high school in the district.

The establishment of BELA will provide high school-aged women in the area with a uniquely rigorous and high-touch educational opportunity. BELA's extensive community outreach has yielded feedback from parents, community members, elected officials, community based organizations, local elected bodies and CSD 16 schools. BELA has incorporated feedback in the design of the school and its services. Please see R03 –Proposal History for a complete list of feedback and how its been incorporated. Meaningful community engagement, a focus on

implementing research based programs, and experienced founders give the School confidence it will be of "significant educational benefit" to the students expected to attend the school. The School will further the objectives specified in Education Law §2850(2):

FURTHERING THE PURPOSE OF EDUCATION LAW §2850 (2)
(a) Improve student learning and achievement (§2850 (2))
BELA Objectives: - BELA's primary aim is to raise student achievement levels and put students on a trajectory to attend and graduate from college. - BELA will measure student proficiency using state tests, nationally-normed interim assessments, formative academic and social-emotional assessments, and assessments of career and college preparedness (see R05 and R07).
(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure [§2850 (2)]
BELA Objectives: - By locating in CSD 16, where only 48% of students in the 2010 cohort graduated, 28 percentage points below the NY State average (76%), the founders and Board of Trustees anticipates enrolling many students who are at-risk of academic failure and providing them with a high-quality public education. - BELA will employ the Project Based Learning instructional model, which has a record of success with high-need populations, such as English Language Learners (ELLs) and Students with Disabilities (SWDs). - BELA will provide all those who demonstrate a need with the time, tools and additional support to develop foundational reading, writing and math skills which will ultimately support content learning in all core subjects (see R05). - The STEAM Block, project-based math and science courses BELA offers make math and science accessible to ELLs and SWD, who may have trouble deciphering the technical language and abstract concepts of traditional science and math curricula. BELA teachers will utilize Universal Design for Learning (UDL), one of the best means of providing instruction to at-risk students.[10] - BELA's intersessions minimize skill and knowledge erosion while providing an opportunity for extra academic and enrichment programming.
(c) Encourage the use of different and innovative teaching methods (§2850 (2))
BELA Objectives: - BELA's single sex learning environment will enhance learning opportunities for high school girls. - By replicating the CAS-Carrera program, a BELA student's school day will integrate social-emotional learning with a certified social worker, clubs, access to medical care, a family life and sexuality educator and financial literacy to support their growth as a person. - BELA will strive toward a "paperless" learning environment by providing all

[10] http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm.

students with their own laptop adding to the personalization of their learning.
(d) Create new professional opportunities for teachers, school administrators and other school personnel (§2850 (2))
BELA Objectives: - A distributed leadership structure will empower teachers to act as Instructional Support Leaders to coach in four critical areas of the school: Curriculum, Professional Development, Assessment, and Student Support. - Over 150 hours hours of high quality professional development are built into the school year.
(e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system (§2850 (2))
BELA Objectives: - BELA will provide expanded choice as the only 9-12 charter school in CSD 16. In particular, BELA will be the only all-girls public high school and only public high school in CSD 16 offering IB. - Since 2011, CSD 16 has lost an average of 105 (17%) students annually between 8th and 9th grade. - During several CEC 16 meetings (see R03), community members have expressed interest in having advanced studies programs available to all students, BELA will provide expanded choices in the types of educational opportunities that are available to all students by having an International Baccalaureate program integrated into the 9-12 BELA experience.
(f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results (§2850 (2))
BELA Objectives: - In exchange for a high degree of autonomy in design and implementation of our school's program, BELA will be evaluated on its ability to achieve measurable student achievement results. - Ongoing progress monitoring conducted by classroom teachers and the student support-team will ensure that students are meeting benchmark and long term goals for growth. The Head of School will constantly monitor assessment results in order to ensure that students are meeting incremental growth goals at frequent intervals. (see R05) - The results of our comprehensive assessment system will be tracked by a Student Support Team that will help students generate actionable goals so that teachers are constantly being held accountable to supporting students in achieving academic goals (see R05).

R02d – Accountability Plan

ACADEMIC GOALS

Goal I: English Language Arts

Goal: Students will demonstrate proficiency in English language Arts.

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal II: Mathematics

Goal: Students will demonstrate proficiency in Mathematics.

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents math exam) by the completion of their fourth year in the cohort.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents math exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in math of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal III: Science

Goal: Students will demonstrate proficiency in Science.

Absolute Measures

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Goal IV: Social Studies

Goal: Students will demonstrate proficiency in Social Studies.

Absolute Measures

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

Goal V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measures

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

Goal VI: High School Graduation

Goal: Students will graduate with a NYS Regents Diploma.

Absolute Measure

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

Goal VII: College Preparation

Goal: Students will be prepared for prepared for college and career success.

Absolute Measure:

- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.
- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.

- 75 percent of students in 12th grade will pass the International Baccalaureate Theory of Knowledge exam (currently a score of 65 or higher).
- 75 percent of students in 12th grade will pass the International Baccalaureate Latin exam (currently a score of 65 or higher).

ORGANIZATIONAL AND NON-ACADEMIC GOALS

Goal VIII: Service and Leadership

Goal: Students will become the best versions of themselves

Absolute Measure:

- 100 percent of students will complete 100 hours of community service by the end of grade 12.
- 100 percent of graduating students will score satisfactorily on their senior capstone project as measured by BELA's scoring rubric.
- 100 percent of students in grades 9 and 10 will score satisfactorily on their service project as measured by BELA's scoring rubric.

Growth Measure:

- Each year, 90 percent of students will meet or exceed their individualized social-emotional growth goal as measured by the DESSA survey.

R03 - Proposal History Including Community Outreach

a. Applicant Information

Nicia Fullwood is a teacher and an administrator and proposed Head of School. She is a former Assistant Principal for two Urban Assembly schools and is now working full-time on the BELA application. She has served the students and families in Bedford-Stuyvesant, Community School District 16 (CSD 16) for ten years. Prior to her leadership roles, she was a New York City Teaching Mathematics Fellow at Thomas Jefferson High School in East New York. Her commitment to improving educational outcomes for her students led her to Harvard Graduate School of Education where she received a Masters of Education in Educational Policy and Management. While serving as the founding Program Director for the Children's Aid Society Carrera Adolescent Pregnancy Prevention Program (CAS-Carrera) at the Urban Assembly Institute of Math and Science for Young Women (UAI), she met Shannon Riley.

Shannon Riley is a social worker and proposed Dean of Student Support. She is a senior social worker for the College Success program at the Children's Aid Society. She received her Masters of Science degree in Social Work from Columbia University. For the past 7 years, Shannon has served as a social worker for the CAS-Carrera advising, supporting and counseling cohorts of young women in grades 6-12 at UAI. Many of the families and students she worked with live in Bedford-Stuyvesant, CSD 16, and she can proudly say they are the inspiration for BELA. Shannon also serves as Executive Director of The Riley Family Foundation, offering strategic planning and guidance in addition to coordinating and overseeing foundation giving.

b. Founders

The BELA applicant group and proposed Board of Trustees have been working collaboratively and creatively on the design of the BELA school model with the Bedford Stuyvesant community. Together, they collectively bring over 100 years of experience serving youth and empowering the next generation of leaders. The board was introduced to each other by the applicants. While the Board has no prior knowledge of knowing each other, the founders have worked with Board member in a personal and/or professional capacity. The board has been assembled since December 2014 and meets regularly. The applicants, Nicia and Shannon, have been working full-time on the proposal, school design and community engagement since June 2015. They have conducted school visits to high performing traditional public, charter and private schools and met with numerous school leaders. They have been particularly inspired by the Ann Richards School for Young Women Leaders, the Laurel School, Marymount School of New York and Sacred Heart Academy and have incorporated elements of their school design in BELA.

Nicia and Shannon were the primary authors of the proposal, meeting several times per week and communicating multiple times, daily, by phone and email. They met with each member of the applicant group frequently throughout the drafting process, and communicated with each team member at least weekly via phone or email. Founding team members accompanied Nicia

and Shannon to public meetings, conducted outreach on behalf of the school, and shared research and expertise that informed the school design. Each founding member reviewed the Letter of Intent and mission statement, suggesting changes and improvements as necessary. Founding team members reviewed sections of the application relevant to their expertise and provided feedback. In January 2015, the founding board received charter school governance training from Paul O'Neill, partner at Cohen, Schneider and O'Neill law firm.

To assist with the writing of the proposal and to ensure compliance with New York State charter school law, Paul O'Neill, Stephanie Mauterstock and Sarah Olle are serving as consultants. Paul is an education attorney with expertise in education law, charter schools and special education. He is a partner at Cohen, Schneider and O'Neill, senior fellow with the National Center for Special Education in Charter Schools and on the board of the NYC Autism Charter School. Stephanie is the former Chief Operating Officer of Manhattan Charter Schools, founder of Manhattan Charter School 2 and Board Chair of the Ascend Learning Charter Schools in Brooklyn. Sarah is the former Operations Manager at Manhattan Charter Schools and a Masters in Public Policy candidate at CUNY/Baruch College.

Founding Team Members

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
1. Nicia Fullwood	Skills/Experience: 10 years experience as a teacher and administrator for an all-girls public school serving middle and high school students from CSD 16. Masters of Education in Educational Policy and Management Harvard Graduate School of Education. Role: applicant	Head of School
2. Shannon Riley	Skills/Experience: 8 years experience as social worker and CAS-Carrera adviser for middle and high school girls from CSD 16. Masters of Science degree in Social Work from Columbia University. Role: applicant	Dean of Student Support
3. Wendy Barrales	Skills/Experience: writing teacher and instructional coach for an all-girls public school serving middle and high school students from CSD 16. M.A. in Literacy from NYU and currently a PhD student at CUNY- The Graduate Center. Role: adviser on curriculum design	ELA teacher
4. Wazina Zon don	Skills/Experience: 10+ years of experience as a sexuality educator and trainer with a focus on intersectionality and holistic sexuality, engaging stakeholders including teachers, students, parents and staff/administrators at every level. Role: adviser on curriculum design	Family Life & Sexuality Coordinator

Founding Board

Dr. André McKenzie serves as Vice Provost at St. John's University, where he has worked for the past 29 years. In addition to his administrative duties, he is an Adjunct Associate Professor in

the University's School of Education. He is a Past-President of the Teachers College, Columbia University Alumni Council and a recipient of St. John's University's Vincentian Mission Award and The Spirit of St. John's Award.

Tiffany Rothenberg is a staff attorney at the Manhattan Criminal Defense Practice of The Legal Aid Society (LAS). Tiffany is on the Emerging Philanthropists' Board of the Women's Prison Association and is an active member of the National Association of Professional Women. Prior to attending CUNY Law, Tiffany was a healthcare lobbyist for the Healthcare Association of New York State.

Michael Lackwood is an Associate Director of Investment, Oppenheimer & Co. Inc. He works with individuals, retirees, not-for-profit organizations, and closely held businesses. Michael supports educational opportunities and volunteers with youth organizations. Michael has experience working with real estate developers and raising funds for commercial development.

Diane Nathaniel is Guidance Counselor at PS 11 in Brooklyn. She is a resident of CSD 16 and a former Community Education Council 13 elected official. Diane is the mother of three children who attended public schools in Brooklyn.

Dr. Michael A. Carrera is Vice President of the Adolescence Division of the Children's Aid Society. Since 1970, Dr. Carrera has directed the Adolescent Sexuality and Pregnancy Prevention programs for the Children's Aid Society in New York and founded the current evidence-based, award-winning program (CAS-Carrera) in 1984.

Stacy Dubov is an Associate Investment Advisor with the Global Investment Opportunities (GIO) Group at JP Morgan Private Bank, where she focuses on multi-asset class investment idea generation and execution for brokerage clients. Stacy has an A.B. in Economics with concentrations in Finance and Eurasian Studies from Princeton University.

Sister Janet Kinney is a Sister of St. Joseph of Brentwood, Long Island, and has dedicated her ministerial career to working in the social services and health care fields. Currently, she is Executive Director of Providence House, a nonprofit organization that was founded to provide transitional shelter, permanent housing and support services to homeless, abused and formerly incarcerated women and their children. She has experience in securing, renovating and managing private facilities for Providence House.

Alma Mends is a management consultant at PricewaterhouseCoopers (PwC) where she focuses on providing clients with solutions and strategies to manage large-scale organizational and human capital changes. She previously worked in the nonprofit industry, first providing consulting services to small businesses, and then managing economic and community development programs.

Nicole Charette is the Director of Teacher Development at a Charter High School in Brooklyn, NY, prior charter high school Literature teacher. She has a Masters in Teaching from John Hopkins and has advised BELA on curriculum design and teacher professional development.

Keara Smalls is a first year college student at Brooklyn College. She is majoring in childhood education, with a concentration in History. Keara is a high school graduate of The Urban Assembly Institute of Math and Science for Young Women.

PROPOSED BOARD MEMBERS

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Dr. André McKenzie	Board Chair	Executive, Finance, and Academic committee	education	X	
2. Tiffany Rothenberg	Vice Chair	Executive and Development committee	legal	X	
3. Michael Lackwood	Treasurer	Executive and Finance committee	facilities, finance	X	
4. Diane Nathaniel	Secretary	Executive and Academic committee	parent, community member	X	
5. Dr. Michael A. Carrera	Board Member	Academic and Development committee	education	X	
6. Stacy Dubov	Board Member	Executive and Finance committee	finance	X	
7. Sister Janet Kinney	Board Member	Development committee	facilities, education	X	
8. Alma Mends	Board Member	Finance committee	human resources	X	
9. Nicole Charette	Board Member	Academic committee	education	X	
10. Keara Smalls	Board Member	Academic committee	former student	X	

In addition to support from the Board of Trustees, BELA co-founders have been in contact with several experts in the charter and non-profit space. Conversations are ongoing and thus far have been focused on: facilities, charter school governance and operations, race and gender

relations, charter school policy, establishing a community presence and building partnerships, and charter school finance. We are proud to say the following people have invested interest in the progress of BELA:

- Daree Lewis, Education Program Officer at the Robinhood Foundation
- Nelson Louis and Danny Yee, Ong Family Foundation (supported the founding and start-up of Central Queens Academy Charter School)
- Diane Morrison, Executive Director at the Kovner Foundation
- Evan Rudall , founder of Roxbury Preparatory Charter School and former CEO of Uncommon Schools
- Lisa Stulberg, Associate Professor of Educational Services at New York University; author of *Race, Schools, and Hope: African Americans and School Choice after Brown*
- CJ Crowder, Teach for America, advised on recruitment plans, interview guides, family engagement plans
- Laura Rebell-Gross, Director of Girls' Education, Young Women's Leadership Network, co-founder of Young Women's College Prep Charter School of Rochester.

In particular, BELA recognizes that if suitable public space is not provided by the NYC DOE, it will have to pursue private space which requires unique facilities expertise. While founding board members Janet Kinney and Michael Lackwood have facilities expertise, BELA has identified Dennis Suskind to serve as an advisor to the board on facilities. Dennis Suskind is a retired general partner of Goldman Sachs and has expertise in school facility management and expansion. He has extensive experience in real estate development, and is currently the Chair of the Building Committee at Marymount School of New York where they are in the process of building a 120,000 square foot building and renovating their campus.

C. Community Outreach

BELA is deeply committed to serving the needs of the Bedford-Stuyvesant community. Over the past year, BELA has conducted a concerted outreach effort to inform the community of the proposed school, solicit input from the community, and incorporate feedback into our school design. This outreach includes: website, Facebook, Instagram, flyers, meetings and correspondence with community stakeholders, and information sessions and focus groups. Below, we have outlined a detailed description of our community outreach approach.

Online Outreach:
Website: We created a public website, www.belahs.org, to inform the community about our proposed school and solicit feedback.

On our website, we solicit feedback through a short survey. To date we have received over 100 responses providing feedback. Some highlights include:

"As a principal of a Brooklyn elementary school, it will be an honor for our community to have a high school of excellence such as BELA join us. I am personally and professionally invested in the movement of uplifting and empowering young women. Let's join forces to ensure we partner in the efforts of the leadership team." - **TS, Brooklyn Educator**

"This is such a wonderful endeavor. Please know that I am a product of an all-girls high school education and a strong proponent to same sex education. It allows for the freedom to think independently, challenge oneself, and know that all aspects of my capabilities, as a female, is limitless. Please let me know if you need anything in any capacity from teaching to administration." – **ARB, NYCDOE Educator**

"As a Brooklyn resident and Uncle of two young nieces (who also live in Brooklyn), there's a huge need for a school that helps shape young girls into successful women. I fully support the idea and would love to see this become a reality. Please keep me posted on your progress. Good luck!" – **TT, Brooklyn Resident**

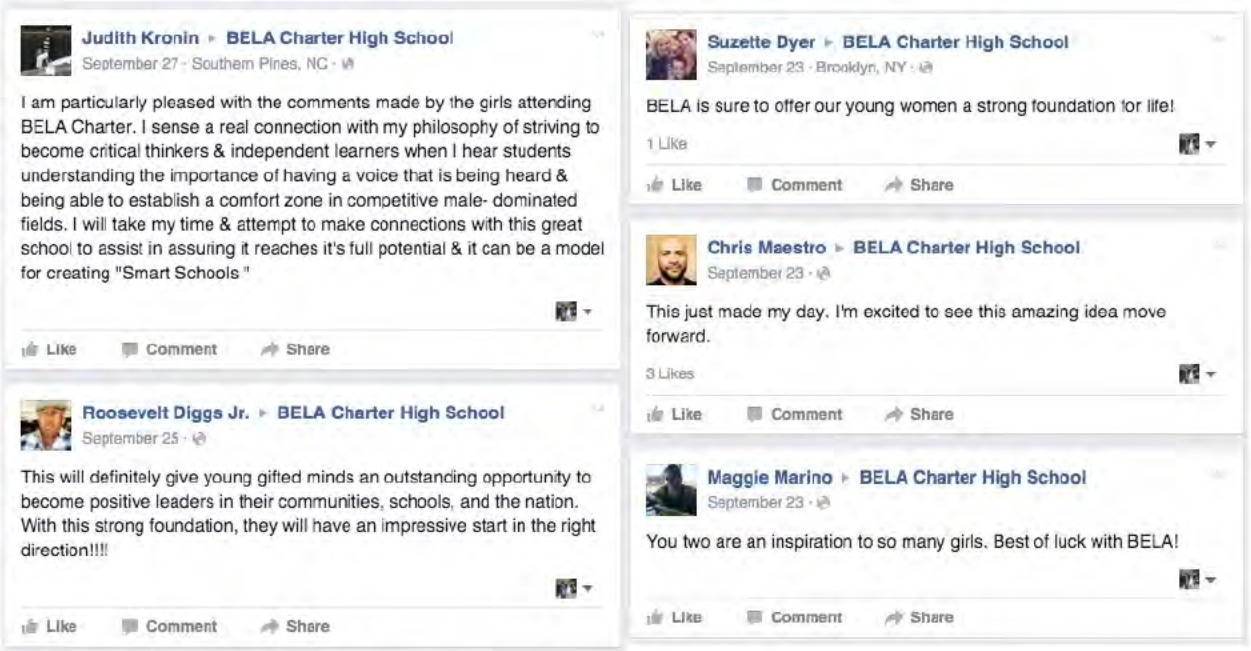
"This initiative is very worthy of support. There is a great saying in China...Women hold up half of the world...yet they are not supported half as much....This has to change and this school initiative is a step in the right direction. Brooklyn and beyond." – **DY, NYC Charter School Supporter**

"I am thrilled to have read of your proposal for BELA Charter High School on DNAInfo.com and wanted to introduce myself. I am a social worker and artist living in the Bed-Stuy area (currently in Ocean Hill, just east of Bed-Stuy and having lived and interned in Bed-Stuy during my graduate school years). I chose to become a social worker to offer creative leadership and capacity building opportunities for adolescent/teen girls. Therefore, when I heard that an all-girls school has been proposed to open in Fall 2017 I knew that I wanted to reach out to the both of you and offer my services in any way possible to make this school a reality. Please let me know if this offer interests you and I would love to meet in person to further discuss my collaborative involvement. "– **CR, CSD 16 Resident**

"I am a BedStuy homeowner. I love what you are doing with BELA! I teach at Harvard Graduate School of Design and Yale School of Architecture. I am a partner in a business that advises Environmental, Engineering and Architecture firms. Please let me know if I can help." –**BK, CSD 16 Resident and parent**

Facebook: We have created a Facebook page to share information about BELA, solicit feedback, and promote information sessions. Our Facebook page has received 619 "likes" to date.

We have also received many comments on the Facebook page of people expressing support for our school model. Highlights include:



Instagram: Our Instagram page, where we have also shared updates and promoted information sessions, has 137 followers to date.

We have also received many comments on the page of people expressing support for our school model.

Media Coverage: The New York City news website DNAInfo published an online story about the proposed school on November 11, 2015. The story also included a link to our short survey, the listing of our information session on November 19, 2015, and our contact information.

Subsequently, the DNAInfo article was reposted by Northeast Charter Schools Network, National Coalition of Girls Schools, and Chalkbeat New York, providing an opportunity to solicit feedback from a larger constituency.

Listservs: We posted on the following Yahoo groups: Bedford-Stuyvesant Parents (bedstuyparents@yahoogroups.com), 409 members and Bedford Stuyvesant Kids (bedstuykids@yahoogroups.com), 1122 members. Links to the school website, Facebook, Instagram, and interest survey were included in the message.

Integration of feedback:
Through our online platforms, we were able to reach a much broader audience beyond CSD 16, who provided feedback about their own educational experiences, preparing students for career and college, student engagement, and educational policies affecting their own state. These unique perspectives reshaped BELA's thinking on the following:

- Expanding the STEAM: After Year 9, students will select a STEAM pathway to continue studying and developing a unique set of skills for that particular field. Students will choose from Biomedical Science, Media Tech/Computer Science, or Engineering.
- Personalized educational experience: This aligns directly with the mission and vision of BELA and highlights a need seen by many stakeholders.

Meetings and Correspondence with Elected Officials:

New York Senator Martin Dilan	We met with State Senator Dilan on October 28, 2015 and shared information about the proposed school. The Senator stated that he supports parent choice. He encouraged us to conduct outreach to the boards of the New York City Housing Authority (developments in CSD 16 to ensure, despite the changing demographics within Bedford Stuyvesant, we continue to serve the neediest population of students. **We received a letter of support from the Senator (see R15e – Evidence of Community Support).**
New York State Senator Velmanette Montgomery	On October 28, 2015, we met with Ms. Eastmond, Education Director for State Senator Velmanette Montgomery's office. In addition to presenting the BELA school model, we discussed the current landscape of high school options in the area, rethinking parent engagement, mentoring, as well as teacher recruitment and training. On January 4, 2016, we informed Ms. Eastmond that BELA was invited to submit a full application to SUNY and communicated with the office in regards to receiving a letter of support.
New York State Assemblymember Annette Robinson	During our September 25, 2015 meeting with Assemblymember Annette Robinson, she shared her experience starting an independent school in Bedford-Stuyvesant. She liked the concept of BELA and suggested we incorporate a self-care component to the model and emphasized the importance of class size. She also encouraged us to explore a partnership with Interfaith Hospital to support the medical component of the Carrera model and emphasized the importance of supporting a local institution that is being revitalized. On January 4, 2016, we informed Assemblymember Robinson that BELA was invited to submit a full application to SUNY and also communicated with the office in regards to receiving a letter of support.
Public Advocate Letitia James	We met with Ibrahim Khan (Chief of Staff) and Barbara Sherman (Deputy Policy Director) from the Public Advocate's office on November 13, 2015. We shared information about BELA's program. Ms. Sherman informed us that the Public Advocate is working closely with traditional public schools. Unfortunately we were unable to secure a letter of support from this office.
Office of the Brooklyn	At the meeting with Deputy Borough President Diana Reyna on

Borough President Eric Adams	October 29, 2015, she emphasized the need for a "pipeline education" within the Brooklyn districts and parents to have not only choice, but better choices. She encouraged us to consider an IB program as its comprehensive model complements BELA's approach. Furthermore, she suggested that we consider aligning with the offices current education initiatives: digital learning and renewable and sustainable energy. **We secured a letter of support from the Brooklyn Borough President (see R15e – Evidence of Community Support).**
United States Congressman Hakeem Jeffries	Our board member, Tiffany Rothenberg, has a professional relationship with Congressman Jeffries. She has shared with him our intent to open a charter high school in CSD 16 and our request to receive feedback and suggestions from his constituents.
Congresswoman Nydia Velaquez	We have contacted Congresswoman Velaquez via email and certified mail informing her of our proposed school in addition to soliciting her feedback.
New York State Assemblymember Walter Mosley	Our board chair, Dr. André McKenzie, has a personal relationship with Assemblymember Mosley. He has shared with him our intent to open a charter high school in CSD 16 and our request to receive feedback and suggestions from his constituents. On December 15, 2015, we spoke with Chief of Staff Ms. Davis-Elliott to request a meeting with Assemblymember Mosley. An email was sent as a follow up with the website link and a copy of the Letter of Intent. Board members Diane Nathaniel and Andre McKenzie also spoke with the office on our behalf. We are waiting to confirm a meeting time.
New York City Councilmember Robert Cornegy	We have contacted Councilmember Cornegy via email and certified mail informing him of our proposed school in addition to soliciting his feedback.
New York City Councilmember Darlene Mealy	We have contacted Councilmember Mealy via email and certified mail informing her of our proposed school in addition to soliciting her feedback.
Office of the Kings County District Attorney	On January 14, 2016, we spoke with Wayne Williams, who is the senior advisory for intergovernmental relations with the DA's office. Mr. Williams discussed how the DA's office is in support of educational initiatives that enhance the trajectory of success for the young people in the community. He was impressed to hear about our community engagement, and believes that an all-girls school will benefit many of the young women living in Brooklyn. In an effort to secure a meeting with Congressman Hakeem Jeffries and Councilmember Cornegy, Mr. Williams said he would directly connect us with their Chief of Staff.

Integration of feedback:

Our meetings and correspondence with elected officials provided an opportunity to further understand the needs of the community from a global and a historical perspective, especially as many of the elected officials attended traditional public schools in the district. As a result, BELA is considering the following:

- Self-Care: Within our four-year Leadership Academy sequence, we will design a series of modules, in collaboration with Assemblymember Robinson's office, that address self-care from both the physical and mental health perspective.
- Teacher recruitment: We are continuing to seek partnerships with local organizations and will leverage these relationships to recruit faculty and staff from within the community.

Meetings, Correspondence, and Presentations with Local Elected Bodies:

Community Board 3 Chair Tremaine Wright	We met with Community Board 3 President Tremaine Wright on September 29, 2015. To build trust with the community, Ms. Wright encouraged us to be transparent about our funding sources. We also discussed the under-enrollment of many high schools in CSD 16, and she noted that many students left CSD 16 for high school but would likely stay in the area if there were higher quality options available.
CEC CSD 16 President Nequan McLean	We met with CEC 16 President Nequan McLean on October 27, 2015. Mr. McLean was supportive of the school model and invited us to present at the November 17th CEC meeting. Mr. McLean shared the following: - Many students go to high school outside of CSD 16 because their options are limited and of low-quality, and so the addition of a high-quality public school would be of great benefit to families. - It is important to build trust with parents, especially when discussing sensitive subjects like family life & sexuality. - It's important to stay true to our theme and mission. Many parents enroll their children in schools based on the the program offerings advertised, but are later disappointed by the program options.
CEC CSD 16	October 20, 2015: We attended the CEC 16 meeting where parents were petitioning to have at least one gifted and talented program within CSD 16. November 17, 2015: We presented our school model and solicited feedback. The community shared feedback on recruiting and retaining students with IEPs and private space rather than co-location. December 15, 2015: We attended the CEC 16 meeting where the Borough Director for Space Planning presented on school consolidations; several parents voiced their concern on this matter. January 19, 2016: We attended the CEC 16 meeting where the district supervisor for food and nutrition presented on the school food program. Also, the acting superintendent said that at the February CEC meeting she will share her vision and strategic plan for the district. A resolution

	was passed in favor of the consolidation of PS 636 and PS 627. **We secured a letter of support from Community Education Council 16 (see R15e – Evidence of Community Support).**
Community Board 3 Youth and Education Committee	October 8, 2015: We attended the Community Board 3 Youth and Education Committee meeting to inform them of the proposed school and solicit feedback. November 12, 2015: At Ms. Wright's request, we presented our school model and solicited feedback at the Community Board 3 Youth and Education Committee meeting. A committee member suggested we canvas the surrounding streets, where we intend to locate, to build relationships with local community members.
PS 308 PTA meeting	PTA President Gale and Treasurer Ms. Kemba Boothe invited BELA co-founders to present at the November 24, 2015 PTA meeting. At the meeting, parents were interested in a district-charter partnership with the recruitment of 8th grade students as well as collaborating on parent and community engagement events. We are anticipating a letter of support from the PTA. On December 14, 2015, we emailed with Ms. Kemba Boothe to share BELA's Letter of Intent. Ms. Boothe expressed her excitement for BELA and having PS 308 as a partner school. **We received an email of support from the PTA at PS 308 (see R15e – Evidence of Community Support)**.

Integration of feedback:
The feedback received from our meetings and presentations with local elected officials and district parents further amplified a number of needs, which are addressed within the BELA model.

- Relationships with District schools: As the Deputy Borough President suggested, parents are interested in having a "pipeline" of schools from Pre-K to grade 12 within the community. The BELA co-founders have made a concerted effort to meet with all district school leaders within CSD 16. It is our belief that these relationships will not only strengthen the experiences of students, but the community as a whole. We will continue to prioritize developing these invaluable relationships.
- Parent engagement: We are committed to meaningfully involving parents in the school community. In response to Mr. McLean's feedback, the Carrera model has a complementary Parent Family Life & Sexuality 14-week series where parents have the opportunity to experience similar age and stage appropriate lessons.

Meetings and Correspondence with Community Based Organizations:

St. John's Bread and Life	On January 19, 2015, we met with Tony Butler, the Executive Director of St. John's Bread and Life, a non-profit providing healthy meals and access to social services. During our initial meeting with Mr. Butler, he described the Bedford Stuyvesant community landscape and e-introductions us to

	many community stakeholders. He also spoke about the tight knit community in Bedford Stuyvesant and the need for 'quality schools'. Mr. Butler continues to serve as a thought partner to BELA co-founders. **St. John's Bread for Life wrote a letter of support for BELA (see R15e – Evidence of Community Support).**
Providence House, Inc.	Sister Janet Kinney is the Executive Director of Providence House, Inc., a non-profit organization serving women who are homeless and/or recently released from prison. She has served the Brooklyn community for many years. At our meeting on January 16, 2015, we discussed the importance of building relationships early on with local elected officials. After learning about the BELA school model, Sister Janet joined the BELA Board of Trustees. **We received a letter of support from Providence House, Inc. (see R15e – Evidence of Community Support).**
Bedford Stuyvesant Family Health Center	On February 18, 2015, we presented the school model to the Director of Marketing, Louis Giammarino, specifically discussing the medical component of the school model. There is alignment with BELA's and BSFHC focus on preventative care.
St. John the Baptist Parish	Fr. Emmet Nolan is the pastor of St. John the Baptist Parish. When sharing the BELA school model with him during our phone conversation on January 29, 2015, he suggested partnering with local middle schools and also encouraged us to outreach to the Archdiocese to discuss possible private space availability.
Mt. Lebanon Baptist Church	As a religious leader in the community, father of two young daughters, and a former educator, Pastor Lee reiterated the importance of building community and developing a mentorship program in our discussion on March 24, 2015. Pastor Lee invited us to present before his congregation on May 3, 2015 and January 17, 2016 (see notes in section below). **We received a letter of support from Pastor Lee (see R15e – Evidence of Community Support).**
Cornerstone Baptist Church	December 6, 2015: We met with Rev. Fraley to discuss the BELA school model. He expressed interested in supporting our efforts to secure private space within the district. December 13, 2015L We met with Rev. Aker and Rev. Fraley to discuss the proposed school. Both are committed to creating opportunities for the members of their congregation and community and support BELA. **We have received a letter of support from Cornerstone Baptist Church (see R15e – Evidence of Community Support).**
National Coalition of Girls' Schools	On November 17, 2015, we had a phone conversation with Olivia Haas, Director of Strategic Communications and Research. We had an opportunity to discuss the resources provided by NCGS, such as current research about single sex education, advocacy, as well as access to a network of schools looking for partnerships. **NCGS wrote a letter supporting BELA (see R15e – Evidence of Community Support).**

Girls Inc. of NYC.	October 13, 2015, Pam Maraldo is the Executive Director for the Girls Inc. of New York City. We had a phone conversation to discuss a partnership. After discussing the BELA school model and its alignment to the mission of Girls Inc., Ms. Maraldo was interested in partnering and co-authoring grants to support a data analytics elective, college trips, and the BELA Academy summer intensive. **We have received a letter of support from Girls Inc. of NYC (see R15e – Evidence of Community Support)**.
Brooklyn Community Services	In our discussion on October 2, 2015, Chief Operating Officer Farris, a longtime resident of Bedford Stuyvesant, expressed the need for additional options for parents. She was interested in our STEAM focus and opportunities to integrate their middle school after school all girls architecture program into the BELA school model. We are currently discussing an elective option and recruitment strategies with the J. Max Bond Center at the City College of New York.
Bedford Stuyvesant Parent Committee	On December 7, 2015, we met with a parent who organized the Bedford Stuyvesant Parent Committee. The parent shared that group members are looking for schools with progressive educational models that are located in the neighborhood. Parent group recently administered a survey to CSD16 parents. Highlights include: parents are looking for information about the schooling options available in the neighborhood, and that parents are looking for warm, diverse programs that incorporate art, science, and technology.
Children's Aid Society	BELA will be replicating the Carrera model with the support of Children's Aid Society and Dr. Michael Carrera, founder of the Children's Aid Society Carrera program. Dr. Carrera is a member of the BELA Board of Trustees and enthusiastic supporter of BELA. **CAS wrote a letter of support for BELA (see R15e – Evidence of Community Support)**

Integration of feedback:
Our phone and in person visits with local community based organizations whose focus is to engage young people and their families is creating a network of diverse supports for potential BELA young people and their families.

- Partnerships: BELA is committed to partnering with organizations that are mission aligned.
- Mentoring: Providing opportunities for BELA students to engage with not only community members, but professionals who are willing to share their industry experience is essential to the development of our young women. BELA is actively looking for a partnership with a mentoring program.

Meetings and Correspondence with CSD 16 and neighboring Pre-K-12 Schools:

CSD 16 Superintendents Evelyn Santiago and	We have contacted CSD 16 Superintendents Evelyn Santiago and Karen Watts via email informing them of our proposed school in

Karen Watts	addition to soliciting her feedback. On November 17, 2015, we had a brief discussion with Superintendent Evelyn Santiago about the school model and requested a formal meeting. She encouraged us to follow up with a member of her team to arrange a formal meeting. We will continue to prioritize soliciting feedback from the District Superintendents.
MESA Charter High School	On December 16, 2014, we visited MESA and met with Executive Director Arthur Samuel and Principal Pagee Cheung. Arthur and Pagee were helpful in discussing the charter application process, securing a location, and the importance of teacher recruitment and professional development. They continue to serve as thought partners to BELA co-founders.
Urban Assembly Institute of Math and Science for Young Women	In a discussion on September 24, 2015, Principal Kiri Soares provided insight on school culture and branding. We also discussed potential partnership opportunities between the schools. She will continue to serve as a mentor to the co-founders.
Bedford Stuyvesant New Beginnings Charter School	The Principal and Guidance Counselor were supportive of the school model in our meeting on October 2, 2015. They said many parents preferred to keep their children in CSD 16 in a charter school, and many had asked specifically about all-girls high school options. **We received a letter of support from Bedford Stuyvesant New Beginnings (see R15e – Evidence of Community Support).**
PS. 308 Clara Cardwell	On November 24, 2015, prior to the PTA meeting where we were presenting the BELA school model to parents, we met with Interim Acting Principal Rodriguez. She was excited to learn about a new high school option, with a STEAM focus, for the young women at PS 308.
P.S. 262 El Hajj Malik El Shabazz Elementary School	During a visit to meet with the CEC 16 President on October 27, 2015, we were introduced to Principal Ferguson. We had an opportunity to share the school model and express interest in partnering with the school on parent and community engagement events.
M.S. 57 Whitelaw Reid	On September 25, 2015, we exchanged email correspondence with Principal Douglass sharing the school model and possible partnership opportunities. Principal Douglass responded on September 25th with "I would love to help with this initiative."
Young Women's Leadership Network	On December 11, 2015, we met with Laura Rebell Gross, Director of Girls Education and co-founder of Young Women's College Prep Charter School of Rochester. She was helpful and thoughtful in sharing feedback from her own experience in starting a charter school in Rochester. She also encouraged us to connect with the National Coalition for Girls Schools (which we have already done) and was impressed by BELA's core values. She shared that from her

	experience, it is important to foster student-teacher relationships and that she truly believes in the transformative experience a young woman can have at an all-girls school.

We've contacted Principals of the following schools in Bedford-Stuyvesant to inform them of the proposed school and solicit their feedback: Brownstone School, PS 297, Brighter Choice Community School, Brooklyn Excelsior Charter School, Explore Empower Charter School, La Cima Charter School, Launch Expeditionary Learning Charter School, M.S. 035 Stephen Decatur, M.S. 267 Math, Science, Technology, M.S. 584, Madiba Prep Middle School, P.S. 005 Dr. Ronald McNair, P.S. 021 Crispus Attucks, P.S. 025 Eubie Blake School, P.S. 026 Jesse Owens, P.S. 028 The Warren Prep Academy, P.S. 243K The Weeksville School, P.S. 309 The George E. Wibecan Preparatory Academy, P.S. 335 Granville T. Woods, School of Business, Finance and Entrepreneurs, Teaching Firms of America-Professional Preparatory School, Upper School P.S. 25, and Young Scholars' Academy for Discovery and Exploration.

Furthermore, we've contacted the following pre-K programs in Bedford-Stuyvesant to inform them of the proposed school and solicit their feedback: Early LIFE, Friends of Crown Heights Education Centers, St. Mark's Head Start, and Mary Bethune Child Development Center.

Integration of feedback:
Our conversations with school leaders in CSD 16 and neighboring districts underscored the importance of school culture and making a concerted effort to collaborate with fellow schools. Both sentiments are reflected in the BELA school model and our approach to community outreach. We too believe in establishing a school culture that is filled with traditions, a focus on academic excellence and character development in addition to providing structure and warmth. In fact, we've designed a summer institute, BELA Academy, to begin establishing school culture prior to the start of the school year.

Information Sessions and Focus Groups:

Macon Library	March 4, 2015: This session was attended by five community members. Many participants were supportive of the school model. November 3, 2015: We presented the school model to 15 community members (parents, students, and educators). Participants filled out paper surveys and their feedback included early discussions about post secondary plans, working technology, and uniforms.
Bedford Library	November 19, 2015: This session was attended by five parents in the district. Feedback centered around integrating technology in the curriculum, college credit courses, and school uniforms.
Board members Brooklyn Residence	April 11, 2015: This small focus group with female students currently attending an all-girls school and residents of Bedford Stuyvesant allowed us to discuss and explore components of our proposed school model with our target student population.

Mt. Lebanon Baptist Church	May 3, 2015: This presentation was well attended by over 200 local congregants. Many congregants were supportive of an all-girls school and expressed gratitude that support was being offered to the young women within the community. January 17, 2016: We spoke before about 200 congregants to share an update on the progress of BELA and also to invite them to learn more about the school model after service.
Bedford Stuyvesant New Beginnings Charter School	October 23, 2015: This information session was attended by 17 8th grade students and three staff members interested in learning more about a potential high school option. Students provided feedback on a paper survey. Many students highlighted wanting to attend a school with extracurricular activities, close proximity to their home, and AP courses. December 8, 2015: We facilitated a focus group that was attended by 10 young women in both the 7th and 8th grade. They were excited to learn about a school with a focus on science and technology, and also discussed how it is important to them that their teachers are patient and available for when they have a question or need help understanding a new concept. Several girls also mentioned that they would prefer not to have to travel far for high school.
St. John's Bread and Life	October 28, 2015: We presented the school model to 45 Bread and Life clients and then had a focus group with 15 clients whose children or grandchildren could be potential BELA students. We started the session by having them fill out a paper survey and then facilitated a discussion where clients gave feedback about the school model. Clients feedback included strategies for developing sisterhood, teaching students how to be responsible with technology, wanting their children to have learning experiences outside of the classroom and 100% of the clients wanted their children to have caring and respectful teachers.
Cornerstone Baptist Church	January 10, 2015: We presented and shared information on the school model to the congregation of Cornerstone Baptist Church. Pastor Aker commented on how he was excited to see us partnering with the church community. In addition to requesting feedback on the school, we also asked people to create a 'BELA Vision Flag' in response to the questions, 'What is your HOPE for the young women of Bedford-Stuyvesant?' It was a creative way to engage the community, and many responded with words of wisdom and encouragement.

Integration of feedback:
The information sessions and focus groups allowed us to hear directly from students and families in the district. Thus, enhancing the BELA model based on the specific wants and needs of the students and families we intend to serve.

- Uniforms: Similar to the sentiments of many families, we believe our students should wear a uniform. At BELA, a uniform is reflective of a young woman who is prepared to focus on the day's learning.
- College credits: Through the International Baccalaureate program, BELA students will have the opportunity to earn college credits. We are also exploring partnerships with College Now and Medgar Evers College as well as College Advantage Program at St. John's University.

Flyers: Over the past year, we distributed over 3000 flyers publicizing information sessions and the BELA school model. We posted and distributed flyers in both English and Spanish at soup kitchens, Bedford and Macon libraries, religious institutions, businesses, and at community events within CSD 16.

Ongoing Outreach: BELA will continue its outreach efforts to inform the Bedford Stuyvesant community about the proposed school and provide community members opportunities to provide input, including:

1. Monday, February 8, 2016 – Presenters at the 2016 Global Forum on Girls' Education hosted by National Coalition of Girls' Schools
2. Scheduling a meeting with Congressman Hakeem Jeffries. We have communicated with the District Office Director, Tasia Jackson, and are waiting to finalize a meeting date/time.
3. Scheduling a meeting with Councilmember Robert Cornegy. We have communicated with his Chief of Staff, Stefani Zimmerman, and are waiting to finalize a meeting date/time.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

BELA's founding group submitted a Letter of Intent to New York State Board of Regents in February 2015 under the same name and was not invited to submit a full application. New York State Board of Regents' reply indicated they did not find the community outreach met their requirements.

Committed to founding BELA, applicant Nicia Fullwood resigned from her job in June 2015 and has been working full-time on community engagement and the BELA school design. Applicant Shannon Riley is working part-time with CAS-Carrera and part-time on community engagement and the BELA school design.

e. Letters of Justification for Previously Denied Applications

Please see R03e – Letters of Justification

f. Founder Credentials

Please see R03f – Founder Credentials, which includes resume or biographical statement for all founding team members and the completed "Request for Information from Prospective Charter School Board Members" ("RfI") for all proposed board members.

g. Outreach Evidence

Please see R03g – Outreach Evidence. Evidence of student demand and community support is provided in R15c – Evidence of Student Demand and R15e – Evidence of Community Support respectively

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

OFFICE OF SCHOOL INNOVATION
CHARTER SCHOOL OFFICE
ROOM 5N EB MEZZANINE, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-1405; charterschools@nysed.gov

VIA ELECTRONIC TRANSMISSION

February 25, 2015

Dr. Andre McKenzie
[redacted]

Shannon Riley
[redacted]

Dear Dr. McKenzie and Ms. Riley:

Thank you for your submission of a Letter of Intent to Apply for a charter authorized by the Board of Regents to establish the proposed **Brooklyn Emerging Leaders Academy Charter High School**. The Department's Charter School Office staff reviewed your Letter of Intent and finds that it does not contain all of the required information and/or does not meet the submission requirements, as described in the *2015 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents*. In particular, your Letter of Intent does not provide complete information in the following section(s):

- Section IV(a) Public Outreach: The description of the public outreach conducted to date to solicit community input regarding the proposed school is general and does not include sufficient information and/or dates of public meetings held, discussions with community parents, stakeholders or organizations, public awareness campaigns, media coverage or results from surveys conducted.

- Section IV(b) Community Support: The applicant group fails to provide a description/analysis of its initial assessment of parent interest in its proposed charter school to allow the school to reach its anticipated enrollment.

Accordingly, your Letter of Intent is not accepted and your applicant group is not invited to submit a Full Application in Round 1 of the 2015 charter school application review cycle. Please be reminded that the application process is competitive and, pursuant to §2852(6), this decision is final and not reviewable. Applicant group phone calls to Charter School Office staff to discuss the decision will not be accepted.

Your applicant group has another opportunity to resubmit, and may begin the process again with the submission of a new Letter of Intent in Round 2 of the 2015 application review cycle. The Round 2 deadline for submission is **3:00 p.m., June 23, 2015**. Please follow the submission directions outlined in the 2015 RFP and in the submission portal at https://nysed-cso fluidreview.com. The portal will open on June 8, 2015.

Thank you for your interest in developing a high quality charter school in New York State.

Sincerely,

Vickie Smith
New Schools Coordinator

cc: Bill Clarke

Nicia Monik Fullwood

[redacted] ♦ Brooklyn, New York 11226 ♦ [redacted]

Education

City University of New York, Brooklyn College, Brooklyn, New York
Master of Education in Educational Leadership, December 2011

- School Building Leader Certification

Harvard University, Graduate School of Education, Cambridge, Massachusetts
Master of Education in Educational Policy and Management, June 2008

City University of New York, Brooklyn College, Brooklyn, New York
Master of Science in Mathematics Education, June 2006

- New York City Teaching Fellows Program, Cohort 8
- Secondary Mathematics Certification

Southern Methodist University, Dallas, Texas
Bachelor of Science in Electrical Engineering with a minor in Mathematics, May 2004

- SMU Scholarship Recipient and Multicultural Academic Award Recipient



Leadership Experience

- Reduced behavioral incidents significantly by creating a school wide discipline plan for both staff and students based on the school's virtues
- Developed a middle and high school master schedule to guarantee maximum instructional time for teachers and students
- Supervised a team of 12 professionals including teachers (financial literacy and family life and sexuality educators), social workers, community organizers, and tutors
- Conducted pre and post conferences for teacher evaluations and observations
- Managed classes of 27-30 students in heterogeneous groupings

Curriculum and Instruction Experience

- Designed and facilitated workshops on using data to inform instructional goals
- Planned a 4-week summer enrichment program for 60 middle school students
- Created and implemented a preparatory program for students preparing to take the NYC Specialized High School Exam
- Developed a six-week intensive trigonometry course for pre-college students

Project Management Experience

- Restructured the instructional support department to meet programming and instructional needs of students with Individualized Education Plans
- Managed a $2.8 million annual budget to ensure school and city goals were met
- Organized a Youth Conference for 60 Boston teens focusing on community activism
- Coordinated all logistical details for the New York State Regents Examinations for 350 high school students.
- Planned and executed an after school tutoring program for 75 students to provide additional academic support

Evaluation & Research Experience

- Developed surveys to evaluate Boston Public Schools district-wide professional development offerings; presented findings in a detailed program evaluation report
- Assessed Somerville Public Schools professional development plan; created strategic professional development plan; made recommendations to the Superintendent
- Created policy recommendation reports for components of No Child Left Behind Act (NCLB) in an attempt to create positive impacts on the quality of education for students from disadvantaged backgrounds
- Conducted an extensive literature review on mnemonic techniques used for teaching mathematics
- Utilized Microsoft PowerPoint, Microsoft Excel, Microsoft Word, and SAS to analyze data and prepare presentations

Volunteer & Professional Organizations

Math for America
School Leadership Fellow, September 2014
Association for Supervision and Curriculum Development
Member, September 2013
Red Hook Initiative, Brooklyn, New York
Volunteer for Hurricane Sandy Relief, November/December 2012
Robin Hood Foundation, New York, New York
Volunteer for Annual Benefit, May 2010
The Leukemia and Lymphoma Society's Team in Training, New York, New York
Montauk Century Ride Participant, January 2009-June 2009
Harvard Graduate School of Education Black Student Union, Cambridge, Massachusetts
Youth Day Committee Chair, September 2007-June 2008
High School for Civil Rights UFT Consultation Committee, Brooklyn, New York
Member, September 2006-June 2007
Thomas Jefferson High School Campus, Brooklyn, New York
Women's Soccer Coach, February 2005-June 2006
Delta Sigma Theta Sorority Inc.
Member, April 2001-Present

SHANNON RILE
[redacted]
New York, NY 10003
[redacted]

Education

COLUMBIA UNIVERSITY, NEW YORK, NY 2005 - 2007
Masters of Science in Social Work, Concentration in School Social Work

VILLANOVA UNIVERSITY, VILLANOVA, PA 2000 - 2004
Bachelor of Arts, Communication Minor: Human Services & Education, Cum Laude

[redacted]

Additional

- Participated in a month long mini MBA program at Villanova University to help build leadership skills and business strategy in the work place.
- Goldman Sachs Global Education Conference, Stanford University 2012 and Harvard University 2014
- The University of Chicago Booth School of Business, Private Wealth Management Program
- Co-chair of the Junior Board for the New York Police and Fire Widows' and Children's Benefit Fund
- Young Alumni Chair for the Villanova University Campaign Executive Committee
- Active with Robin Hood Foundation, Mollie's Fund, St. John's Bread & Life, Swim Across America
- Class participant in Designing a Charter School course at Teacher's College, facilitated by Paul O'Neill

Wendy Barrales

[redacted]
New York, NY 10029

Education

The Graduate Center – CUNY
Ph.D. in Urban Education – Language, Context, & Culture — In progress

New York University, Steinhardt
M.A. in Literacy Education – Emergent Readers — Completed 2011

California State University, Los Angeles
B.A. in Education – Urban Learning — Completed 2010

Certification

New York State Common Branch (1-6) — Received 2010
California State Multiple Subjects Credential (K-6) — Received 2010
New York State Reading Specialist (Birth- 6th grade) — Received 2011

[redacted]



Career Highlights

WGBH & Annenberg Learner's: *Reading and Writing in the Disciplines*

- Video lessons from my classroom are featured on a set of online, media-based professional development materials intended to help prepare discipline-area teachers to provide reading and writing instruction as well as incorporate the new Common Core State Standards in reading and literacy within the disciplines.

Learning Cultures Symposium

- Co-facilitated annual symposium at the New York Public Library around the theoretical framework and research behind *Learning Cultures.* Attendees included educators from various organizations from all over the city.

NYCoRE Annual Conference 2014: *Radical Possibilities*

- Co-facilitated a workshop around the finding of our Inquiry to Action Group (ItAG) regarding social justice based curriculum as an educator of color.

Languages

Fluent in Spanish (spoken and written)

Wazina Zondon
[redacted]
Brooklyn, NY 11226
([redacted]

Education

International Relations, State University of New York at New Paltz; May 2004.

Summary of Qualifications

- Ten years of extensive experience with and passion for training with an intersectional lens on issues of holistic sexuality, with specific expertise on sexual orientation, gender, gender non-conformity, gender identity & gender expression
- A diplomatic and cooperative leader with the ability to foster understanding between stakeholders, including school-based staff/faculty, students and parents, caregivers and guardians

[redacted]



Professional Involvement, Independent Workshops & Presentations

New York Collective of Radical Educators (NYCoRE) June 2008 – Present

- Developed, contributed to and edited *Beyond Tolerance Guide*, a curricular resource guide to support educators in addressing LGBTQI issues and themes in classrooms
- *Queer Topics: Talking Gender and Sexuality with Middle & High School Youth:* a co-facilitated workshop for Teacher Action Group, Philadelphia, PA (2010)
- *Interrupting Islamophobia:* 8-week study group facilitated for educators to understand, unpack and address islamophobia in their classrooms (2010)
- *Pipeline Pedagogy:* 8-week study group facilitated for educators to explore the policies, practices and sociocultural norms which create the school to prison pipeline in NYC and nationally (2011)
- *A Year in the Life of a GSA:* best practices workshop for youth leaders at educators at the annual Beyond Tolerance Conference, New York City (2011 & 2012)
- *Gender, Gender Identity & Experience through Tableaux:* a workshop for youth and educators at the annual Beyond Tolerance Conference, New York City (2011)
- *Don't Call Me Baby: Speaking about Sexism:* a 6-week study group facilitated for educators at large to interrogate how sexism affects and impact personal and professional work and create actions to interrupt and challenge it's manifestations (in progress)

Coming Out Muslim: Radical Acts of Love (COM) October 2011 – Present

Co-creator, co-writer and co-performer of a storytelling performance exploring the intersections of queer identity, Muslim faith and personal identity. The performance travels around the nation challenging homophobia, racism, islamophobia, and sexism through a hybrid medium of education and entertainment.

Creating Classrooms of Justice: Teaching Gender Studies in School: served as educator expert panelist for at the American University of University Women (AAUW), St. Louis Missouri (2013)

LGBTQ-inclusive Sex Education: served as sexuality expert panelist for the NYC Independent Schools LGBTQ Educators Group, New York City (2013)

Roadmaps: Educators Navigating the Coming Out Process: served as educator panelist for the NYC Independent Schools LGBTQ Educators Group, New York City (2014)

Supporting LGBTQ Youth of Color: served as expert educator panelist for the Trevor Project's NextGen campaign, New York City (2014)

Intersections of Faith, Sexuality & Race: served as expert panelist for the Consortium of Higher Education LGBT Resource Professionals (2014)

Creating An Inclusive Classroom for All Students: Professional Development for the staff of the Collegiate School, New York City (2014)

Teaching Intersectional Feminism and Ethic Studies in K-12 Settings: Panel at the Action on Education Scholar & Feminist Conference at Barnard University, New York City (2015)

Recognition & Acknowledgements

- **June 2013,** featured in the HBO documentary, *The Out List* which captures the experiences and stories of LGBTQ identified Americans
- **April 2005,** Planned Parenthood Federation of America's *Future Faces of Feminism*
- **February 2004,** Recipient of the 2004 Choice USA's Top 30- Under 30 Activists for Reproductive Freedom

Nicole Ann Charette [redacted]
[redacted] – Brooklyn, NY 11205

Education

09/07-5/09 **Johns Hopkins University** **Baltimore, MD**
- Master's Degree in the Art of Teaching
- Concentration in English Literature
- 3.98 GPA

09/03-05/07 **Loyola University in Maryland** **Baltimore, MD**
- B A. in English; minor in Business

[redacted]

Awards, Nominations, and Organizations

10/15- Present **NAATE Fellow, Cohort VIII**
- Executed 36 day professional development opportunity with teachers from across the country

11/14 **Fisherman Prize for Superlative Classroom Practice Nomination**

06/14 **Big Apple Teacher Excellence Award** **New York, NY**
- Finalist for Teacher Excellence Award, top 40 out of 3,000 nominations

Skills

Leadership Roles
- Designed and executed PD sessions at MESA, Democracy Prep Charter High School, and Teach For America with a focus on classroom management, "backwards" planning (UbD), and promoting student voice in the high school classroom

SUNY Charter Schools Institute
The State University of New York

Request for Information from Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.[1]

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

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[1] Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

(available at http://www.newyorkcharters.org/model-charter-agreement/), which are the same or very similar to those of each education corporation's Charter Agreement.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
    - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
    - Charter Agreement Exhibit A, "Terms of Operation;"
    - By-laws, which may:
        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. ***Responsible Tasks***

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Andre McKenzie, Ed.D.
   Home Address: [redacted], New York, NY 10003
   Business Name and Address: [redacted] Queens, NY 11439
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes, I currently serve on the board of Nalene, Inc., a non-profit, youth development organization whose primary mission is to provide inclusive and comprehensive after-school programs for children and youth of Maseru, Lesotho, many of whom have been orphaned and affected by HIV/AIDS. I also serve on the Board of Trustees for St. Francis Preparatory School, Fresh Meadows (Queens), NY.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
   ☒ I / we do not know any such persons.
   ☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. I would speak directly with the board member to find out indeed if he/she is involved in any potential conflicts. If confirmed, I would being the matter to the attention of the board and seek resolution of the issue (i.e., removal/resignation of said board member or his/her cessation of involvement in conflict of interest activities/organizations).

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, André McKenzie, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Signature

January 16, 2016
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

André McKenzie, Ed.D.
[redacted] New York, NY 10003
[redacted]

[redacted]

[redacted]



PROFESSIONAL ACTIVITIES

Group Facilitation & Training

- "A Campus of Difference" Diversity Training Program, College of Mt. St. Vincent, Riverdale, NY, July 29, 2014.
- "Looking Back, Moving Forward", Staff Training Program, Hunter College - SEEK Office, New York, NY, October 2013.
- "A Campus of Difference" Diversity Training Program, Polytechnic Institute of New York University, Brooklyn, NY, April 2013.
- "A Campus of Difference" Diversity Training Program, College of St. Elizabeth, Morristown, NJ, February 2013.
- Chair, Office of Multicultural Affairs Review Team, University of Dayton, Dayton, OH, January-February, 2012
- Association for Student Conduct Administration, Strategic Planning Committee for Diversity, University of Memphis, October 2011.
- Baruch College, Division of Student Affairs, Leadership Training – Diversity, New York, NY, January 2009.
- Association for Student Judicial Affairs, Diversity Task Force Summit, Washington University of St. Louis, September 2007.
- Futurework Institute, Brooklyn, NY; Boeringher Ingleheim Pharmaceuticals, Chicago, IL & St. Louis, MO, June 2006.
- National Association for Campus Activities, Board of Director's Training, Diversity Task Force, Myrtle Beach, SC, May 2003.
- National Association for Campus Activities, Board of Director's Training, Diversity Task Force, Columbia, SC, July 2002.
- National Association for Campus Activities, Multicultural Task Force, Charlotte, NC, April 2001.
- U.S. Department of Education – Boston Office for Civil Rights, Boston, MA, February 2001.
- National Association for Campus Activities, Multicultural Task Force, Charlotte, NC, December 2000.

- U.S. Department of Education – Boston Office for Civil Rights, Boston, MA, November 2000.
- U.S. Department of Education - Office for Civil Rights (Eastern Division Management Team), Team Building Training Retreat, Chicago, IL, July 2000.
- U.S. Department of Education - Office for Civil Rights (Eastern Division), Planning Retreat, Poughkeepsie, NY, April 2000.

Grants

- **New York Gaining Early Awareness and Readiness for Undergraduate Programs (NYGEAR UP)** (Co-Project Investigator): Awarded $1.2 six-year grant in 2015 to provide at-risk youth, beginning in the middle grades, with the preparation and support needed to graduate high school and enter college. New York State Higher Education Services Corporation.

- **Out-of-School Time Middle School Initiative – SONYC (School's Out New York)** (Co-Project Investigator): Awarded $1.1 million five-year contract in 2014 to provide a daily afterschool program for middle school students at Vista Academy, located in the East New York community of Brooklyn, NY. Department of Youth and Community Development, City of New York.

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** (Co-Project Investigator): Awarded $3.4 million seven-year grant in 2014 to provide at-risk youth, beginning in the middle grades, with the preparation and support needed to graduate high school and enter college. Initial award August 1999, United States Department of Education.

- **College Access Challenge Grant** (Co-Project Investigator): Awarded $50,000 one-year grant in 2013 to provide at-risk youth with college readiness activities and access to college resources. New York State Education Department.

- **Ronald E. McNair Postbaccalaureate Achievement Program** (Project Investigator): Awarded $1.1 million five-year grant in 2012 to prepare low-income, first generation college students and students from groups underrepresented in graduate education for doctoral study. Initial award October 1999, United States Department of Education.

- **College Access Challenge Grant** (Co-Project Investigator): Awarded two one-year grants in 2012 totaling $136,000 to provide at-risk youth with college readiness activities and access to college resources. New York State Education Department.

- **Student Support Services** (Co-Project Investigator): Awarded $1,080,000 five-year grant in 2010 to provide opportunities for academic development, assist students with basic college

requirements, and to motivate students toward the successful completion of their postsecondary education. United States Department of Education.

Accreditation

- External Review site team (Chair), University of Dayton, Dayton, OH, Office of Multicultural Affairs, February 2012
- Accreditation site team member for the Middle States Association of Colleges and Schools: March 2008, March 1999 & April 1998.
- Accreditation site team member for the New York State Education Department, February 1998.

COMMITTEE MEMBERSHIPS/ACTIVITIES (St. John's University)

- Faculty Advisor: Alpha Phi Alpha Fraternity, Inc. - Theta Epsilon Chapter; Kappa Alpha Psi Fraternity, Inc. – Mu Pi Chapter, and Phi Beta Sigma Fraternity, Inc. – Lambda Rho Chapter.
- Co-Chair, President's Multicultural Advisory Committee, 2004 - Present.
- Executive Planning Committee, 1999-Present.
- NCAA Certification Steering Committee; Chair, Academic Integrity Subcommittee, 2008- 2009; Chair, Governance & Commitment to Rules Compliance, 1998 - 2000.
- Co-Chair, "Living Our Mission: The Diversity Initiative" Committee, 1996-2001.
- University Personnel Committee (review of faculty applications for reappointment, tenure and promotion) 1994 - Present.
- Middle States Accreditation Steering Committee; Chair, Cultural Diversity Task Force, 1993 - 95; Co-Chair, Mission Committee, 2003 - 2005.

PUBLICATIONS

- McKenzie, A. (2012). Those Who Carried the Torch: The General Presidents of Alpha Phi Alpha. In S. Bradley & G. Parks (Eds.), *Alpha Phi Alpha: A Legacy of Greatness, The Demands of Transcendence*. Lexington, KY: University Press of Kentucky.
- McKenzie, A. & Thomas, C. (2005). Diversity and Student Freedom. In R. Ackerman, L. Vaccaro, & W. Werner (Eds.), *Student Freedom Revisited: New Issues and Perspectives*. Washington, DC: National Association of Student Personnel Administrators.
- McKenzie, A. (2005). In the Beginning: The Early History of the Divine Nine. In T. Brown, G. Parks, & C. Phillips (Eds.), *African American Fraternities and Sororities: The Legacy and the Vision*. Lexington, KY: University Press of Kentucky.
- McKenzie, A. (1990). "Community Service and Social Action: Using the Past to Guide the Future of the Black Greek-Letter Fraternity." *NASPA Journal* 28 (1), 30-36.

EDUCATION

Doctor of Education, Student Personnel Administration in Higher Education, Teachers College, Columbia University, New York, NY

Master of Education, Student Personnel Administration in Higher Education, Teachers College, Columbia University, New York, NY.

Master of Science, Guidance and Counseling, Illinois State University, Normal, IL

Bachelor of Science, Education, Illinois State University, Normal, IL

POST DOCTORAL STUDY

Certificate, Institute for Educational Leadership, Harvard University, Graduate School of Education, Cambridge, MA, July 2001.

Certificate in Management Development, Cornell University, School of Industrial and Labor Relations, New York, NY, February 2000.

ACTIVITIES

- Adelphic Union Lodge #14, Most Worshipful Prince Hall Grand Lodge of NY, Free & Accepted Masons
- Alpha Phi Alpha Fraternity, Inc. – Gamma Iota Lambda Chapter, Brooklyn, NY (Initiated 1/76 – Eta Tau Chapter, Illinois State University)
- Habitat for Humanity, New Orleans, LA, 2007-2008
- NAACP
- New York Urban League
- Schomburg Center for Research in Black Culture
- Teachers College, Columbia University: Alumni Council President, 2005 - 2007, Program Committee Chair, 2000 – 2005; Alumni Mentoring Initiative, 1999 – Present.

AWARDS & HONORS

- *Champion for Change* Award, Anti-Defamation League, A World of Difference Institute, 1998
- Citation of Honor – Education Award, Presented by Queens Borough President Melinda Katz, February 2014
- Excellence Award, Sigma Gamma Rho Sorority, Inc. Rho Xi Chapter, March 2012
- Honoree, Kappa Delta Pi, International Honor Society in Education (Kappa Eta Chapter), 50th Anniversary Gala, April 2014
- Latino Heritage Month Award, St. John's University, 2004
- Legacy Award, African-American History Month, St. John's University, 2003
- Man of Distinction Award, Delta Sigma Theta Sorority, Inc. Queens Alumnae Chapter, 2004

- Outstanding Administrator's Medal, St. John's University, 2001
- Outstanding Faculty Advisor, St. John's University Department of Greek Life, 2011
- "Salute to Excellence" in Community Education Award, Alpha Kappa Alpha Sorority, Inc, North Atlantic Region Educational Advancement Foundation, 2013
- Special Achievement Award, St. John's University Office of Grants and Sponsored Research, 2000
- "Spirit of St. John's" Award, St. John's University Black Alumni Association, 2000
- Vincentian Mission Award, St. John's University, 2000

PROFESSIONAL AFFILIATIONS

- American Association for Counseling
- American College Personnel Association
- National Academic Advising Association
- National Association of Student Personnel Administrators
- New York State Transfer & Articulation Association

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Tiffany Rothenberg
   Home Address: [redacted] New York, NY
   Business Name and Address: [redacted] New York, NY 10013
   Home telephone No [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☑ Yes, Junior Board Member of the Women's Prison Association

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☑ Not applicable because the education corporation does not contact with a management company or charter management organization.
   ☐ I / we do not know any such persons.
   ☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. I would speak individually with the member or members that may be working for their own benefit and if this is the case I would bring the matter to the attention of the board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Tiffany Rotherberg, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Signature _____ Date 1/12/16

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

TIFFANY J. ROTHENBERG
[redacted] • New York, NY 10014 • [redacted]

EDUCATION

CITY UNIVERSITY OF NEW YORK SCHOOL OF LAW, J.D., May 2011 (GPA: 3.50)

Activities: CUNY Law Moot Court Team – Vice President (Fall 2010-Spring 2011)
ABA National Appellate Advocacy Moot Court Competitor (March 2010)
New York City Law Review – Staff Editor (Spring 2010-Spring 2011)

UNIVERSITY AT ALBANY (SUNY) Bachelor of Arts; Political Science, Judaic Studies, 2006

[redacted]

[redacted]

s.

OTHER SOCIAL JUSTICE ACTITIVITIES

WOMEN'S PRISON ASSOCIATION, New York, NY, Emerging Philanthropists (Spring 2013- Present)
BUSINESS COUNSEL FOR PEACE, New York, NY, Young Professionals Committee (Spring 2008-Present)
COURTROOM ADVOCATES PROJECT, New York, NY, Domestic Victim Advocate, (Fall 2009-Fall 2010)
HABITAT FOR HUMANITY, Syracuse, NY, Albany, NY, (Youth Coalition Coordinator) 2005-2007
CROSS CULTURAL SOLUTIONS, Ghana, West Africa (Procurement Unit Intern, Ministry of Health) (2005)
URBAN MITZVAH CORPS, JEWISH COUNCIL FOR URBAN AFFAIRS, (Immigrations and Gentrification Intern) Chicago, IL, 12/2004 – 01/2005
INTERNATIONAL JEWISH COLLEGE CORPS, AMERICAN JEWISH WORLD SERVICE Honduras, CA, 05/2003 – 07/2003; Kharkov, Ukraine, 8/2003 (Economic and Community Development Intern)

RECREATIONAL ACTIVITIES

PRDU SOCIAL COORDINATOR
OUTDOOR & MOUNTAIN ACTIVITIES
HOME BEER BREWING
COOKING AND BAKING
TRAVELING

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Michael Lackwood
   Home Address: [redacted] New York, NY 10027
   Business Name and Address: [redacted] New York, NY 10004
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X Does not apply to me. ☐ Yes

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. ☐ Yes,

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   X I / we do not know any such employees. ☐ Yes,

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. ☐ Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. ☐ Yes,

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
    X Not applicable because the education corporation does not contact with a management company or charter management organization.
    ☐ I / we do not know any such persons.
    ☐ Yes,

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. ☐ I / we have no such interest. ☐ Yes,

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. ☐ I / we or my family do not anticipate conducting any such business.
    ☐ Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. I would talk with this person to further investigate and then would bring the issue to the attention of the entire board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Michael Lockwood, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Signature _____ Date 1/14/16

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

Michael A. Lackwood

[redacted]

EDUCATION:

B.S. Degree in Business Finance 2004
Mercy College Dobbs Ferry, New York

[redacted]

SKILLS, ACTIVITIES & INTERESTS
Languages: Conversational Spanish
Activities: Volunteer Soccer Coach with FC Harlem 2008 – 2011, Financial Literacy teacher
Interests: Soccer, Dance, Runner, Avid traveler (Thailand, Spain, France, Brazil, etc) and the Arts.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Carrie Diane Nathaniel
   Home Address: [redacted] Bklyn, NY 11221
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least ~~18~~ years old by the date of appointment to the education corporation's board. [X] I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   [X] Does not apply to me. [ ] Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. [X] Does not apply to me. [ ] Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   [X] Does not apply to me. [ ] Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes,

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
☑ I / we do not know any such employees. ☐ Yes,

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes,

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
☑ I / we do not know any such persons.
☐ Yes,

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes,

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. [x] Does not apply to me, my spouse or family. [ ] Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. [x] None. [ ] Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Notifying Board Members to address the issue as a board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). [x] I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Carrie Marie Ho, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Leaders Academy [insert name of education corporation] is true and correct in every respect.

Carrie Marie Ho
Signature

1/12/2016
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

CARRIE DIANE NATHANIEL
[redacted] *Brooklyn, NY 11221*
[redacted]

EDUCATION

Long Island University Brooklyn Campus, Brooklyn, NY
Advanced Certificate in Mental Health Counseling, January 2012

Long Island University Brooklyn Campus, Brooklyn, NY
Advanced Certificate in Family Counseling, May 2009

College of New Rochelle, New Rochelle, NY
M.S. Ed., School Counseling, August 2007

College of New Rochelle, New York, NY
School of New Resources
B.A., Liberal Arts with Social Science focus, May 2000
Honors: Dean's List 1997 – 1998

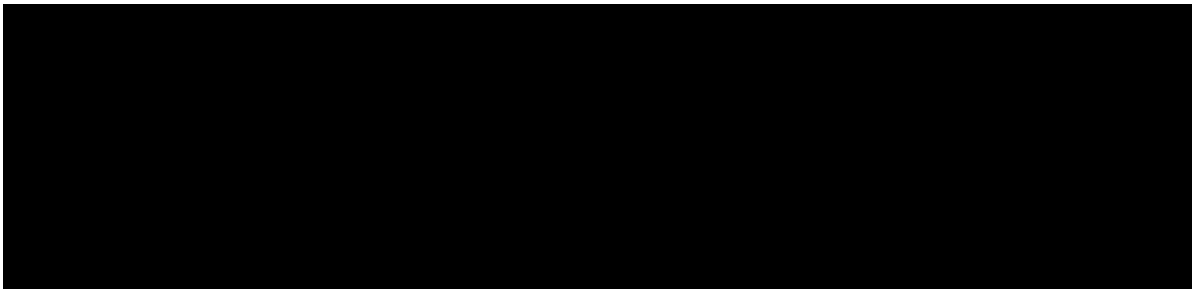
Certifications:

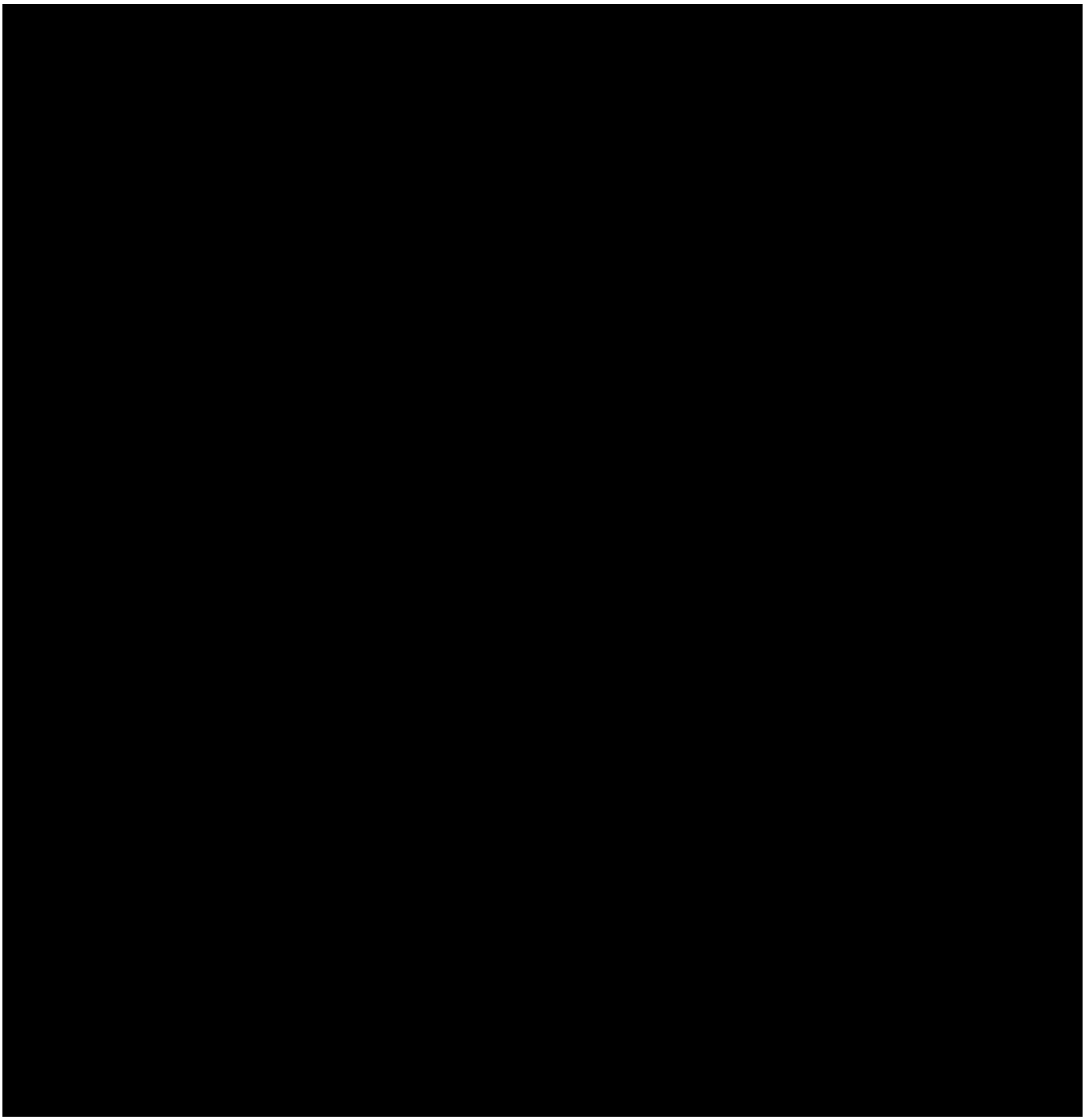
- NYS, Public School Teacher Certificate, (Permanent)
- Certification Area – School Counselor
- Identification of Child Abuse – March 2007
- School Violence Prevention – March 2007
- Treating Students K-12, The Harvard Medical School – Feb, 2014
- Certificate CPR\AED - 2013

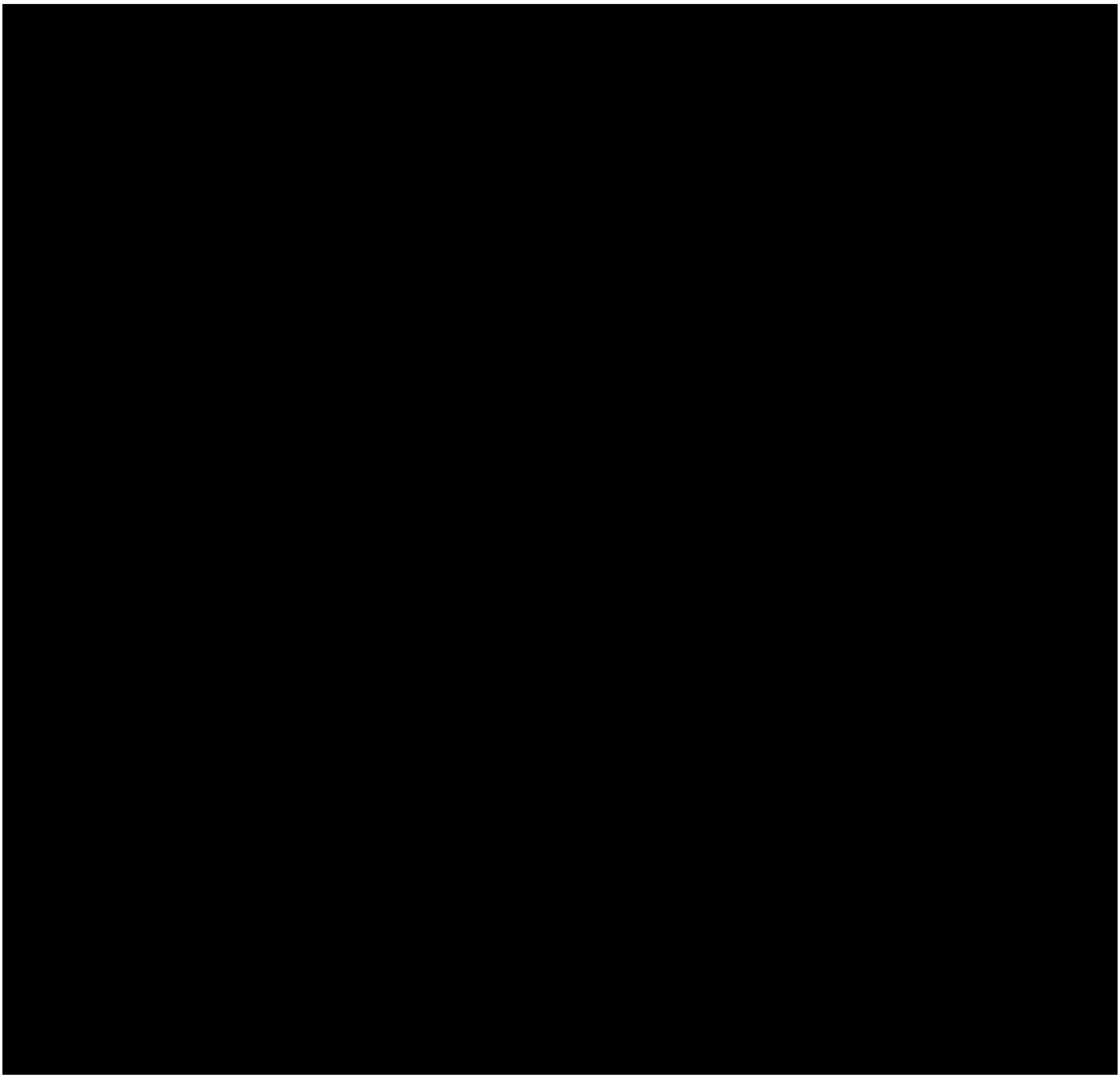
[redacted]

[redacted]

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[redacted]

[redacted]

COMPUTER APPLICATION SKILLS

Microsoft Office, New York City Department of Education Databases:
(SESIS, SEMS, ATS, ILOG, OORS) and Internet.

***Professional Affiliations*:**

American School Counselor Association (ASCA), Active Member
New York State School Counselors Association (NYSCA), Active Member
New York State Mental Health Counselors Association (NYMCHA), Active Member
National Council of Negro Women, Brooklyn Chapter (NCNW) Active Member

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Michael Carrera
   Home Address: [redacted] New York, NY 10028
   Business Name and Address: [redacted] New York, NY 10027
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☑ Does not apply to me. ☐ Yes

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☑ Not applicable because the education corporation does not contact with a management company or charter management organization.
   ☐ I / we do not know any such persons.
   ☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. I would approach the board member to ascertain the facts, and if a trustee was working for their own benefit I would bring the issue to the attention of the Board Chair and/or appropriate committee.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Michael Camara, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Signature _____ Date 1/12/16

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

CURRICULUM VITAE

Michael A. Carrera
[redacted]
New York City, N.Y. 10028

I. EDUCATION

1.1 Doctor of Education, Columbia University Teachers College, May 4, 1970

Dissertation Title: Guidelines for the Preparation of High School Teachers of Sex Education

1.2 Master of Science in Health Education University of Illinois, Champaign, Il., June, 1961.

Thesis Title: Teacher Preparation and Student Instruction Regarding Narcotics and Drug Addiction in New York City Secondary Schools.

1.3 Bachelor of Science

Manhattan College, New York, June, 1959

II.

[redacted]

[redacted]

2.2 Post Doctoral Training

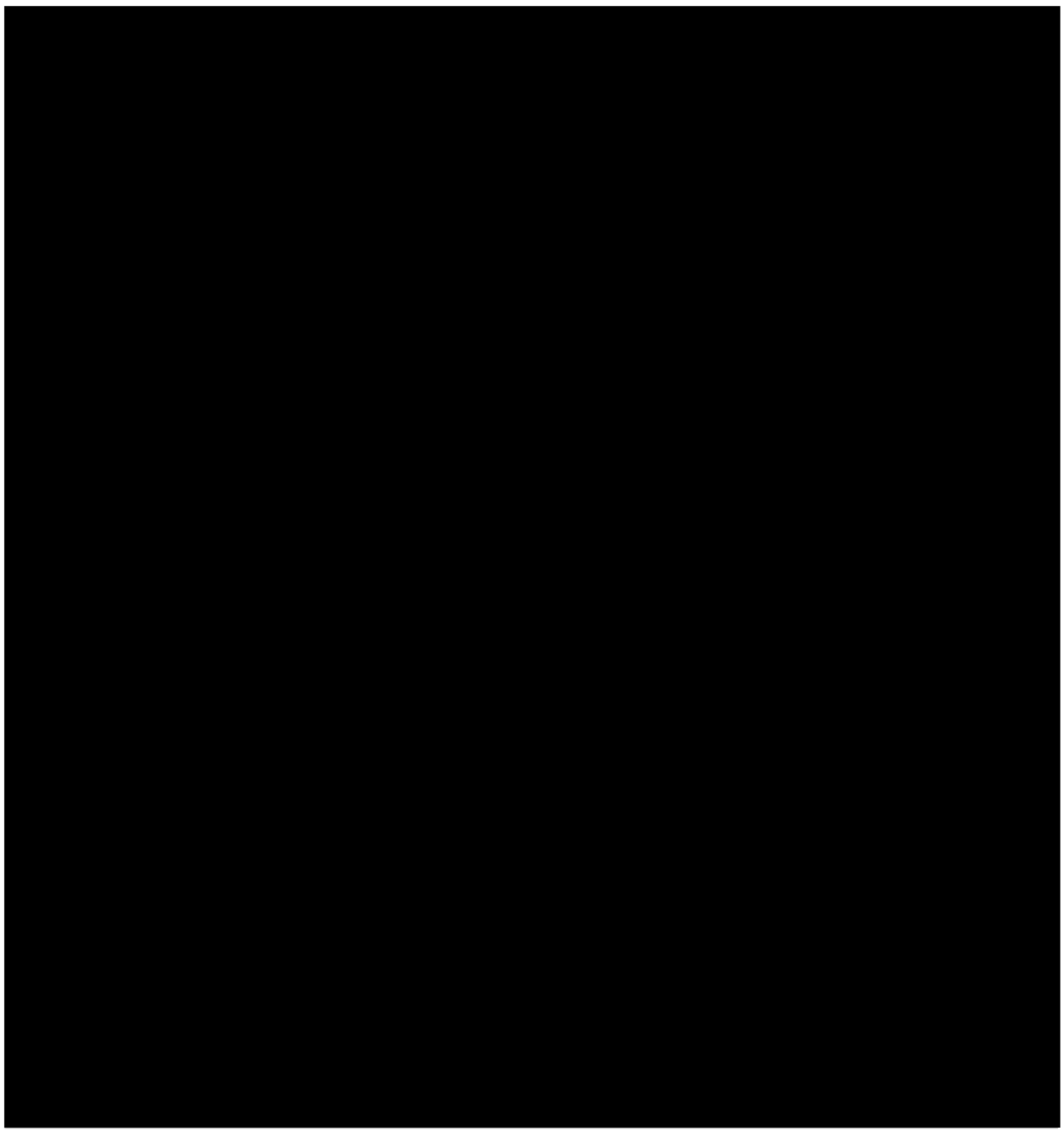
Post doctoral training program at the Masters and Johnson Reproductive Biology Foundation, St. Louis, Missouri, June, 1975.

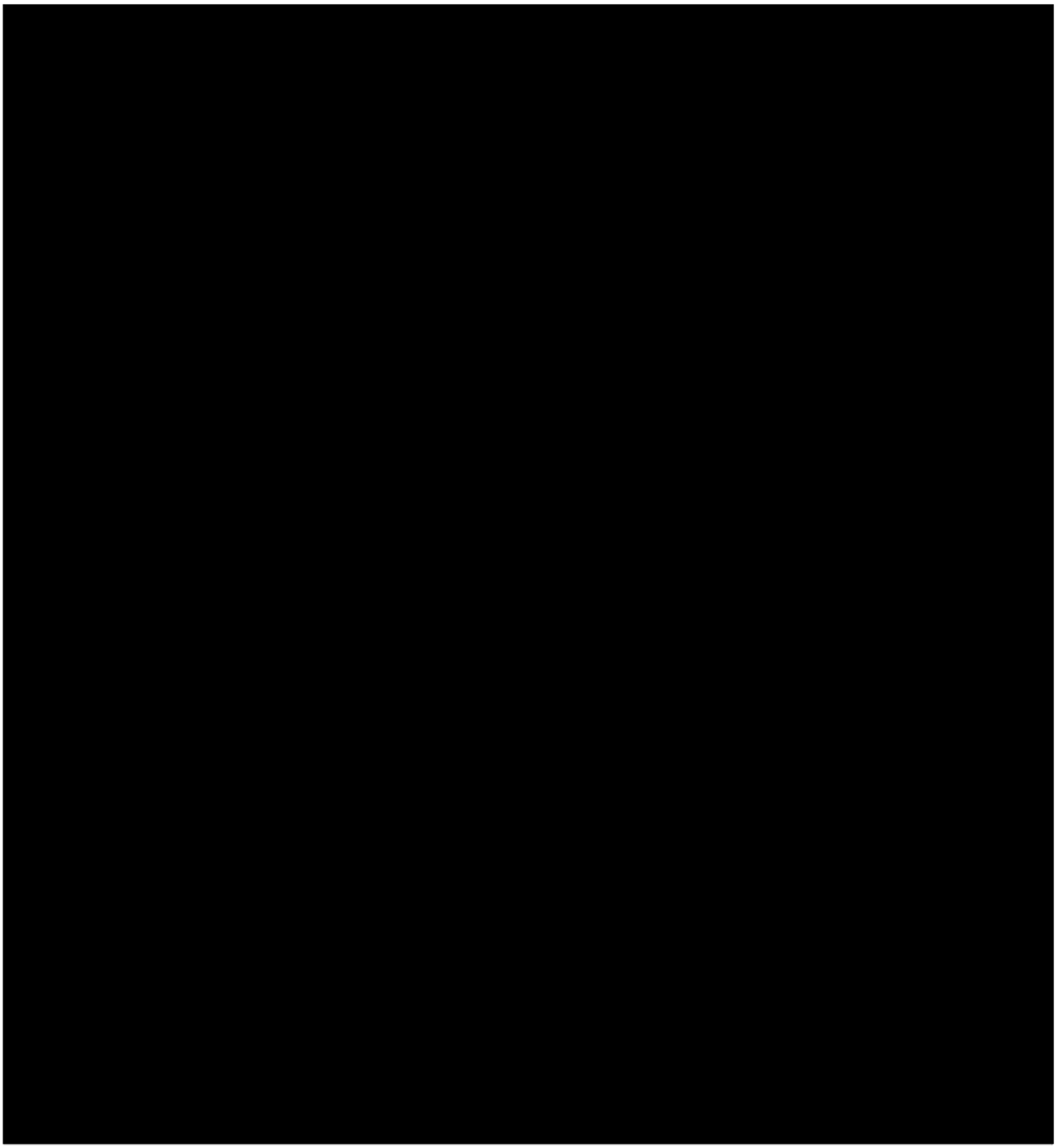
Course work in individual and group counseling at the William Alanson White Institute for Psychiatry, Psychoanalysis and Psychology. 1971—1973.

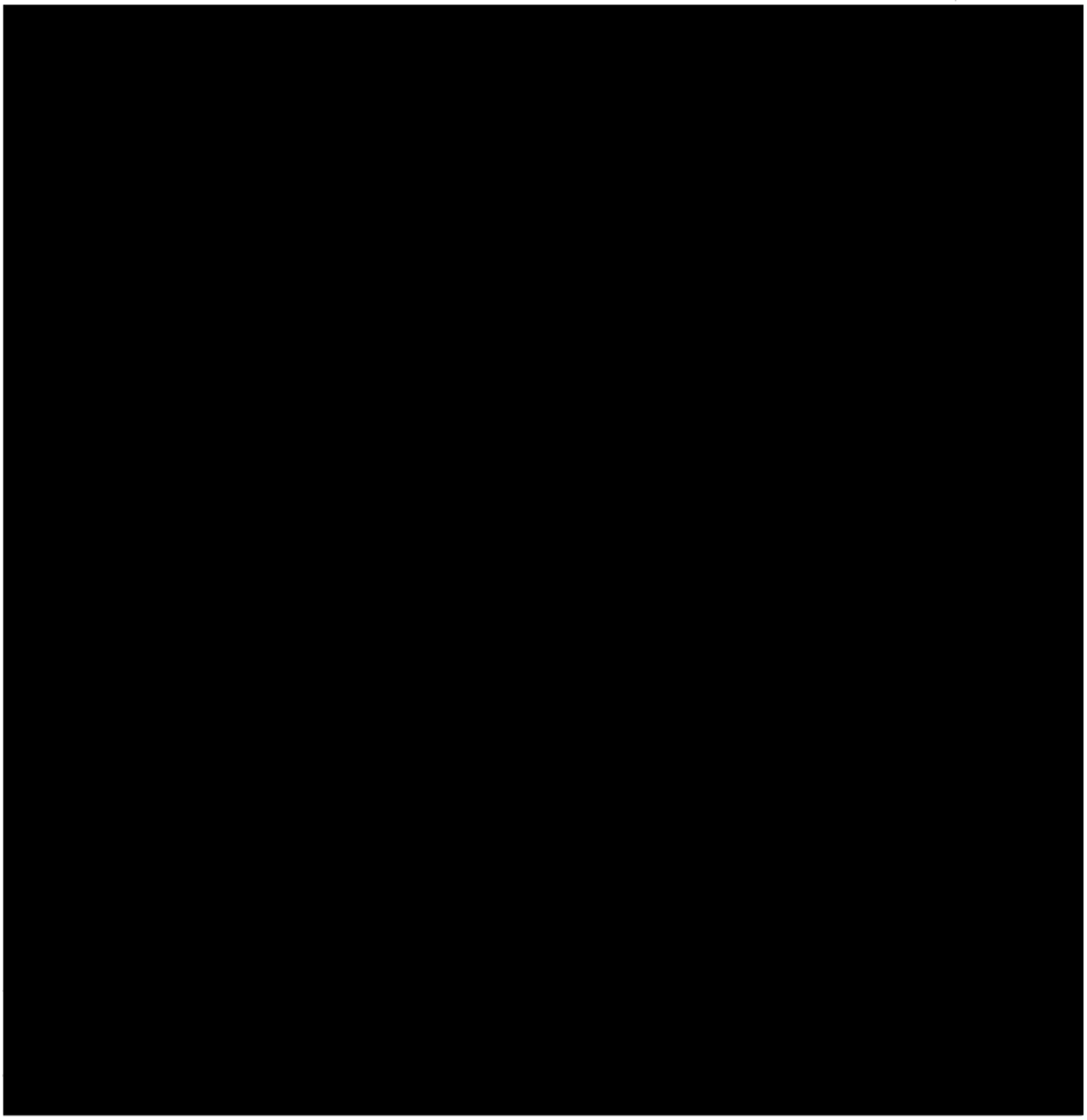
2.3 Consultation and Training Experience
(Partial Listing)

Designed and implemented adolescent pregnancy prevention programs n New York City (9 programs) and in New Orleans, Akron, Indianapolis, Peoria (2 programs) Lincoln, Portland and, New Britain. During 1996 further replication will take place in Ft. Worth, Cleveland and ten NYC locations. In addition, Indianapolis and Portland will add other programs.

Director of National Sexuality Training Center, The Children's Aid Society, August,, 1989-present.







[redacted]

III. PUBLICATIONS

Books:

Working With Teens When The Topic Is Hope .Lessons For Life Guards
(Donkey Press, January, 1996)

Adolescent Sexuality and Pregnancy Prevention Replication Manual Skilicraft, 1995 Funded by The Charles Stewart Mott Foundation

The Language of Sex (Facts on File Publishers, New York, 1992)

Sexual Health for Men: Your A to Z Guide
(Michael Friedman Publishing Group, New York, 1990).

Sexual Health for Women: Your A to Z Guide
(Michael Friedman Publishing Group, New York, 1990).

Sex: The Facts, The Acts, and Your Feelings
(Crown Publishers, New York, 1981). Translated in 17 foreign languages.

Chapters:

"Involving Adolescent Males in Pregnancy and STD Prevention Programs " Vol 3, No. 2, June 1992, In Adolescent Medicine: State Of The Art Reviews, Susan Coupey, M.D., and Lorraine V. Klerman, Dr. P.H., Editors

"Sex Education in a Residential Treatment Center" Gene Baker, Co-Author, Plenium Publishers, N.Y. Spring, 1981, in Sex Education for the professional, Richard Green, Editor.

'Sexual Learning in the Elementary School" Ballinger Publishing Co., Mass., Fall, 1980. In Childhood Sexual Learning: The Unwritten Curriculum, Elizabeth Roberts, Editor

Newsletter:

Editor,The Children's Aid Society Adolescent Sexuality and Pregnancy Prevention Newsletter
Published Three times a year .1992 .present.

Carrera/Spain Adolescent Sexuality Report. Independently published bi-monthly newsletter include articles on adolescence, counseling and sexuality. January, 1987-1989.

Articles: (Partial Listing)

"Adolescent Pregnancy Prevention: In Hot Pursuit" SIECUS REPORT, Fall, 1995

"Evaluating a Comprehensive Pregnancy Prevention Program" S. Philliber, W. Philliber, P. Dempsey, Co-Authors, Family Life Educator, Fall, 1992

"Reflections on Community Health Education, A Program That Is Working. " The Mt. Sinai Journal of Medicine. November, 1989.

"Restructuring Public Policy Priorities on Teen Pregnancy," with P. Dempsey, SIECUS Report, February, 1988

Sex and Health Columnist, Glamour Magazine. Full page feature each month. September, 1982-1987. (Fifty separate features).

"A Call to Action" The Journal of Sex Education and Therapy, Vol. 10, #2. Fall, 1984.

"T1~e Adolescent Male", Sex Education Coalition Quarterly. Fall, 1984.

"Reflections on Adolescent Sexuality" SIECUS REPORT. May, 1983.

"Sex Education", Merit Student Encyclopedia. McMillan Publishing Co. January, 1980, pp. 353-355.

"M.S.: The Right to a Sexual Life," Ms. Quarterly. Eastern Paralyzed Veterans Association. Summer, 1979, Vol. 2, #3.

"The Challenge Facing SIECUS" SIECUS REPORT, VII, 3. (January, 1979).

"SIECUS at 15: Looking Back and Looking Ahead" SIECUS Report, VIII, 1 (September, 1979).

Carrera, Michael, Baker, Eugene, A., & McCombs, Fiechtl, Katherine. "A Sex Education Program that Worked" SIECUS Report VI, 4 (March, 1978).

"A Human Sexuality Program in a Residential Treatment Setting" Child Care Quarterly, Special Edition. Fall, 1977.

"Peer Sex Information and Education: For Students by Students "The Journal of Research and Development in Education. June, 1976.

"A Community Sex Information Service," The Personnel and Guidance Journal. March, 1976, Co—Author, Ann Welbourne.

"Training Health Professional in Sexual Health Care," SIECUS Report. March, 1976, Co-Author, Dr. Mary Calderone.

"Sex Education," Catalogue of Sexual Consciousness, Grove Press. Nov., 1975. Author of Sex Education Section.

"The use of Explicit Sexual Visuals in Teacher Tralning," SIECUS Report. July, 1975.

"The Use of Explicit Sexual Visuals in Teacher Training," SIECUS Report. July, 1975.

"Sex Counseling Over the Telephone," Sexology. April, 1975. Co-Author, Ann Welbourne.

"Questions About Sexuality: A Community based Response, Journal of Clinical Child Psychology. Winter, 1973.

"In—Service Training in Human Sexuality for Social Work Practitioners," Clinical Social Work Journal. Winter, 1973.

"Adolescent Sexuality: Implications for Boys Club Workers," Keynote Journal, Boys Club of America. December, 1973.

"The Professional Training and Preparation of Sex Educators," (Monograph), American Association of Sex Educator and Counselors. July, 1972, Washington, D.C.

"Training the Sex Educator: Guidelines for Teacher Training Institutions," American Journal of Public Health. February 1972.

"Sex Education and Teacher Training: A Historical Perspective," The Family Coordinator. April, 1971.

"Training the High School Sex Educator" The Educational Product Report. Publications of the Educational Product Institute, New York City. June, 1970.

"Guidelines for the Preparation of High School Teachers of Sex Education" SIECUS Reprint. 1970

"Teacher Preparation for Sex Educators" The SIECUS Newsletter. April, 1970. Co-Author with Dr. Gilbert Shinimel.

"Marriage, The Family and Sex Education: Are We Prepared to Meet the Challenge?" New York State Journal of Health Education and Recreation. Winter, 1968.

"Family Life Education for High Schools," The Clearing House, March, 1968. Reprinted in the text, Understanding the American Public High School, Samuel Halt, Editor, 1969.

IV. PAPERS PRESENTED (Partial Listing)

The following Presentations were made on the subjects of Adolescent Sexuality and Pregnancy Prevention, and The Role of Parents in Influencing the Sexual Development of Young People.

Washington, D.C. December 8, 1995
Buffalo, N.Y. December 4—6, 1995
Buffalo, N.Y. November 17, 1995
Seattle, WA November 6-7, 1995
San Diego, CA November 1, 1995
Cleveland, OH October 11, 1995
Hartford, CT October 4, 1995
Akron, OH July 19, 1995

Manchester, NB June 1, 1995
Ft. Worth, TX May 25, 1995
Charlotte, NC May 24, 1995
New Orleans, LA May 19, 1995
Saratoga, NY May 4, 1995
Walla Walla, WA April 26—27, 1995
Portland, OR April 5-7, 1995
Utica, NY March 30, 1995
Indianapolis, IN March 8-9, 1995
Portland, OR March 1-3, 1995
Albany, NY February 9, 1995
New Orleans, LA January 17-18, 1995
Springfield, MA. November 22, 1994
Chautauqua, NY November 3-4, 1994
Phoenix, AZ October 12-13, 1994
Flint, MI October 11, 1994
Benton Harbor, MI October 6, 1994
Omaha, NB September 14, 1994
New Brunswick, NJ July 20, 1994
Norfolk, VA June 23, 1994
Farmville, VA June 22, 1994
Indianapolis, IN June 13, 1994
Syracuse, NY May 4, 1994
Portsmith, VA April 13, 1994
New London, CT March 8, 1994
Chicago, IL February 2, 1994
Baltimore, MD January 26, 1994
Bethseda, MD November 16, 1993
Indianapolis, IL June 9, 1993
Kalamazoo, MI, April 27~, 1993
Evansville, IN, March 17, 1993
Farmsville, VA, March 3-5, 1993
Spartanburg, SC, Feb. 25, 1993
New Orleans, VA, Nov. 18-19, 1993
Norfolk, VA, Nov. 15, 1993
Romney, West VA, Nov. 18, 1992
Dallas, TX, Nov. 6, 1992
San Diego, CA, Nov. 5, 1992
Milwaukee, Wisconsin, Oct 8, 1992
Peoria, IL, Oct. 6, 1992
Wilmington, DE, May 14, 1992
Austin, TX, May 7, 1992
Indianapolis, IN., March 25—27, 1992
Sacramento, CA, Nov. 11, 1991
New Orleans, LA, Nov. 8, 1991
Roanoke, VA, Oct. 3, 1991
St. Louis, MO, Sept. 12, 1991
Birmingham, AL, June 18-20, 1991
Toledo, OH, May 22, 1991
Champaign, IL, April 24-26, 1991
Flint, MI, April 17, 1991
Tacoma, WA, February 19-21, 1991

VI. PAPERS PRESENTED (Partial Listing) continued

Los Angeles, CA Nov. 15, 1990
Seattle, WA, Oct 17, 1990
Decatur, IL, Sept 27 1990
Bloomington, MV, May 4, 1990
Kansas City, MO April 26, 1990
San Diego, CA, Jan. 26 1990
Portland, OR, Jan. 16, 1990
DeKalb, IL, Nov 16, 1989
Springfield, IL, Nov. 15, 1989
Schenectady, NY, Nov. 9, 1989
Rochester, NY, Nov. 8, 1989
Ogden, UT, Nov. 2, 1989
Knoxville, TN, Oct. 25, 1989
Chicago, IL, Oct. 21, 1989
Lincoln, NB, Oct. 11—12 1989
San Diego, CA, Oct. 20, 1989
Toledo, OH, Oct. 5, 1989
Akron, OH, Oct. 4, 1989
Peoria, IL, Sept. 20, 1989
Columbus, OH, Sept. 19, 1989
Memphis, TN, Sept. 13, 1989
San Francisco, CA, August 8, 1989
Seattle, WA, July 18, 1989
Baltimore, MD, June 20, 1989
Portland, OR, June 11-12, 1989
Tulsa, OK, May 17, 1989
New Orleans, LA, April 20, 1989
Baton Rouge, LA, April 19, 1989
Reno, NV, April 6—7, 1989
Elmira, NY, April 5, 1989
Cedar City, UT, March 29, 1989
San Diego, CA, January 18 & 19, 1989
Newport News, VA, January 13, 1989
Charleston, SC, November 16—17, 1988
Detroit, MI, November 4, 1988
Casper, WY, October 21, 1988
Charlotte, NC, May 19, 1988
San Francisco, CA, April 27, 1988
Albuquerque, NM, April 20-22, 1988
Washington, DC, March 11, 1988
Greensboro, NC, March 7, 1988
Milwaukee, WI, March 3, 1988
Buffalo, NY, January 15, 1988
Little Rock, AK, November 16-17, 1988

VI. PAPERS PRESENTED (Partial Listing) continued

Chicago, IL, October 30, 1987
Spartarthurg, SC, October 14, 1987
Naples, FL, October 1, 1987
Greenville, SC, September 23, 1987
Fayetteville, NC, August 24, 1987
Chicago, IL, August 3, 1987
Los Angeles, CA, July 20, 1987
Pittsburgh, PA, May 29, 1987
Kansas City, MO, May 14, 1987
Montreal, Canada, April 15, 1987
Philadelphia, PA, April 10, 1987
Washington, DC, March 13, 1987
Albany, NY, February 11, 1987
Phoenix, AZ, November 5, 1986
Fayetteville, NC, October 13, 1986
Binghamton, NY, October 8, 1986
Houston, TX, October 3, 1986
Lincoln, NE, October 1, 1986
Fargo, ND, September 16, 1986
Syracuse, NY, July 10, 1986

Planned Parenthood of Milwaukee, "A Pregnancy Prevention Program That Works," May 7, 1986.

Society for the Scientific Study of Sex,"Sex Education: An Update," April 11, 1986. Philadelphia, Pennsylvania

Mayor's Task Force on Teen Pregnancy, "A Teen Pregnancy Prevention Program,"March 27, 1986. Cincinnati, Ohio.

Planned Parenthood of West Palm Beach, "Adolescent Sexuality and Pregnancy Prevention," March 26, 1986. West Palm Beach, Florida.

American Association of Sex Educators, Counselors, and Therapists, "Adolescent Sexuality," March 12— 15, 1986. Palrnas Del Mar, Puerto Rico.

Children's Defense Fund, "A Teen Pregnancy Prevention Program," February 27, 1986, Washington, D.C.

IV. PAPERS PRESENTED (Partial Listing) continued

Marion County Health Dept., "Adolescent Sexuality," February 26, 1986. Salem, Oregon.

Youth Council, Harlingen, Texas, "Community Approaches to Pregnancy Prevention," February 13, 1986. Harlingen, Texas.

Pembroke School, "Students and Sex," January 29, 1986. Kansas City, Missouri.

California State University at Fullerton, "Students, Sex and Society," November 18, 1985. Fullerton, California.

Red Oak Planned Parenthood, "Parents and Sex Education," November 18, 1985. Red Oak, Iowa.

Lafayette College, "Students Sex and Society," November 6, 1985. Easton, PA.

Family Planning Association of Maine, "Adolescent Sexuality and Community Involvement," October 24, 1985. Portland, Maine.

Planned Parenthood of Houston, "Teen Pregnancy Prevention Approaches," October 17, 1985. Houston, Texas.

Planned Parenthood of Kansas City, "Adolescent Sexuality," October 4, 1985. Kansas City, Missouri.

Central New York Consortium on Adolescent Pregnancy, "Teen Pregnancy Prevention Strategies," September 26, 1985. Syracuse, New York.

Quincy College, "Students, Sex and Sexuality," September 17, 1985. Quincy, Illinois.

Family Planning Associates of Maine, "Sexuality Educator Skills," August 14, 1985. Portland, Maine.

Windsor Ontario Separate Schools, "Parents and The Sexual Development of Children, " June 6, 1985. Windsor, Ontario

IV. PAPERS PRESENTED (Partial Listing) Continued

American Association of Sex Educators, Counselors, and Therapists, "Sex Education Skills," May 8, 1985. Chicago, Illinois.

Planned Parenthood of Omaha, "The Role of Parents in the Sexual Development of Their Children," April 30, 1985. Omaha Nebraska.

University of Idaho, "Students and Sex," April 23, 1985. Pocatello, Idaho.

University of Wisconsin, "Students and Sex," April 22, 1985. LaCrosse, Wisconsin.

Tulane University, "Sex and Relationships," April 15, 1985. New Orleans, Louisiana.

Planned Parenthood of Indianapolis, "Adolescents and Sex," March 7, 1985. Indianapolis, Indiana.

James Madison University, "Sex and Relationships," February 25, 1985. Harrisburg, Virginia.

American Association of Sex Educators, Counselors and Therapists,"Adolescent Sexuality Issues," February 17-20, 1985. CanCun, Mexico.

National Association of Adolescent Pregnancy and Parenting, "Teens and Parents, " November 2, 1984. San Antonio, Texas.

Educational Training Resources, "Adolescent Sexuality," October 26, 1984. Chicago, Illinois.

The Children's Aid Society of New York Annual Meeting, Keynote, "Sexuality and the Role of Child Caring Agency," October 18, 1984. New York, New York.

Family Life Program of St. Jerome's College, Canada,
"Sex Education: Program Development and Implementation," July 9, 1984. .
Waterloo, Ontario

Medical Society of West Palm Beach, "Teen Sex," May 19, 1984. West Palm Beach, Florida.

IV. PAPERS PRESENTED (Partial Listing) Continued

Planned Parenthood of Southeastern PA, "Sexuality Education: Implications for the 1980's," May 17, 1984. Philadelphia, PA.

Family Planning Association of Maine, "Training for Trainers in Sex Education," April 27, 1984. Portland, MA.

Laguardia Community College, CtJNY, "Sexuality and Women's Issues," January 18, 1984. Queens, New York.

The Friends School, "Sex Education: The Parents Role," January 17, 1984. Brooklyn, New York.

Rutgers Medical School, "Reflections on Sexuality," January 16, 1984. Piscataway, N.J.

New York University Hospital Sex Therapy Training Program, "Adolescent Sexuality," November 14, 1983. New York, New York.

The Columbus Citizen's Club, "Sexuality and the Italian American Family, " November 10, 1983. New York, New York.

Central New York Consortium on Adolescent Pregnancy, "Sexuality Education: The Professionals Role," November 9, 1983. Syracuse, New York.

Windspread Conference Center, Keynote. "Sexuality and Youth Serving Agencies," October 6, 1983. Racine, Wisconsin.

Casper Wyoming Family Life Consortium, "The Role of Parents and Family in the Sexual Development of Their Children," October 20, 1983. Casper, Wyoming.

New Mexico State University, "Sexuality and the Whole Person," October 17, 1983. New Mexico.

Mt. Vernon, New York, "The Role of Parents as Sex Educators," October 5, 1983. OshXosh, WI.

Madison Area Technical College, "Sexuality in the 1980's," September, 1983.

IV. PAPERS PRESENTED (Partial Listing) Continued

University of Wisconsin (Oshkosh), "Sexuality and Human Relationships," September 28, 1983.

Family Life Consortium, "Training in Sexuality Education," July 22, 1983. Santa Cruz, CA.

World Association of Sexology, Washington, D.C. Plenary Speech, "American Boys and Sexuality," May 26, 1983.

Columbia University Clinical Psychology Speakers Series, "Sexuality Issues and Clinical Practice," May 5, 1983. New York City.

Mt. Vernon, NY Parent—Teachers Association,"Parents and Sex Education," April 21, 1983.

The Society for the Scientific Study of Sex,"The State of Science," April 16, 1983. Philadelphia, PA.

University of Wisconsin (Oshkosh), "Sexuality and Relationships," April 14, 1983.

Planned Parenthood and the Junior League, Sarasota, Florida. "The Role of Parents in the Sexual Development of their Children," March 21, 1983.

Lafayette College, Easton, PA. "Sex in the 1980's," February 23, 1983.

Midwestern State University, Wichita Falls, Texas. "Sex in the 1980's," December 9, 1982.

Kingston, New York YMCA. Keynote address, "Sex Education: Everyone's Job ." November, 1982.

Children's Aid Society, New York City. "Growing Up," with Judy Blume, November 17, 1982.

Scarsdale, New York PTA, "The Role of Parents as Sex Educators," November 3, 1982.

Archdiocese of New York, "Adolescent Sexuality." May 20, 1982.

IV. PAPERS PRESENTED (Partial Listing) Continued

Sisters of the Good Shepherd, New York City, "Adolescent Sexuality," April 22, 1982.

American Association of Sex Educators, Counselors and Therapists, "Training Trainers," March 11, 1982. New York City

March of Dimes Birth Defects Foundation-N.Y.C., "Adolescent Sexuality," March 26, 1980.

American Association of Sex Educators, Counselors and Therapists, "Sex Education for Sex Educators," March 5, 1980. New York.

New York Medical College Sex Therapy Training Program—N.Y.C., "Sexual Problems of Young People," February 27, 1980.

World Association of Sexology "Childhood Sexuality," December 20, 1979. Mexico City, Mexico.

Institute for Advanced Studies in Human Sexuality, "Sex Education: Past and Present," October 17, 1979. San Francisco, California.

SIECUS-N.Y.U., "Basic Assumptions Underlying Human Sexuality," July 2-14, 1979. Colloquim, Sweden.

South Beach Psychiatric Center, "Sexuality and Aging," May 14, 1979. Staten Island, New York.

St. Jerome's College, "Sex Education and the Family," April 10-12, 1979. Waterloo, Canada.

Old Westbury Sv-nagoque, "Sexuality Education and the Family," March, 18, 1979. Westbury, L.I., New York.

Windsor Ontario Separate School Board, "Sex Education and Parents," January 9—10, 1979. Ontario, Canada.

World Congress of Sexology, Mexico City, "Sex Education for Health Practitioners," July 28—30, 1978. Mexico City, Mexico.

IV. PAPERS PRESENTED (Partial Listing) Continued

Sex Education and Family Life Program, St. Jerome's Waterloo, Ontario, Canada. Program Resource and Guest lecturer on Sex Education for Teachers, July 3—July 24, 1978.

Eastern Woman's Center, "Parents and Teen Sexuality," June 6, 1978 -with Dr. Ann Welbourne. New York City

William Paterson College, Keynote Presentation, "Critical Issues in Sex Education," May 13, 1978. New Jersey.

Ontario Family Life Association, Keynote Lecture. "Sex Education: Are We the Enemy," April 26, 1978. Kingston, Ontario.

Nassau County Planned Parenthood Association. "Parents Role in School Sex Education," April 6, 1978. Great Neck, New York.

Free Synagogue of Westchester County,"Human Sexuality," Full day session for congregation, January, 1978. Mt. Vernon, New York.

Great Neck North Alternative School, "Teens and Sex," January 18, 1978. Great Neck, New York.

St. Jerome, 's College Waterloo, Ontario, Canada, "Sex Education For Teachers," January 3—6, 1978. Toronto, Canada.

Mexican Association of Sex Education, "Sex Education in North America," December 1-3, 1977. Mexico City, Mexico.

National Association of Independent Schools, "Private Schools and Sex Education, November 10, 1977. New York City.

Boys Club of Huntington West Virginia, "Sex Education for Youth Service Workers," November 2— 4, 1977. Huntington, West Virginia.

Lenox School Parents Association. "Sexuality and Young People," October 18, 1977. New York City.

IV. PAPERS PRESENTED (Partial Listing) Continued

Nassau County School Administrators Association, Luncheon Address, "Sex Education and Curriculum Design," October 14, 1977. Hempstead, New York.

Le Messuq-uiere, Cabris, France, "Creative Approaches to Sex Education and Sex Therapy," July 1-9, 1977. Cabris, France.

St. Jerome's College, "Reflections on Sexuality," June, 1977. Waterloo, Ontario, Canada.

Nassau County Women's Center, "Sexuality Training For Social Workers," May 12, 1977, Franklin Square, New York.

AASECT National Conference, "The New Sex Education," April 22, 1977. San Francisco, California.

American Orthopsychiatric Association, "Adolescent Sexuality," April 167, 1977. Hilton Hotel, New York City.

District 10, New York, "Parents and Sex Education," March 23, 1977. Riverdale, New York.

North Shore Community Hospital, "Human Sexuality for Clinicians," January 3, 1977. Port Washington, New York.

University of Waterloo, Ontario, Canada,"Sex Education: Problems and Possibilities," July 7—14, 1977.

American Orthopsychiatric Association, "Sensitizing Professionals About Human Sexuality," April 11, 1977. New York City.

Institute for Rational Emotive Therapy, "Sexual Attitude Reassessment," March 19, 1977. New York.

Population Institute, "Teenage Sexual Behavior," December 4, 1976. New Orleans, Louisiana.

South Beach Psychiatric Center, "What People Want to Know About Sex," November 10, 1976. Staten Island, New York.

IV. PAPERS PRESENTED (Partial Listing) Continued

AASECT Regional Conference, "How to Answer Sexual Questions: Ideas for Professionals," November 5, 1976. Baltimore, Maryland.

Kinsey Institute,"Sex Education: Whose Responsibility," October 30, 1976. Bloomington, Indiana.

University of Waterloo, Ontario, Canada, "Sex Education in the Schools: Programs and Approaches," July 6—16, 1976.

American Association of Sex Educators, Counselors, and Therapists, "The New Sex Education," April 5, 1976. Washington D.C.

St. George School, "Developing A Sex Education Program at a Private School, " February 20, 1976. Newport, Rhode Island.

Georgetown University School of Nursing, "Human Sexuality for Nurses," February 7, 1976. Washington D.C.

Family Planning Training Institute, "Techniques for Sex Education," February 4, 1976. Baltimore, Maryland.

University of South Carolina, "Community Sex Information: A Part of Total Health Education," November 12, 1975. Columbia, South Carolina.

Colgate University, "Answering Sex Questions Over the Telephone," October 17, 1975. Hamilton, New York.

National Conference on Delinquency Prevention, "Sexuality and Child Development," October 16, 1975. Buffalo, New York.

University of Waterloo, "Approaches to Teaching Sex Education in Schools and Agencies," July 22-24, 1976. Ontario, Canada.

Boy's Club of America National Conference, "Adolescent Sexuality: Dealing With the Whole Person," May 28, 1975. Chicago, Illinois.

University of Miami Medical School,"Emerging Concepts of Sexuality: Concerns for Physicians," May 12, 1975. Miami, Florida.

McMasters University, "Methodology in Sex Education," May 10, 1975. Toronto, Canada.

Planned Parenthood of Bergen County, "Sexuality and the whole Person," April 30, 1975. Washington D.C.

IV. PAPERS PRESENTED (Partial Listing) Continued

American Orthopsychiatric Association,"Sexual Rights of Teenagers," March 21, 1975. Washington, D.C.

The Community Health Service Lecture Series sponsored by Hunter—Bellevue and the School of Health Sciences, "the Dynamics of Human Sexuality in the Community, ·February 26, 1975. New York City.

New York State Association of Health Education, "Sexism in Health Education," January 24, 1975. (Also) "Human Sexuality: An Experiential Workshop," January 25, 1975. Concord Hotel, New York.

Mt. Sinai School of Medicine, "Adolescent Sexuality: Towards a Synthesis," with Dr. Mary Lane, December 4 , 1974. Mt. Sinai Hospital, New York.

Society for Mental Health Practitioners, "Issues in Human Sexuality," November 23, 1974. New York.

Monmouth County MedicalSociety, "Human Sexuality, Family Planning and the Teenagers Dilemma," November 16, 1974. Monmouth, New Jersey.

Planned Parenthood of New York City Nurses Advisory Committee, "How to Communicate with Teens," November 8, 1974. New York.

American Public Health Association, "Peer Group Sex Information in High Schools: An Evaluators View," October 24, 1974. New Orleans, Louisiana.

International Symposium on Sex Education, "Peer Sex Education and Counseling in the United States," June 24, 1974. U.S.A. Representative Educators and Counselors. Tel Aviv, Israel.

University of Waterloo, St. Jerome's College, Lectured on Adolescent Sexuality, August, 1974. Ontario, Canada.

American Association of Sex Educators, and Counselors, "Peer Sex Education in High Schools," March 22, 1974. Washington D.C.

Nassau County Mental Health Association, Mental Health and Teaching Series, "Human Sexuality: A Vital Understanding for Contemporary Teaching," March 11, 1974. New York.

Nassau County Mental Health Association, Department of Drug and Alcohol Addiction, Seminar Series, "Human Sexuality: Implications for Drug Counseling Practice," March 1, 1974. New York.

Long Island Jewish-Hillside Hospital Seminary Series, Long Island Jewish Medical Center, "Human Sexuality in Social Work Practice," February 5,7, 1974. New York.

Archdiocese of Rochester, "Sex Education Concerns in Catholic Schools," February 6, 1974. Rochester, NY.

Catholic Charities of Rockville Center,"Human Sexuality and Counseling, " December 13, 1973. New York.

The American Academy of Psychoanalysis,"Adolescent Sexuality," December 8, 1973. New York City.

Family Life Studies Conference,"Methodological Considerations in Education for Sexuality," December 1, 1973. Windsor, Ontario.

Mental Health Association of Nassau County, "Adolescent Sexuality and Implications for Drug Counselors," November 9, 1973. New York.

Planned Parenthood World Population Annual Meeting, "Sex Education for Planned Parenthood Workers," October 27, 1973. New York.

American Association for Sex Educators, and Counselors, Regional Conference, "Program Chairman," October 3, 1973. Brooklyn, New York.

New York State Coalition for Family Planning, "College Programs in Human Sexuality," September 30, 1973. Syracuse, New York.

Board of Education, Institute of High School Teachers, Brandeis High School, "Drug and Sexuality," September 6, 1973. New York City.

Boys Club of America National Convention, "Adolescent Sexuality," May 28, 1973. Denver, Colorado.

Nassau Community College Speakers Series, "Drugs and Sex," April 10, 1973.

American Association of Sex Educators, and Counselors, "Training Model for the Preparation of Sex ~ducators," March 30, 1973. Washington D.C.

IV. PAPERS PRESENTED (Partial Listing) Continued

Eastern Group Psychotherapy Association, "The Effect of Explicit Sexual Visuals on Education Groups," Carnegie Foundation, New York, March 16, 1973.

N.Y.C. Health Education Teachers Association, "Affective Methods In Health Education and Sex Education," Queensborough Community College, February 24, 1973.

American Psychiatric Association, "The Sex Education of the Medical Student," May 5, 1972. Dallas, Texas

American Association of Health Education,"Creative Methods of Sex Education," April 15, 1972. New York.

New York Health Education Teachers' Annual Conference, "Sex Education——Questions and Answers," Queensborough Community College, March 13, 1971.

Florida State Association of Independent Schools, "Sex Education in the Independent School," January 23, 1971. Jacksonville, Florida.

American Public Health Association of Sex Educators and Counselors, "Guidelines for the Preparation of High School Teachers of Sex Education," April 7, 1970. Washington D.C.

V. MEDIA APPEARANCES (Partial Listing)

During 1993, 1994, 1995 made appearances on local and national news (CNN and various PBS stations).

PBS, Special on Young People, Phil Donahue Host, Spring, 1992.

NBC Nightly News, Tom Brokow, December 4, 1986.

CBS Morning News

Today Show

Good Morning America

"People are Talking," Philadelphia, PA. TV Show, April

V. MEDIA APPEARANCES (Partial Listing)

18, 1983.

"Livewire," Children's Cable TV show, February, 1983.

"80's Woman," with Barbara Feldon, April, 1982.

Home Box Office (HBO) "Special on Sexuality," January, 1982.

Appeared on more than 100 television and radio programs discussing sexuality issues. Program were throughout the United States, Scandinavia, England, Scotland, Australia.

WABC Network Show, "Parent—Teen Communications," with Hal Linden. 90-minute special aired early summer, 1980.

WNBC-TV, Nitely News with Dr. Frank Field. "Parents as Sex Educators," March 25, 1980.

WABC—TV, Good Morning America, "Parents and Sex Education of Teens," November 7,8,9, 1979.

WNBC-TV Nitely News, with Pia Lindstrom, "What is Sex Education," October 30, 1979.

WNBC-TV Children's Special, Kids and All That Jazz, Parents and Sex Education, October 11, 1979.

Not for Women Only, WNBC-TV, October, 1977.

The Jeanne Parr Show, WCBS-TV, November, 1977.

The Alex Bennet Show, WMCA Radio, October, 1977.

CBS News, "Finding Help for Your Sexual Problems," March 1,2, 1977.

"Human Sexuality," Public Broadcasting Service, Channel 13 WNET. Three hour special with Helen Kaplan, John Money, & Mary Calderone, January 30, 1977.

VI. ORGANIZATIONS (Partial Listing)

Board Chair
Sex Information and Education Council of the United States (SIECUS), 1978—1982; Vice—Chair, 1976—1978; board member, 1974-1976. (New York City).

President

VI. ORGANIZATIONS (Partial Listing) CONTINUED

American Association of Sex Educators, Counselors, and Therapists (AASECT), 1978—79;Vice—President, 1976—1978; board member, 1973-1976. (Washington, D.C.).

President
Community Sex Information of New York, 1976—1981; VicePresident, 1974-1976.
American College of Sexologists, Founding member.

Senior Action In A Gay Environment (SAGE)
Advisory Board, 1985 .Present

The Family Life Educator
Editorial Board, 1984 .Present

Social Work and Health Care Journal
Editorial Board, 1992 .Present

United Consortium of Sexology, member of the Board of Directors, 1982—1983.

Center for Populations Options, Washington, D.C. Board member, 1981—1984.

Public Affairs Committee of New York, member of the Family Life Board, 1978-1988.

American Public Health Association, member.

Society for the Scientific Study of Sex, member.

American Association of Sex Educators, Counselors & Therapists, Life Member.

VII. HONORS AND AWARDS

Thomas Hunter Professorship (Endowed). Hunter College, City University of New York, 1984-1993. (Retired Feb 1, 1993)

Planned Parenthood Sexuality Educators of America, Mary Lee Tatum Award, November. 2, 1995.

Columbia University, Teachers College, Distinguished Alumni, March, 1995.

Society for The Scientific Study of SEX, Public Service Award, November 9, 1991.

Center for Population Options, Award For Enriching Lives of Adolescents During the 1980's, Washington, D.C., 1990.

Robert Wood Johnson Medical School (Rutgers University), Award for Outstanding Contribution to Sexuality Education, 1987.

VI. ORGANIZATIONS (Partial Listing) CONTINUED

Contribution to Sexuality Education, 1987.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Anastasia (Stacy) Dubov
   Home Address: [redacted] Hoboken, NJ 07030
   Business Name and Address: [redacted] New York, NY 10022
   Home telephone No.: [redacted]
   Work telephone No.: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X Does not apply to me. ☐ Yes

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the education corporation does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. ☐ I / we or my family do not anticipate conducting any such business.
☐ Yes,.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. ☐ Yes,.

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. I would raise the matter to the attention of the board and request the appropriate action be taken.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Anastasia Dubov, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Signature

1/14/16
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

Anastasia Dubov
[redacted]
Hoboken, NJ 07030
[redacted]

EDUCATION

Princeton University, Princeton, NJ — June 09
A.B. in Economics, Certificates in Finance, Russian Language and Eurasian Studies

- Senior Thesis on Performance Differentials in the Russian Oil and Gas Industry
- Colonial Club (Jan 07 - May 09), *Social Chair* (Jan 08 - Jan 09)
  - Used a budget of $40k to schedule, plan and orchestrate socials, formals, and other club-wide activities for a membership of 240 Princeton undergraduates
  - Developed strong team-work and multitasking skills through working with multiple organizations on costly events on behalf of the entire Colonial membership
- Varsity Fencing (2005 - 2008)

Nevsky Institute of Language and Culture, St. Petersburg, Russia — Aug 06
Summer Study Abroad for Russian Language and Literature

Princeton Day School, Princeton, NJ — June 05

- National Honors Society, varsity fencing (captain), varsity tennis, yearbook editor in chief

Additional Skills

- Relevant Licenses: Series 7, 63, 55; FSA Level 4 Certified (UK)
- Bilingual in English and Russian (Native speaker)
- Proficient in Bloomberg; MS Office

Additional Interests

Sports (Skiing, tennis, and running), cultural activities (photography, art history, travel), reading (favorites include *A Short History of Nearly Everything*, *The Alchemist*, *The Double*), and event planning.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Sister Janet Kinney, CSJ
   Home Address: [redacted] Brooklyn, New York 11226
   Business Name and Address: [redacted] Brooklyn, NY 11221
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☑ Yes, I am the Vice Chair and Member of the Board of Trustees of Sacred Heart Academy, Hempstead, NY, an all-girls Catholic High School, and have been a member since September 2011. I also chair the Physical Plant/Facilities Committee and recently oversaw the construction of a $5 million facility expansion. I believe that this experience, along with my extensive experience as Executive Director of Providence House, Inc., a nonprofit organization providing housing and services based in Bedford Stuyvesant, Brooklyn, as well as being Chair of Maria Regina Residence, a skilled nursing home, have provided me with a wealth of administrative skills and professional contacts that would be beneficial to this charter school.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board

member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
☑ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the education corporation does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. I believe that situation would have to be raised and closely reviewed by all members of the board to determine the level of conflict between their personal interests and the school interests. At that time appropriate action should be taken up to and including removal from the board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Sister Janet Kinney, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Signature _____ Date 1/12/16

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

SISTER JANET KINNEY, CSJ
[redacted]
Brooklyn, New York 11226
[redacted]

EDUCATION

New York University, **Master of Public Administration**, June 1983
Seminary of the Immaculate Conception, **Master of Arts**, Theology, December 1989
St. Michael's College, **Bachelor of Arts**, *magna cum laude*, December, 1977

[redacted]

BOARD/LEADERSHIP AFFILIATIONS

2006- present	**Chairperson,** Board of Directors, Maria Regina Residence, Brentwood, N.Y. 188 bed skilled nursing facility operated by the Congregation of the Sisters of St. Joseph
2011 – present	**Board member, Vice Chair**, Board of Trustees, Sacred Heart Academy, Hempstead, N.Y. College preparatory high school for 900 female students
2006- 2011	**Councilor**, Congregation of the Sisters of St. Joseph, Brentwood, N.Y. Member of the leadership team of a religious congregation of 500 + women with its home base in the Rockville Centre Diocese
2004 – 2007	**Steering Committee Member**, NYC Coalition on the Continuum of Care, N.Y. Housing coalition responsible for establishing funding priorities for federal HUD monies released annually to NYC and overseeing the submission of NYC HUD application
2002-2006	**Board Member**, Homeless Services United, New York, N.Y. Advocacy organization of nonprofit homeless service providers in New York City
2000 – present	**Community Advisory Board Member**, Junior League of Westchester on the Sound, Larchmont, N.Y. Organization committed to volunteerism and development of the potential of women

Recipient of the **Sister Christine Mulready Peacemaker Award 2013**
Pax Christi Metro New York

Honored as **Extraordinary Woman of the Year 2013**
Office of the Brooklyn District Attorney

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Alma Mends
   Home Address: [redacted] New York, NY 10026
   Business Name and Address: [redacted] New York, NY 10017
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
X I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. X I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. X I / we or my family do not anticipate conducting any such business.
☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. – I would raise this board officially to the board chairs and the board and support necessary actions to resolve amongst the board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, Alma Mends, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy (BELA) is true and correct in every respect.



Signature

2/12/2014

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)

Alma Mends, Manager

RANGE OF EXPERIENCE

Alma is a Manager in PwC's Financial Services People & Change practice. Her experience includes the development and execution of change management strategies, including training, communications and stakeholder management. She has managed communications and training strategies for clients in a variety of industries, undergoing large-scale organizational changes. Her work has also included conducting organizational readiness assessments for companies making cultural shifts in their organizations and preparing stakeholders to properly handle those changes. She has also helped clients through organizational restructuring processes, and has experience with HR transformation and recruiting strategy projects. Alma has her Masters in Business Administration from Columbia Business School, and her Bachelor in Arts from Tufts University.

PROFESSIONAL AND BUSINESS HISTORY



PROFESSIONAL AND BUSINESS EXPERIENCE

Change Management and Communications

- Currently leading the development of the change management and communications strategy for a global insurance provider transitioning its workforce to a new technology. Work includes the identification of impacted stakeholders and developing an engagement strategy, as well as the creation of a change champion network. Utilizing PwC tools and methodologies to provide insights to client.

- Developed the change management strategy for an insurance carrier providing a new technology platform for its underwriters. Conducted stakeholder interviews to assess readiness and provided client with prioritization roadmap for ongoing execution.

- Developed and managed a change management plan for a multinational risk management and consulting firm as it launched a new Procure-to-Pay technology and system across multiple operating companies and to a cross-functional group of over 2,000 employees. Alma worked with the client to develop an end-to-end change management plan, which included identifying all of the various stakeholder groups impacted by the change and developing a plan for how each should be involved in the change process.

- Created a communications plan for the client that encompassed each target audience and the messages they were to receive, as well as when the communication should be released and the

channel for delivery. Also managed the execution of the plan by ensuring that those who were responsible for message delivery were aware of the processes and resources necessary to communicate with their identified population. Developed the necessary communications, managed the stakeholders to approve and review communications before delivery to target audiences.

- Identified global workplace standards to be implemented for a mid-sized financial services company that was transitioning its U.S. headquarters to a new location. Worked with the client to understand the office design and offerings across all of their offices and to develop a standard to be used in the global headquarters, as well as in the U.S. Also worked with the corporate communications team to develop messaging to employees regarding the relocation process and the reason for the transition.

HR Strategy & Transformation

- Worked closely with the business leads of a back-office servicing team for an asset manager to develop hiring plans, as well as their HR leadership and a recruiting team to develop a strategy to hire and onboard more than 150 resources. The work then led to working closely with the HR leadership and the client's recruiters to develop a strategy to hire all of the resources on a short timeline. Helped the team to define a mix of hiring strategies to help boost the hiring needs.

- Led ongoing monitoring and reporting of hiring progress for all business groups and worked with HR to develop an approach to provide insight into the success of the various hiring methods being used. Results helped to drive changes in strategy to improve the hiring rate. This work was also key in allowing the business and HR leadership teams understand the progress being made for the program.

- Worked with a national insurance company to review the operations of its recruiting organization, as they were experiencing an increase in open requisitions. The work included hosting focus groups and conducting interviews with their team to identify issues with their recruiting process and making recommendations for improvement.

Organizational Assessment and Organizational Design

- Developed a process to identify the full time equivalent (FTE) requirements for a new organization being developed as the result of an asset servicer creating a back-office platform for a hedge fund. Was responsible for having the business owners identify their resource needs and conducted a validation process with the lead of the organization. This work helped to define the future state organization and also define the hiring needs.

- Conducted an organizational readiness assessment for an education-based organization looking to transition its operations functions into a centralized unit. Conducted interviews with key stakeholders and analyzed the results to help leadership identify challenges and issues associated with the transition to the new operations division. This work helped the client to identify key changes and messages that needed to be share with those who would be impacted by the change.

- Developed tools to assess process impact for a pharmaceutical company transitioning its sales force to a new Customer Relationship Management (CRM) system. Created assessment tools to be used by the client after deployment in order to gain insight into the impact to processes and jobs, which helped them to determine what additional training or communication needs were necessary beyond the CRM launch.

Training

- Led a team of resources who developed training strategy and managed execution of training for over 100 resources. Was heavily involved in executing the training strategy and helped the client to ensure that their resources were ready to perform well in their roles in the future state. Also worked closely with the team to develop and execute assessments of the resources to assess their level of readiness for future state delivery.

- Developed and delivered training sessions for an insurance company transitioning to a new information technology service delivery model. Also delivered targeted trainings, for identified groups who needed additional support for the specific roles as part of the new service delivery process. The trainings focused on skills such as facilitation, coaching, and conflict resolution techniques. Also worked closely with the client to identify opportunities to improve the training for the broader audience on an ongoing basis.

- Managed the training process for a multinational risk management and consulting firm introducing a new technology to its procurement processes. Identified each stakeholder group that needed to receive training across the company and then determined how their training needs varied by assessing the changes in their work activities in the future state. Helped the client design a training program that would address the requirements of each of the impacted stakeholder groups, and ensure that each person was trained prior to the launch of the new system.

EDUCATION AND CERTIFICATIONS

- MBA, Management and Strategy, Columbia Business School
- B.A., Economics, Tufts University

LEADERSHIP

- **Advisory National Staff Council –** Alma is part of the PwC's Advisory National Staff Council in which she works with Advisory leadership to develop initiatives that address business issues and colleagues' concerns. The council consists of approximately 40 people across Advisory.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: Keara Small
   Home Address: [redacted] Brooklyn , NY 01236
   Business Name and Address: N/A
   Home telephone No.: [redacted]
   Work telephone No: N/A
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☑ Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes,

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes,

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes,

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☑ Not applicable because the education corporation does not contact with a management company or charter management organization.
   ☐ I / we do not know any such persons.
   ☐ Yes,

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes,

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
    a. If I thought this was happening, I would bring the issue to the attention of the Chair of the Board to further investigate. I am committed to making sure that the board is working in the best interest of the school.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Keara Small, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Brooklyn Emerging Leaders Academy Charter High School is true and correct in every respect.

Keara Small
Signature

January 12 2016
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

Keara Small

[redacted] Brooklyn NY,11236 – [redacted]

Objective College student Seeking a position in the cashiering field where exceptional analytical and technical skills, and effective cash handling experience can be fully utilized to improve the company's productivity.

[redacted]

[redacted]

Education

Brooklyn College, Brooklyn NY

Expected Graduation Year: 2019

Undergrad Freshman , Major : Undecided

Urban Assembly Institute Math & Science For Young Women, Brooklyn NY

High School Regents Diploma June 2015

Communication

- Leadership
- Attentive
- Team player
- Public Speaking
- Microsoft Office, Microsoft Power Point, and Excel Proficient
- Adaptable
- Alert
- Flexible
- Attentive

Leadership

Student Government, Class President Class of 2015

Big Sister Little Sister Mentoring, Girl Inc. 2014-2015

Student Ambassador , Junior Achievement Of NY 2015

Girls Inc. College Shower

Affiliations

- Children's Aid Society, Carrera Program
- Girls Inc. Of NYC
- NYU Poly
- Junior Achievement of New York

Keara Small
[redacted]Brooklyn NY,11236 – [redacted]

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: **Nicole Charette**
   Home Address: [redacted] **Brooklyn, NY 11205**
   Business Name and Address: [redacted] **Brooklyn, NY 11221**
   Home telephone No.: [redacted]
   Work telephone No:. N/A
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Nicole Ann Charette [redacted]
[redacted] – Brooklyn, NY 11205

Education

09/07-5/09 **Johns Hopkins University** **Baltimore, MD**

- Master's Degree in the Art of Teaching
- Concentration in English Literature
- 3.98 GPA

09/03-05/07 **Loyola University in Maryland** **Baltimore, MD**

- B A. in English; minor in Business

[redacted]

Service

06/07-06/09 **Teach For America** **Baltimore, MD**

- Served a two year commitment as a 2007 corps member
- Contributed lesson plans and teaching strategies to Teach For America Resource Exchange
- Mentored first year teachers in high-risk environments

Awards, Nominations, and Organizations

10/15- Present **NAATE Fellow, Cohort VIII**

- Executing 36 day professional development opportunity with teachers from across the country

11/14 **Fisherman Prize for Superlative Classroom Practice Nomination**

06/14 **Big Apple Teacher Excellence Award** **New York, NY**

- Finalist for Teacher Excellence Award, top 30 out of 3,000 nominations

Skills

Leadership Roles

- Designed and executed PD sessions at MESA, Democracy Prep Charter High School, and Teach For America with a focus on classroom management, "backwards" planning (UbD), and promoting student voice in the high school classroom

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes, Shannon Riley and I are 2nd cousins.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
    ☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
    ☒ I / we do not know any such persons.
    ☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .

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16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **I would contact the Authorizer, report my suspicions, and file a formal complaint.**

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Nicole Charette, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **Brooklyn Emerging Leaders Academy Charter High School** is true and correct in every respect.

Signature

3-22-16
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

R03g – Outreach Evidence

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Online Outreach

- Website homepage, Our Approach page, and Give Feedback page
- Facebook page
- Instagram page
- DNAInfo article
- Email from Northeast Charter Schools Network sharing article
- Email from National Coalition of Girls Schools sharing article
- Email from Chalkbeat sharing article
- Email sent to Bedford-Stuyvesant Parents listserv
- Email sent to Bedford Stuyvesant Kids listserv

Outreach to Elected Officials

- Confirmation of meeting with New York Senator Martin Dilan
- Confirmation of meeting with New York State Senator Velmanette Montgomery
- Additional correspondence with New York State Senator Velmanette Montgomery
- Confirmation of meeting with New York State Assemblymember Annette Robinson
- Additional correspondence with New York State Assemblymember Annette Robinson
- Confirmation of meeting with office of Public Advocate Letitia James
- Confirmation of meeting with Deputy Borough President Diana Reyna
- Correspondence with Unites States Congressman Hakeem Jeffries. This same email was also sent to Congresswoman Nydia Velaquez, New York State Assemblymember Walter Mosley, New York City Councilmember Robert Cornegy, and New York City Councilmember Darlene Mealy.
- Additional correspondence with the office of New York State Assemblymember Walter Mosley
- Additional correspondence with the office of the Office of the Kings County District Attorney

Outreach to Local Elected Bodies

- Confirmation of meeting with Community Board 3 Chair Tremaine Wright
- Confirmation of meeting with CEC CSD 16 President Nequan McLean
- Confirmation of presentation at Community Board 3 Youth and Education Committee meeting
- Agenda from PS 308 PTA meeting

Outreach to Community Based Organizations

- Confirmation of meeting with St. John's Bread and Life
- Confirmation of meeting with Providence House, Inc.
- Confirmation of meeting with Bedford Stuyvesant Family Health Center
- Confirmation of meeting with St. John the Baptist Parish
- Confirmation of meeting with Mt. Lebanon Baptist Church
- Confirmation of meeting with Cornerstone Baptist Church
- Confirmation of conversation with Girls Inc. of NYC
- Confirmation of conversation with Brooklyn Community Services
- Confirmation of meeting with Bedford Stuyvesant Parent Committee

Outreach to CSD16 and Neighboring Pre-K to Grade 12 Schools

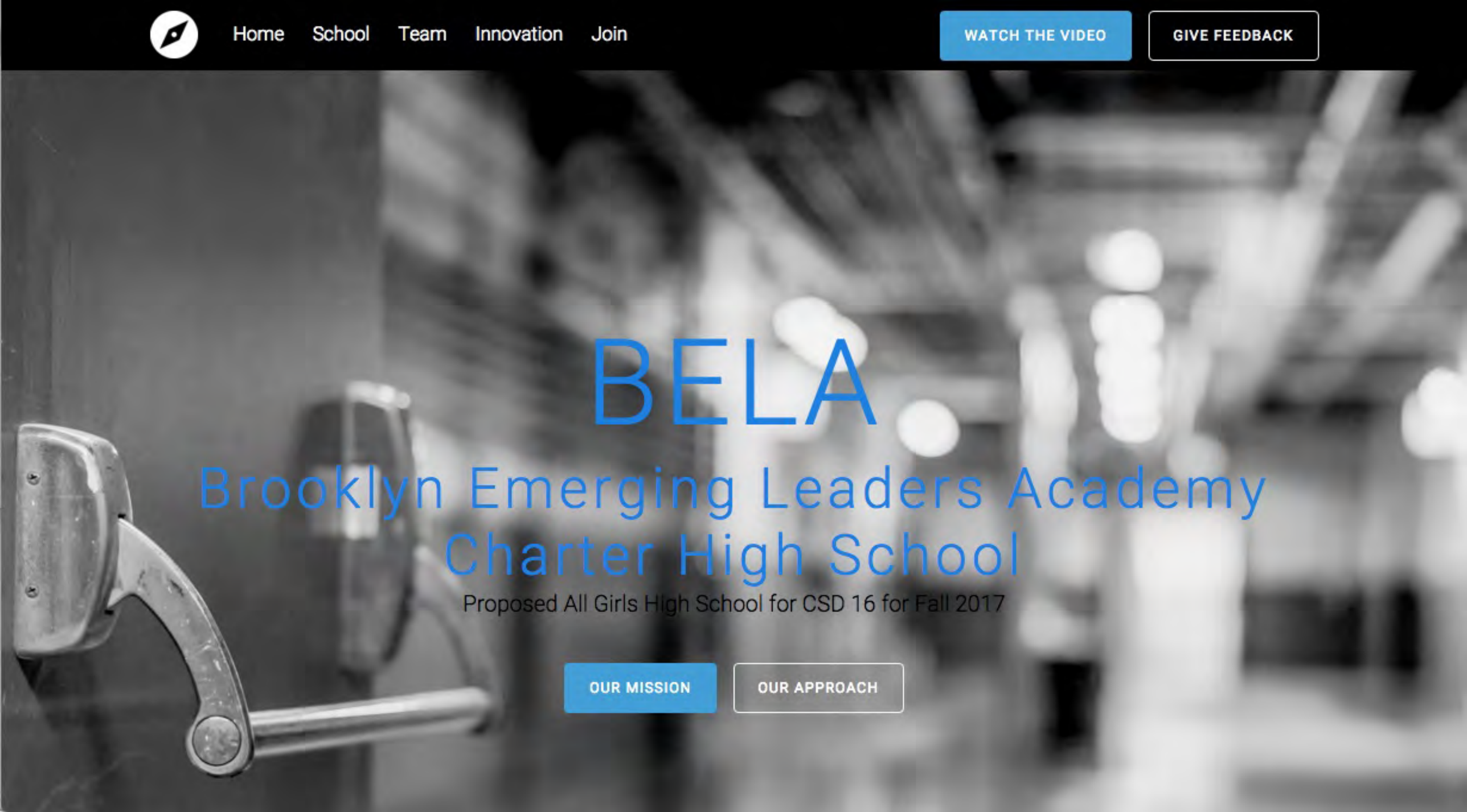
- Outreach to CSD 16 Superintendents Evelyn Santiago and Karen Watts
- Confirmation of meeting with MESA Charter School
- Correspondence with Urban Assembly Institute of Math and Science for Young Women
- Confirmation of meeting with Bedford Stuyvesant New Beginnings Charter School
- Correspondence with M.S. 57 Whitelaw Reid
- Email sent to the Principal of Young Scholars' Academy for Discovery and Exploration. This email was also sent to the Principals of schools in Bedford-Stuyvesant: Brownstone School, PS 297, Brighter Choice Community School, Brooklyn Excelsior Charter School, Explore Empower Charter School, La Cima Charter School, Launch Expeditionary Learning Charter School, M.S. 035 Stephen Decatur, M.S. 267 Math, Science, Technology, M.S. 584, Madiba Prep Middle School, P.S. 005 Dr. Ronald Mcnair, P.S. 021 Crispus Attucks, P.S. 025 Eubie Blake School, P.S. 026 Jesse Owens, P.S. 028 The Warren Prep Academy, P.S. 243K The Weeksville School, P.S. 309 The George E. Wibecan Preparatory Academy, P.S. 335 Granville T Woods, School of Business, Finance and Entrepreneurs, Teaching Firms of America-Professional Preparatory School, Upper School P.S. 25, and
- Email sent to Mary Bethune Child Development Center. This email was also sent to the other pre-K programs in Bedford-Stuyvesant: Early LIFE, Friends of Crown Heights Education Centers, and St. Mark's Head Start.
- Correspondence with Young Women's Leadership Network

Information Sessions and Focus Groups

- Advertisement in Brooklyn Daily Eagle for information session at Macon Library
- Confirmation of information session at Mt. Lebanon Baptist Church
- Confirmation of information session at Bedford Stuyvesant New Beginnings Charter School
- Confirmation of information session at St. John's Bread and Life

Flyers

- One page flyer (English)
- Flyer for information session at Brooklyn Public Library - Bedford Branch
- Template for information sessions in Spanish
- Flyer for information session at Macon Branch


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Learning at BELA

STEAM Pathways

Adopted from Ann Richards School for Young Women Leaders, STEAM Pathways will deepen BELA students' understanding of a STEM field. Students will choose a particular STEM pathway after taking a year-long STEAM course where students engage with different challenges from each pathway. During Year 9, students will take a STEAM course offered by FUSE. In their subsequent years, students will take classes in one of three pathways: Engineering, Biomedical Sciences or Media Technology.





Advance Studies

Students at BELA will take a number of advance level courses to prepare them for the demands of college-level work. Latin will be a 4-year program for all BELA students. Additionally, students will either take courses or enroll in International Baccalaureate (IB) program. The IB course of study aligns with the BELA mission and core values by teaching students to think critically, creatively, ethically, and globally and to become lifelong learners.

S-Term

Interdisciplinary projects are typical at BELA. Each year, BELA students will deepen their understanding of the interconnectedness of the core values: Scholarship, Sisterhood, Strength, and Service by engaging in weeklong experiential projects or, as we call them at BELA, S-term. For example, in their 9th grade year, BELA students will identify a community need, develop teams based on common interest, and utilize the Stanford Design Thinking process to propose a solution to members within the local community.





Core Academics

To graduate with a BELA diploma, students must meet the BELA graduation requirements, which is inclusive of the New York State Education graduation requirements. Their course of study will be culturally relevant while integrating the classics to ensure students are exposed to the necessary common knowledge at the collegiate level. Through a project and problem based approach, BELA students will have the opportunity to connect their learning to real world issues from a local, national, and global perspective.

Professional Learning Community

Teacher learning is an ongoing daily process at BELA. We recognize that we grow stronger as a professional community and become better at meeting the individual needs of our students when BELA teachers are involved in activities that provide new ideas, skills, and competencies such as: critical friends groups, subject and grade team meetings, professional conferences, co-planning, peer observations both internal and external, and course work to name a few. Our commitment to continuous and sustained learning will allow BELA teachers to focus on the learning and teaching that is required for student centered learning environments.



Culture at BELA



Firmth

Dr. Michael Carrera, founder of the Children's Aid Society Carrera Pregnancy Prevention program (an "above the waist" approach to supporting the developmental needs of our young people), coined a term that will permeate throughout BELA. FIRMTH is a term that embodies the love, compassion, expectations, and responsibility the young women of BELA will feel. Dr. Carrera says you must be firm yet warm with our young people or FIRMTH. At BELA, FIRMTH means believing in the success of every student, but also holding them accountable to being BELA young women and all the honor and distinction that comes with representing our community.

Traditions

BELA's traditions reflect our commitment to building a community where adults and students feel valued, heard, respected, and challenged. One of the traditions begins the summer before Year 9. All BELA students are required to attend BELA Academy, a 4-week summer intensive where students will deepen their understanding of the mission, core values, and academic program. The Academy will culminate with an overnight trip. Other BELA traditions include: student-led morning meetings, uniform, and core value pins.





Uniform

1,036,800 minutes, 17,280 hours, 720 days, 4 years until a BELA graduate enters the world, independently, to become those agents of change we need. BELA time will be focused on achievement both academically and personally. BELA time will be free of unnecessary distractions but filled with challenges and learning opportunities. Thus, at BELA, knowing the length of time and the scope of work, our young women will wear the prestigious BELA uniform and be prepared to embrace the day's transformative learning experiences.

Leadership Academy

Leadership Academy is a small group, talking circle format leadership meeting facilitated by a teacher mentor. During these meetings, BELA students will explore themes such as: speech writing, service learning, advocacy leadership, college and career readiness, financial literacy, healthy relationships and other themes pertinent to being active leaders. BELA students will take this course for the duration of their tenure at BELA.



Environment at BELA



Learning Spaces

At BELA, we are reimagining the 21st century classroom for our young women. Through the extensive research published at Center for Research on Girls at Laurel School, we know that girls learn best when they are working in a collaborative and tinker-friendly environment. BELA's classrooms are not just classrooms, but seminar rooms and learning labs. They are spaces conducive to learning, collaboration and innovation with the necessary tools for our young women to be at their best.

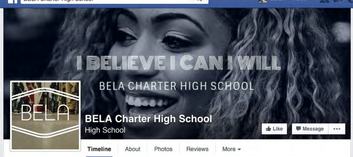
1:1 Technology

1:1 Technology – BELA will have a 1:1 program providing each student in Year 9 with a laptop for use at school and home to support our blended learning environment. We believe our students must be prepared to flourish in an environment where agility with technology is a necessity. Furthermore, our personalized digital learning environment will provide our students with access to real-time resources, timely feedback, and tailored support to further enhance their individualized educational experience.



BELA Charter High School

Sarah Home



BELA Charter High School

High School

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4.9 of 5 stars · 18 reviews

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PHOTOS



VISITOR POSTS

Lisa Parrilli
October 1, 2015 at 6:45pm

"I raise up my voice-not so I can shout but so that those without a ... See More

Like · Comment

Michael O'Neill
September 30, 2015 at 10:06am

Way to go Shannon! Very excited to see your dream being realized!

Like · Comment

Jennie Diggs
September 28, 2015 at 5:50pm

I am proud of my niece for venturing out to share her gift of teachi... See More

Like · Comment

REVIEWS

4.9 ★ **4.9 of 5 stars**
18 reviews

Krystal Lily Cas
5★ This is amazing and needed for our HS girls in Brooklyn! These girls will be in excellent hands, at at helm and leading ... See More
September 23, 2015 ·
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Tiffany M. B. Anderson
5★ I love the approach. I love the mission. I love the motto. I only wish I lived in the area so that I could entrust my... See More
September 30, 2015 ·
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Tell people what you think

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Write something on this Page...

BELA Charter High School added 6 new photos.
January 10 at 5:06pm

Creating BELA Hope Flags with the community - what is your 'HOPE' for the young women of Bed-Stuy?

Thank you Cornerstone Baptist Church for welcoming us at service, and to Charlene for the inspiration.
#belacharter #believeicaniwill #bedstuy #brooklyn



Like Comment Share

12 people like this.

Write a comment...

BELA Charter High School
December 15, 2015 ·

BELA co-founder Nicia Fullwood and colleague Wendy Barrales will be presenting at the Global Forum on Girls' Education on February 8, 2016. Their INSPIRE! session will focus on the intersectionality of race and gender through a feminist lens. They will address the need for spaces of cultural competence in schools and provide educators with the necessary tools and foundational knowledge to begin implementing classrooms of racial consciousness.
#nationalcoalitionofgirlsschools #ncgs #belacharter #believeicaniwill
http://ncgs.org/NewsAndEvents/Forum/2016/default.aspx



Like Comment Share

13 people like this.

Write a comment...

BELA Charter High School
December 10, 2015 ·

BELA Supporters - Today,the Letter of Intent to establish BELA was submitted to the SUNY Charter Schools Institute. Please take a look at our school model by clicking on the link below and be sure to share your feedback on the BELA school website.
#belacharter #believeicanwill
http://belahs.org/.../Brooklyn-Emerging-Leaders-Academy-Lette....

belahs.org
BELAHS.ORG

Like Comment Share

25 people like this.

Write a comment...

BELA Charter High School added 4 new photos.
December 5, 2015 ·

Today, the BELA co-founders attended the SHARE high school scholarship launch. BELA board member Diane Nathaniel coordinated the event, great job Diane! We are looking forward to working with these young scholars as they write their scholarship essays.
#belacharter #believeicanwill



Like Comment Share

16 people like this. Top Comments

Write a comment...

Nathaniel Counselor OMG! I just saw this! Thank you guys for supporting me today. I look forward to posting more information about the essay competition and supporting activities to assist scholars with their writing. So glad to be apart of BELA!
Like · Reply · January 4 at 8:36pm

BELA Charter High School
November 25, 2015 ·

BELA cofounders celebrate Thanksgiving with PS 308 students and families. Thank you Ms. Boothe, Ms. Gale and the PTA at PS 308 for inviting us. Special thanks to Michelle, a former PS 308 student, for sharing her thoughts on the BELA school model!
Happy Thanksgiving!



Like Comment Share

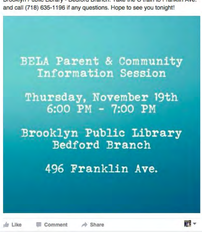
38 people like this. Top Comments

Write a comment...

Walter Brown Happy Thanksgiving
Like · Reply · November 25, 2015 at 2:19pm

BELA Charter High School
November 16, 2015 ·

Please join us TONIGHT at 6 PM for a BELA information session at the Brooklyn Public Library - Bedford Branch. Take the C train to Franklin Ave. and call (718) 635-1196 if any questions. Hope to see you tonight!



Like Comment Share

6 people like this.

Write a comment...

BELA Charter High School
November 13, 2015 ·

Read about the White House responding to the needs of young women of color. #belacharter #believeicanwill



White House to Women and Girls of Color: We Care
Nearly a year after launching the My Brother's Keeper initiative that focuses on expanding opportunities for black and brown boys
TIME.COM

Like Comment Share

5 people like this.

Write a comment...

BELA Charter High School
November 12, 2015 ·

BELA Friends! Please join us next Thursday, 11/19, for an information session to learn more about the BELA school model. #belacharter #believeicanwill #brooklynpubliclibrary #bedstuy



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5 people like this.

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BELA Charter High School
November 11, 2015 ·

belacharter

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BrooklynEmergingLeadersAcademy A space where girls thrive
https://youtu.be/U7HQRYHk2Uk **tinyurl.com/p4tados**

11 posts **137** followers **27** following



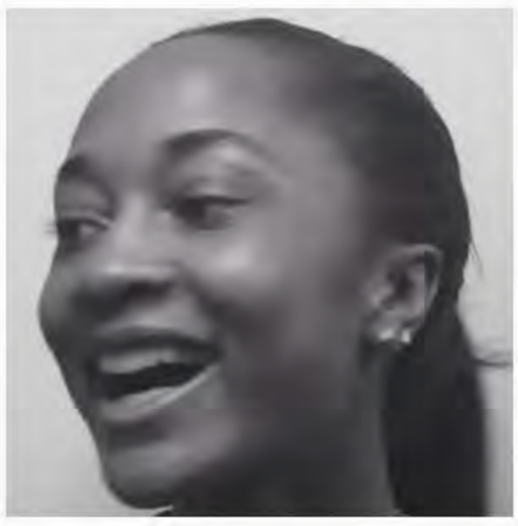














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BEDFORD-STUYVESANT Education

All-Girls Charter School with STEAM and Latin Classes Proposed for Bed-Stuy



By Camille Bautista | November 11, 2015 8:45am
@CamBautista



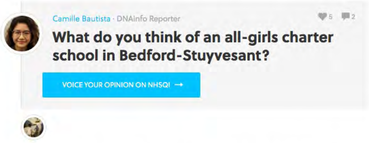
The Brooklyn Emerging Leaders Academy Charter High School fo...

View Full Caption — Belle LeGrand

BEDFORD-STUYVESANT — The former assistant principal of two downtown Brooklyn schools is teaming up with a longtime colleague and social worker in hopes of empowering young teens through a new all-girls charter school.

Educator Nicia Fullwood and Children's Aid Society social worker Shannon Riley are applying to open the Brooklyn Emerging Leaders Academy Charter High School, or BELA, in Bed-Stuy in fall 2017.

The pair's years of advising and counseling girls through CAS' Carrera Adolescent Pregnancy Prevention Program led them on a journey to fulfill a need in the neighborhood in which they hope to inspire and lead young women to make an impact in their communities, they said.



The founders aim to create "agents of change" through the school's four tenets: scholarship, sisterhood, strength and service.

Students would participate in a college prep curriculum that includes STEAM (science, technology, engineering, art design and mathematics) and Latin courses, as well as participate in hands-on community service work.

"There's a lack of women and certainly women of color in the fields of math, science and engineering, and we want to give girls perspective that it is possible," Fullwood, 34, said.

"With Latin, we're setting them up for success, not only prepping them for SATs, but with a model of challenging them. It's going to be hard, and that's OK. We want them to learn how to persist."

Fullwood, who graduated with a degree in electrical engineering before going into education, said her undergraduate career was an intimidating time for her.

"I didn't really feel there was this space for me to enter because there wasn't really anyone who looked like me at the time," she said.

Through BELA, she and Riley are looking to create a safe space for young women to develop their talents, they said.

The two previously worked at the all-girls Urban Assembly Institute of Math and Science for Young Women in downtown Brooklyn, assisting students with their emotional and social needs as they transitioned from middle school to high school.

The pair met one-on-one with students through counseling classes once a week and provided a "powerful place to support each other," Riley, 33, said.

"Especially in high school years, it was a space for them to work through problems together and learn from each other."

Fullwood and Riley aim to bring the same holistic view to BELA, where girls can feel "safe and loved" while undergoing a rigorous curriculum, they said.

"From our experience, the culture created at all-girls schools gives them the edge to be powerful young women," Riley said.

"Every role is filled by a girl and they're always looking up to someone who looks like her."

BELA would also fill a gap felt by many Bed-Stuy parents, they added, who often take their students outside the neighborhood for better educational opportunities they feel are lacking in District 16.

Jaye Whitaker, a Fort Greene resident, said she moved from Bed-Stuy in 2001 due to the neighborhood's absence of options for her children.

Her 18-year-old daughter, Taylor, received mentorship from Fullwood and Riley from the time she was in sixth grade at UAI, she said. Now a college freshman, her daughter still keeps in touch with the pair.

"It's really because of them that my daughter is in there in college," Whitaker said. "They have this amazing ability to connect with the girls, and are so loving, nurturing, and passionate about it."

"It's about time there's a school like this, especially in Bed-Stuy. The fact that they're looking to bring something in that particular area geared towards the empowerment of women, they really make the ladies believe it."

BELA will partner with local organizations, including CAS, which will provide the framework for the school's family life and sexuality curriculum, along with financial literacy and medical advocacy courses.

Other collaborations include Girls Incorporated of New York City and FUSE. The duo is looking to house the school in a private space in the neighborhood, starting with a class of 100 young women.

The charter school aims to be "community-based," Fullwood added, giving parents another option and working with other local schools to create an improved pipeline within the district.

"We're interested in being around for hundreds of years and being a staple school in the community," she said.

BELA founders are seeking community feedback on the school's proposed model through an online survey and information sessions.

The next meeting will be held Nov. 19 at 6 p.m. at Brooklyn Public Library's Bedford Branch, 496 Franklin Ave. For more information, email belacharter@gmail.com

Have something to say about this story? Voice your opinion on Neighborhood Square!

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DOWNTOWN Arts & Entertainment

18 Things To Do in New York City's Neighborhoods This Week

By DNAinfo Staff | December 6, 2015 6:36pm

Monday, Dec. 7

► See the Luminaries



The Christmas tree in Madison Square Park decorated and lit up...

View Full Caption — Flickr / Jeffrey Zeldman

Where: Brookfield Place Winter Garden Atrium, 230 Vesey St., Battery Park City
When: 8 a.m. to 8 p.m., through Jan. 10.

See a colorful canopy of 650 interactive lanterns glow at the Winter Garden. Several choreographed light shows are scheduled daily, and special "wishing wells" allow visitors to change and play with the lights themselves.

► BK Society of Draftsman, Drink and Draw

Where: Brooklyn Fire Proof, 119 Ingraham St., Williamsburg
When: 6:00 p.m. to 9:00 p.m.

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Gmail by Google

Sarah Olle [redacted]

Weekly Charter Headlines: March in Bridgeport; Hillary rebukes charters

Joe Shahen [redacted]
To: Sarah Oll[redacted]

Mon, Nov 16, 2015 at 3:48 PM



Sarah,

Last week may have been a short week, but we were still busy in both states. What follows is a recap of what NECSN has been up to as well as a summary of the past week's charter news. Be sure to follow us on Facebook and Twitter to keep up-to-date on the latest charter news.

Last Tuesday, over 3,000 parents, teachers, students and community leaders marched through Bridgeport to call on legislators to fund all public school students fairly, and to preserve charter school funding. You can read the release from the day here, and head on over to our Twitter to see more pictures from the day.

NECSN in the News

Education Advocates Ask for More Charter School Funding

November 10, 2015 - NBC Connecticut

Education advocates gathered in Bridgeport on Tuesday morning to send a message to state lawmakers in Hartford that they want better funding for charter schools.

A Civics Lesson in Social Change: Charter School Rally in Connecticut Demands Fair Funding

November 10, 2015 - The Seventy Four

Sometimes, Anthony Montgomery falls asleep on the bus on his way to school. Waking up at 5:25 a.m. to get there on time, the 13-year-old commutes to New Haven each day to attend one of the state's highest-performing high schools. He doesn't return home until 7 p.m.

This Week's National Headlines

Hillary Clinton rebukes charter schools

November 9, 2015 - POLITICO

Former Secretary of State Hillary Clinton sounded less like a decades-long supporter of charter schools over the weekend and more like a teachers union president when she argued that most of these schools "don't take the hardest-to-teach kids, or, if they do, they don't keep them."

This Week's NY Headlines

Why calls for Success Academy sanctions aren't likely to succeed

November 11, 2015 - Chalkbeat New York

As one of two authorizers in the state that can approve new charters, the SUNY Charter School Institute is also tasked with renewing successful schools and closing unsuccessful ones. SUNY can reprimand the charter schools it oversees in two ways.

Plans being made for second Elmwood Village Charter school in Buffalo

November 12, 2015 - Buffalo Business First

Elmwood Village Charter School may open a second K-8 school in Buffalo, pending approval from the New York State Department of Education. Organizers have formed a task force to look at the possibility of replicating the existing charter school. The reason: the constant demand for good schools in the city.

Democrats vs. charters: Progressives are turning on an education movement that offers options and hope to many black and Latino

families
November 14, 2015 - New York Daily News
The Daily News shows support for charters in this editorial, saying, "It is simply horrendous that so much of the Democratic Party, bastion of progressivism, is abandoning black and Hispanic kids."

Genesee Community Charter School leader wins national award
November 13, 2015 - Democrat & Chronicle
Genesee Community Charter School Leader Lisa Wing recently won a national leadership award from EL Education, the expeditionary learning organization whose curriculum the school uses.

Many positive things happening at Crown Heights charter school
November 13, 2015 - Brooklyn Daily Eagle
Marcia Mott, the grandmother of an Achievement First Crown Heights student, responds to criticisms of Achievement first and describes how the school has met her grandson's needs.

All-Girls Charter School with STEAM and Latin Classes Proposed for Bed-Stuy
November 11, 2015 - DNAinfo
The former assistant principal of two downtown Brooklyn schools is teaming up with a longtime colleague and social worker in hopes of empowering young teens through a new all-girls charter school.

This Week's CT Headlines

Malloy pitches $350M in cuts; GOP wants mix of cuts, labor savings
November 12, 2015 - The CT Mirror
Gov. Dannel P. Malloy presented legislators Thursday with almost $350 million in budget-cutting options that would fall heavily on social services, education and municipal aid, according to documents obtained by The Mirror.

Fiscal flood warning: Nothing but red ink forecast in CT
November 13, 2015 - The CT Mirror
Nonpartisan fiscal analysts issued projections Friday that Connecticut, already coping with a significant budget shortfall in the current year, is facing a far worse problem just over the horizon: nearly a $2.3 billion gap in state finances over the next two fiscal years.

Dacia Toll: Fund all Connecticut students fairly and equitably
November 15, 2015 - New Haven Register
Achievement First Co-CEO Dacia Toll discusses the need for fair charter school funding, saying, "It’s not fair. It defies logic. And it has to change. As a

Gmail by Google

Sarah Olle <[redacted]>

Fwd: November 20, 2015 - The Coalition Connection

Nicia Monik Fullwood [redacted] Sun, Dec 6, 2015 at 9:20 PM
Reply-To [redacted]
To: Sarah Olle [redacted] Stephanie Mauterstock [redacted], Shannon Riley [redacted]

This is the NCGS sharing evidence. It's in the "in the news" section of the newsletter.
---------- Forwarded message ----------
From: **National Coalition of Girls' Schools** <ncgs@ncgs.org>
Date: Fri, Nov 20, 2015 at 10:47 AM
Subject: November 20, 2015 - The Coalition Connection
To: [redacted]

National Coalition of Girls' Schools
ncgs



National Coalition of Girls' Schools Newsletter

IN THIS ISSUE

Remembering NAIS President John Chubb

Meet Our Global Forum Strategic Partners

Marymount School of New York to Host Student Technology Conference

NCGS Member Schools Offered Discount on "Moms as Mentors" Program

Highlights from the NCGS "Listening & Learning Tour"

NCGS MISSION

THE COALITION CONNECTION
November 20, 2015

Dear NCGS Community,



Experiential learning opportunities can help build confidence and self-esteem in girls as well as address gender inequality worldwide. **NCGS is proud to support several experiential learning initiatives during the summer of 2016 that promote everything from girls' leadership to building acumen in STEM.**

Trips to the Grand Canyon, Costa Rica, and Dominican Republic will provide experiences for students and faculty from NCGS member schools to connect with peer leaders, grow as individuals, and make an impact in their communities. The excursions will also promote collaboration between a diverse range of NCGS member schools and help create bonds of sisterhood that aren't restricted by alma maters or geographic location.

NCGS and its strategic partner, Grand Classroom, are offering once again the opportunity to participate in a **girls' leadership**

The National Coalition of Girls' Schools (NCGS) is a leading advocate for girls' education with a distinct commitment to the transformative power of all-girls schools. The Coalition acts at the forefront of educational thought, collaborating and connecting globally with individuals, schools, and organizations dedicated to empowering girls to be influential contributors to the world.

NCGS QUICK LINKS

www.ncgs.org

Job Postings

NCGS Blog: *Raising Girls' Voices*

NCGS Research Reports Archive

NCGS Transgender Resources

NCGS Presentation: *The Girls' School Advantage: By the Numbers*

NCGS Member Benefits

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NCGS Calendar of Events

Member News

***Coalition Connection* eNews Archives**

IN THE NEWS

retreat to the Grand Canyon on June 18-22. The program is designed to bring together groups of student leaders and their faculty advisers from NCGS upper schools to share ideas and hone leadership skills in one of the most inspiring destinations on earth. **Click here for more details and registration information** (registration deadline is December 20).

We are pleased to also continue our collaboration with CIEE (Council on International Educational Exchange) allowing us to offer a three-week **STEM program in Costa Rica on July 18 - August 8.** Based on the success of the recent summer's experience, students and faculty will pursue three STEM topics: biology/biodiversity, conservation, and sustainability. **Click here for more details.**

NCGS is excited to add a third program next summer. The Mariposa DR Foundation has created a unique opportunity for students and faculty from NCGS schools to **travel to the Dominican Republic and volunteer at The Mariposa Center for Girls.** Participants will work closely with their Mariposa peers to research and design permanent and rotating exhibits that will form the Center's new "Girl Museum." An interactive learning environment and visual journey into how girls have the unique power to change the world, the "Girl Museum" will be created by girls, for girls, and about girls. Two sessions for this trip are available: **June 12-June 30** (Session A) and **July 10-July 28** (Session B). **Click here for more details and the application.**

We hope each of these experiences instills in its participants a desire to explore, take risks, and see the world from a different point of view.

Safe travels!

Megan

Megan Murphy
Executive Director

Remembering NAIS President John Chubb

NCGS shares our condolences at the passing of NAIS President John Chubb. Our community mourns the loss of this dedicated leader in education. Click here for more information and tributes.

Meet Our Global Forum Strategic Partners



NCGS is proud to host the 2016 Global Forum on Girls' Education, *Creating a World of Possibilities* (**February 7-9, 2016** at the New York Marriott Marquis), in partnership with preeminent educational organizations from around the globe. We could not coordinate this groundbreaking conference without their support and involvement. It is our pleasure to introduce two more of these organizations in our ongoing series, "Meet Our Global Forum Partners."

Videos:

Hope vs Harsh Reality: Challenges to Global Education Goals in the 21st Century
Euronews

Kenya: Safe Water Programs Mean Girls Can Have an Education and Avoid Deadly Illnesses
International Business Times

UK Schoolgirls Inspired by Michelle Obama at White House
BBC

Articles:

All-Girls Charter School with STEAM and Latin Classes Proposed for Bed-Stuy
DNAinfo

By Age 5, Children Have a Sense of Self-Esteem That Rivals Adults, Study Says
The Washington Post

STEM Toys Made for Girls are the Hot New Trend
Fortune

Men Sit Up and Listen as Women Fill 40% of Business School Seats
BloombergBusiness

This Is What Tech's Gender Gap Looks Like
The Huffington Post

Keeping Our Promise to 120 Million Women and Girls Means a Better Future for Everyone
Medium

Why This Nonprofit Wants to Help Girls Fail

The Alliance of Girls' Schools Australasia is a not for profit organization which aims to promote the education of girls in all-girls schools and increase public awareness that single-sex schools provide the optimal learning environment for girls. As the peak advocacy group for girls' education in Australasia, the Alliance provides leadership opportunities for girls and educators through conferences, provides network support, publishes a biannual magazine, and sources research on single-sex education. We are grateful to the Alliance for inviting Holly Ransom, CEO of Emergent Solutions, to be a keynote speaker at the Global Forum.

The Girls' Schools Association (GSA) represents the heads of many of the top performing day and boarding schools in the U.K. independent schools sector. It encourages high standards of education for girls and promotes the benefits of being taught in a largely girls-only environment. The GSA aims to inform and influence educational debate in the U.K. and provides its members and their staff with professional development courses, conferences, advice, and opportunities to debate and share best practice. Thanks to the GSA, Baroness Sue Campbell, Chair of Youth Sport Trust, will join us at the Global Forum as a keynote speaker.

Don't miss out! Early Bird registration rates end in just two weeks! Click here to register to attend the Global Forum on Girls' Education.

Marymount School of New York to Host Student Technology Conference

Following the success of the inaugural conference, Marymount School of New York is hosting again its Student Technology Conference, *Connecting the World, One Student at a Time*, on **Saturday, January 30, 2016.** This free, online event will feature keynote speakers and crowdsourced presentations by students in grades 6-12.

The Student Technology Conference provides students from around the world a forum for the presentation, discussion, and sharing of educational technology in schools and other academic settings. Goals for the conference are:

- Fostering a better understanding of how students use technology in education and to engage students, teachers and administrators in a conversation about technology.
- Assisting teachers and administrators in understanding how students use technology both in and out of the classroom.

Fortune

Toy Story: Gender Profiling in STEM from the Ground Up?
Silicon Republic

Transgender Articles:
Transgender Student-Athlete in Interscholastic Athletics
National Federation of State High School Associations

Making Bathrooms More 'Accommodating'
The New York Times

Global Articles:
For Some Teen Girls, Surviving a Rape Can Mean Losing an Education
NPR (Sierra Leone)

Malala's Campaign to Give All Girls Around the World 12 Years of Education Inspires Major Breakthrough in India
The Independent (India)

Afghanistan in Need of Female Teachers
Straits Times (Afghanistan)

Boys and Girls Are Born Equal: The Power of Challenging Gender Norms Early in Life
Policy Innovations (India)

Girl's Education - Getting from Ambition to Action
NewEurope (global)

Discussing Skills, Innovation, and Girls' Education in Doha
The Huffington Post (Qatar)

Malawi: Campaign for Female Education in

- Strengthening the relationship between students, teachers, and administrators about technology in the curriculum.

The Call for Proposals for student presentations is now open through January 16.

For more information, visit the conference website.

NCGS Member Schools Offered Discount on "Moms as Mentors" Program

Emilie Liebhoff, former NCGS Deputy Director, has joined forces with Leslie Coles, former Director of Strategic Initiatives and Programs, to launch The Moms as Mentors Project. The program provides mothers with the tools and opportunities they need to be mentors in their daughters' daily lives, with a particular emphasis on three topics where mothers have a significant impact on their daughters' development: STEM, business/entrepreneurship, and social-emotional learning.

Moms as Mentors partners with public and independent schools to: 1) offer innovative turnkey alternatives for parent-education and 2) provide parents with powerful takeaway tools and resources to positively impact their daughters' social-emotional and career outcomes.

For independent schools, Moms as Mentors programs have an added admissions benefit of attracting and engaging prospective families. Miss Porter's School Chief Enrollment & Student Affairs Officer and NCGS board member Liz Schmidt remarked on her school's experience with the business/entrepreneurship session:

> *"The Moms as Mentors team brings incredible insight and skill to the delivery of a fun and informative curriculum for mothers and daughters.* ***The program allowed us to enroll several highly qualified students and encouraged even more to consider applying to Miss Porter's School in the upcoming year.*** *This winter, we will again partner with Moms as Mentors on their STEM program..."*

As members of the NCGS family, Emilie and Leslie remain committed to supporting girls' schools. **NCGS member schools can receive 10% off of all Moms as Mentors half-day programs for the 2015-2016 academic year.**

Check out the public school and independent school brochures for more information.

Highlights from the NCGS "Listening & Learning Tour"

Recently, Executive Director Megan Murphy traveled to Princeton, NJ for the annual Head Mistresses Association of the East (HMAE) conference where she had the opportunity to connect with more than twenty heads of NCGS member schools. Here's what she said from the road:

Malawi Calls for Change of Mindset to Keep Girls in School
AllAfrica (Malawi)

Like Malala's Struggle in Pakistan, the Fight Continues for Girls' Education in Neighboring Afghanistan
Council on Foreign Relations (Afghanistan)

This Children's Day, the Best Gift a Parent Can Give Their Daughter Is an Introduction to Sport
FirstPost (India)

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View our profile on LinkedIn

"HMAE Executive Director Diana Coulton Beebe, President Ann Klotz (Head of Laurel School), and their planning committee held an outstanding conference. Guest speaker and author of The Social Profit Handbook, David Grant gave an excellent presentation on effective board governance and Natalie W. Nixon inspired us to use design thinking and be improvisational and adaptable as leaders."

Forward email

SafeUnsubscribe

This email was sent to [redacted] |
Update Profile/Email Address | Rapid removal with SafeUnsubscribe™ | About our service provider.

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Try it FREE today.

National Coalition of Girls' Schools | PO Box 5729 | Charlottesville | VA | 22905

Gmail by Google

Sarah Olle [redacted]

Rise & Shine: Tensions surface as mergers could make some schools disappear

1 message

Chalkbeat New York [redacted] Thu, Nov 12, 2015 at 7:36 AM
Reply-To: Chalkbeat New York [redacted]
To: Sarah [redacted]

Thursday, Nov. 12, 2015 View this email in your browser

Chalkbeat NEW YORK

RISE & SHINE *today's education news*

Good morning! Read about how the city is quietly preparing to merge certain low-performing schools together, effectively causing some to vanish. Also, advocates' calls for an official investigation of Success Academy may not get far. Finally, Mayor Bill de Blasio's education forum is tonight at 7 p.m. at P.S. 69 in Queens. It's open to the public, but you had to get tickets.
- Patrick

Chalkbeat reports

Stories brought to you by Chalkbeat reporters

Anxieties grow for some vanishing schools in city's merger plans

So far, the city's plan to dissolve some very small schools by merging them with others has met little resistance. But as officials begin holding public hearings on the plans, tensions are starting to emerge, especially in neighborhoods with clear memories of the divisive school-closure policies of the past. **Read more.**

Why calls for Success Academy sanctions aren't likely to succeed

In the wake of reports that a Success Academy charter school pressured challenging students to leave, critics are calling on the group responsible for overseeing the

controversial network to conduct an official investigation. Experts, however, say that's unlikely. **Read more.**

SPONSOR



Rise & Shine

A roundup of education news and analysis

THE CASE OF THE VANISHING SCHOOLS

An education policy board will vote on five school mergers in the coming weeks, with officials promising to propose more after that. The procedure is meant to rescue schools that are struggling with small enrollments and limited resources, but they are beginning to strike some as a form of school closure. **Chalkbeat**

SUCCESS UNDER SCRUTINY

Advocates are calling on the SUNY Charter School Institute, which oversees certain charter schools, to launch an investigation into discipline and enrollment practices at Success Academy. However, that appears unlikely to happen. **Chalkbeat**

Amid the calls for more scrutiny of the city's largest charter school network, roughly 35 Success Academy staffers and parents gathered outside City Hall Wednesday to rally in support of the schools. **New York Daily News**

SKIPPING SCHOOL

At 127 elementary and middle schools last year, more than 40 percent of students were "chronically absent," meaning they missed class the equivalent of once every 10 days. **New York Post**

RULE BREAKERS

Harvest Collegiate High School is part of a new city program that gives it freedom from some teachers contract rules. For instance, class periods are longer, students take a special two-week-long course in January, and teachers help evaluate their

peers. **NY1**

FULL STEAM AHEAD

The former assistant principal of two downtown Brooklyn schools is teaming up with a longtime colleague and social worker to create a new all-girls charter school with a focus on "STEAM" courses (science, technology, engineering, art design and mathematics). **DNAinfo**

CODING COMPETITION

Public schools in Brooklyn will take part in a global computer science campaign called the "Hour of Code," and they are competing with Chicago to see which city can get more students to participate. **NY1**

TESTING THE RHETORIC

Editorial: The Post points out that the principal of Cornerstone Academy for Social Action in The Bronx, who compared standardized tests to slavery and drugs, still uses them at his school. **New York Post**

GRADE INFLATION

Op-Ed: The city's new school quality guides "give parents a falsely rosy picture" of schools that are doing poorly on objective measures. For instance, the report gives fair or good marks on every measure to a school that had a zero percent pass rate for the state English and math exams. **New York Post**

Upcoming events

College is Possible! for Students with IEPs
Nov 12, 2015 05:00 pm

Growing Up Green Middle School Open House
Nov 12, 2015 05:30 pm

Bayside High School Open House #2

Featured jobs

Vice President Education

Experienced Tutors in Math, SAT Prep, Reading, etc.

4th Grade Teacher

Director of Math Curriculum and Instruction

Nov 12, 2015 07:00 pm

VISIT JOBS BOARD

3rd Annual K-12 Symposium: Learn. Practice. Perform.

Nov 14, 2015 08:30 am

VIEW EVENTS CALENDAR

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Subscribe to our weekly newsletter.

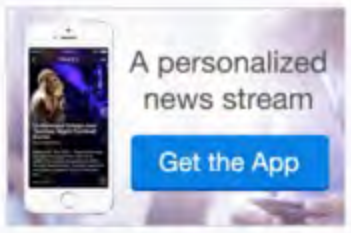
facebook.com/ChalkbeatNY @chalkbeatny

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Brooklyn Emerging Leaders Academy HS Dec 4 6:38 AM

1 Attachment | 36 KB

DOC 36 KB
Brooklyn Emerging Leaders
Save

Good Morning BedStuy Parents,

Nicia and I would like to take this opportunity to introduce ourselves and Brooklyn Emerging Leaders Academy Charter High School (BELA) - a proposed all girls high school for CSD 16 to open in Fall 2017.

We've worked in the Brooklyn community for over 10 years - Nicia as a teacher and assistant principal and myself as a social worker. Our desire is to continue serving the students and families of CSD 16 in Bedford Stuyvesant by providing an additional high school option for students and families. Our school model is guided by four core values: scholarship, sisterhood, strength and service and strives to empower young women to be the best version of herself.

To make BELA a reality for the young women of Brooklyn, we need your feedback and support! Please take a minute to fill out this interest survey, visit our website and follow us on Facebook and Instagram.

Attached is the BELA school overview, and to learn about upcoming information sessions and events, please follow us on Facebook!

We can also be contacted via the website or email belacharter@....

Looking forward to having your support!

Shannon Riley and Nicia Fullwood
Co-founders, Brooklyn Emerging Leaders Academy

See more posts from Brooklyn Emerging Leaders Academy HS

[bedstuykids] Support a proposed ALL-GIRLS Charter High School to be located in CSD16, BedStuy! [1 Attachment]

[Attachment(s) from Brooklyn Emerging Leaders Academy HS included below]

Good Morning BedStuy Parents,

Nicia and I would like to take this opportunity to introduce ourselves and Brooklyn Emerging Leaders Academy Charter High School (BELA) - a proposed all girls high school for CSD 16 to open in Fall 2017.

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We can also be contacted via
the website or email belacharter@gmail.com.

Looking forward to having your support!

Shannon Riley and Nicia Fullwood
Co-founders, Brooklyn Emerging Leaders Academy

Attachment(s) from Brooklyn Emerging Leaders Academy HS | View attachments on the web

1 of 1 File(s)

Brooklyn Emerging Leaders Academy overview.docx

Posted by: Brooklyn Emerging Leaders Academy HS <belacharter@yahoo.com>

From: **Heath Heimroth** Hide

To: BELA Charter

Re: Senator Dilan Meeting

October 21, 2015 at 2:21 PM

Wednesday, October 28th at 12pm it is.

We are located at [redacted]. Between Lorimer and Union.

Heath Heimroth
Chief of Staff
Office of Senator Dilan
711-B Legislative Office Building
[redacted]

From: BELA Charter <belacharter@gmail.com>
To: Heath Heimroth <[redacted]>
Date: 10/21/2015 02:10 PM
Subject: Re: Senator Dilan Meeting

Correction: Wednesday, October 28th at 12pm

On Wed, Oct 21, 2015 at 2:08 PM, BELA Charter <belacharter@gmail.com> wrote:

Good afternoon Heath.

Thank you for your email.

Yes, my colleague, Shannon Riley, and I are available Wednesday, October 27th at 12pm.

From: Google Voice <voice-noreply@google.com>
Date: October 23, 2015 at 17:44:36 EDT
To: BELAcharter@gmail.com
Subject: New voicemail from [redacted] at 5:42 PM

Voicemail from: [redacted] at 5:42 PM

Google voice

This is senator Montgomery office calling My name is Joan. I can be reached at [redacted] This is regarding a letter to discuss and all girls high school and 16th, I'm the education person I will so Levin 16 so please call me back 917 Minus 3 minus 3 minus 1 minus 1 minus 3 minus 8

Play message

Nicia Monik Fullwood

To: [redacted] Cc: Shannon more…

Thank you and Letter of Support

November 2, 2015 at 9:02 AM

Dear Ms. Eastmond,

It was such a pleasure to meet with you last week.

Shannon and I wanted to thank you for taking the time to learn about Brooklyn Emerging Leaders Academy (BELA). We're thrilled that you too see BELA as a need for the young women of CSD16 and are willing to publicly support us by writing a letter.

We appreciate your feedback and the thoughts regarding securing private space, hiring of teachers, and your thoughts on engaging students.

Please let me know if you need any additional information for the letter of support. Ideally, we would like to have the letter by December 1st.

Looking forward to working together to make BELA a reality for the young women of CSD 16.

Best,

Nicia and Shannon

Co-founders, Brooklyn Emerging Leaders Academy

Website: belahs.org

Facebook: belacharterschool

Phone [redacted]

On Tue, Oct 20, 2015 at 10:36 AM, Janee Markowicz <[redacted]> wrote:
Hi Nicia & Shannon:

This email is to confirm your 12PM appointment today with Assemblymember Robinson.

Thank you,
Janée

Janée Markowicz, Esq.
Community Liaison & Constituent Services Manager
New York State Assemblymember Annette M. Robinson
1360 Fulton Street, Room 417
Brooklyn, NY 11216
[redacted]
p.718.399.7630
f.718.399.7690
From: Nicia Monik Fullwood [mailto:[redacted]
Sent: Thursday, October 01, 2015 3:48 PM

To: Janee Markowicz
Cc: Shannon Riley
Subject: Re: Proposed All Girls High School for Brooklyn CSD 16

Afternoon,

Thank your for making the arrangements.

Yes, we can meet at 12.

Looking forward to the meeting.

Best,

Nicia

On Thu, Oct 1, 2015 at 1:02 PM, Janee Markowicz <[redacted]> wrote:
Hi Nicia:

Yes, your colleague can attend the meeting. Also, can we switch the time to 12 on the 20th?

Janée Markowicz, Esq.
Community Liaison & Constituent Services Manager
New York State Assemblymember Annette M. Robinson
1360 Fulton Street, Room 417
Brooklyn, NY 11216

Michael Smith
To: [redacted] more…

Letter of support
January 4, 2016 at 1:31 PM

Good afternoon and Happy New Year,

I hope this correspondence finds you well. I have not yet received approval from the Assemblywoman for a letter of support for your proposal. I will be speaking to her directly upon her return from Albany on Thursday (if not before) and will have a definitive answer for you this week.

All the best!

Michael Smith

MICHAEL C. SMITH
Director
Legislative Affairs and Community Relations
Office of Assemblymember Annette M. Robinson
56th Assembly District
1360 Fulton Street - [redacted]
Brooklyn, NY 11216
(718) 399-7630
(718) 399- 7690 (fax)
[redacted]

Nicia Monik Fullwood
To: Bianca Cc: Shannon more…

Re: Proposed All Girls High School for CSD 16
October 21, 2015 at 9:38 AM
Inbox – Gmail

Good morning Ms. Wheeler,

Thank you for your speedy response.

Shannon and I are available Friday, November 13th at 11am.

Thank you,

Nicia

> On Tue, Oct 20, 2015 at 2:56 PM, Bianca Wheeler
> [redacted]> wrote:
> Good afternoon Ms. Fullwood, Ibrahim is available to meet with you and Shannon on Wednesday, Nov. 11th or Friday, Nov. 13th on both dates he is available between 11am and 2pm. Please let me know what date and time you and Shannon are available.
>
> > On Mon, Oct 19, 2015 at 12:25 PM, Nicia Monik Fullwood
> > [redacted]> wrote:
> > Dear Ms. Wheeler and Mr. Collins
> >
> > My name is Nicia Fullwood and I'm a former NYC teacher and administrator. In fact, I was the Assistant Principal at The Urban Assembly School for Law and Justice when Ms. James spoke at the 2015 Black History Month Celebration.
> >
> > I'm writing to request a 30 min meeting with either Ms. James or Mr. Kahn to discuss a proposal for an all girls high school for CSD 16 (Brooklyn). My colleague, Shannon Riley, and I have conducted extensive research, across the country, on best practices within independent, public, and public charter schools and Brooklyn Emerging Leaders Academy's (BELA) school model is a reflection of how girls learn best, the chancellors initiatives/priorities, and the community needs.

From: Nicia Fullwood [mailto:[redacted]]
Sent: Wednesday, October 28, 2015 3:42 PM
To: Muniz, Melinda (BROOKLYNBP)
Cc: Shannon Riley
Subject: Re: meeting with Diana Reyna

Afternoon,

Yes, we are looking forward to the meeting tomorrow.

Thank you for your follow up email.

Best,

Nicia

Sent from my iPhone

On Oct 28, 2015, at 14:16, "Muniz, Melinda (BROOKLYNBP)" [redacted] wrote:

> Good afternoon, kindly confirm your meeting for tomorrow 10-29-15 at 11:30 am
>
> Thank you
>
> Melinda Muniz
> Executive Assistant to Deputy Borough President
> Diana Reyna
> Office of Brooklyn Borough President
> Eric Adams
> 209 Joralemon Street
> Brooklyn, New York 11201
> (718) 802-3821 phone
> [redacted]
> Visit us at our website www.brooklyn-usa.org
> <image001.png> <image002.png>
> <image003.png>
> Confidentiality Notice:
> This e-mail communication and any attachments included may contain confidential and privileged information for use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any disclosure, review, reference, dissemination, distribution or copying of it or its contents is prohibited. If you have received this communication in error, please notify us immediately by replying to this message and deleting it from your computer. Thank you.

Nicia Fullwood and Shannon Riley
Community School District 16
Brooklyn, NY 11206

October 16, 2015

The Honorable Robert Cornegy
613 Throop Avenue #619
Brooklyn, NY 11216

Dear Councilmember Robert Cornegy:

My name is Nicia Fullwood and my colleague, Shannon Riley, and I are writing a proposal for an all-girls school (Brooklyn Emerging Leaders Academy Charter High School) in a district you serve – Community School District 16. We have both served the families from the Bedford Stuyvesant community, as educators, for over a decade.

I am writing to ask for a 30 minute meeting, before December 1, 2015, to present the Brooklyn Emerging Leaders Academy school model, demonstrate the need for an all-girls high school, and provide evidence of support from constituents and community based organizations in the district.

Shannon and I appreciate your prompt response to our request. Please contact us at [redacted] or [redacted] to schedule the meeting.

Thank you for your time.

Sincerely,

Nicia Fullwood and Shannon Riley
Founders, Brooklyn Emerging Leaders Academy
Website: belahs.org
Facebook: belacharterschool
Instagram: belacharter

From: **Shannon Riley** <[redacted]
Date: Fri, Oct 30, 2015 at 3:16 PM
Subject: Requesting a meeting with Council Member Cornegy
To: [redacted]
Cc: Nicia Fullwood [redacted]

Dear Ms. Zinerman and Ms. Moore,

I would like to take this opportunity to introduce myself and my colleague Nicia Fullwood. We are the co-founders of Brooklyn Emerging Leaders Academy Charter High School - a proposed all girls high school for CSD 16.

We've worked in the Brooklyn community for over 10 years - Nicia as a teacher and assistant principal and myself as a social worker. Our desire is to continue serving the students and families of CSD 16 in Bedford Stuyvesant by providing an additional high school option. Our school model is guided by four core values: scholarship, sisterhood, strength and service and strives to empower young women to be the best version of herself.

We recently heard Council Member Cornegy speak at the CEC meeting. After meeting with CEC president Nequan McLean, he encouraged us to outreach to the office again to request a meeting.

Please let us know if the Council Member has any availability in the next couple of weeks. You can learn more about BELA by visiting our website and following us on Facebook and Instagram.

Looking forward to your email response.

Thank you,

Nicia and Shannon
Co-Founders, Brooklyn Emerging Leaders Academy
Website: belahs.org
Phone: [redacted]

From: **Nicia Monik Fullwood** <[redacted]>
Date: Fri, Sep 25, 2015 at 8:04 AM
Subject: Proposed All Girls High School for Brooklyn CSD 16
To: [redacted]
Cc: Shannon Riley <[redacted]>

Dear Ms. Mealy,

Shannon and I would like to take this opportunity to introduce ourselves and Brooklyn Emerging Leaders Academy Charter High School - a proposed all girls high school for CSD 16.

We've worked in the Brooklyn community for over 10 years - Nicia as a teacher and assistant principal and myself as a social worker. Our desire is to continue serving the students and families of CSD 16 in Bedford Stuyvesant by providing an additional high school option for students and families. Our school model is guided by four core values: scholarship, sisterhood, strength and service and strives to empower young women to be the best version of herself.

Do you have time early next week for an in-person or phone meeting to discuss BELA's school design and any additional insight or feedback?

As an elected leader of the community, we are looking for any support you're able to offer.

You can learn more about BELA by visiting our website and following us on Facebook and Instagram.

Looking forward to your email response.

Thank you,

Nicia and Shannon
Founders, Brooklyn Emerging Leaders Academy
Website: belahs.org
Phone: [redacted]

From: **Shannon Riley** <[redacted]>
Date: Tue, Dec 15, 2015 at 1:46 PM
Subject: Meeting request - Brooklyn Emerging Leaders Academy
To: [redacted]

Dear Ms. Elliott-Davis,

Thank you for calling me back re: setting up a time to meet with Assemblymember Mosley. Below is information on the school and the school website. We look forward to hearing back with a possible date/time to meet with the Assemblymember.

School website: Brooklyn Emerging Leaders Academy Charter High School - a proposed all girls high school for CSD 16.

We've worked in the Brooklyn community for over 10 years - Nicia as a teacher and assistant principal and myself as a social worker. Our desire is to continue serving the students and families of CSD 16 in Bedford Stuyvesant by providing an additional high school option for students and families. Our school model is guided by four core values: scholarship, sisterhood, strength and service and strives to empower young women to be the best version of herself.

You can also learn more about BELA by visiting our website and following us on Facebook and Instagram.

Looking forward to your email response.

Thank you,
Shannon Riley
Co-Founder, Brooklyn Emerging Leaders Academy
Website: belahs.org
Phone: [redacted]

Nicia Fullwood
To: WAYNE Cc: Shannon more…

Re: Intro BELA & Brooklyn DA's Office
January 13, 2016 at 4:10 PM
Inbox – Gmail

Perfect! We'll give you a ring at 11am.

Sent from my iPhone

> On Jan 13, 2016, at 12:58, WILLIAMS, WAYNE <[redacted]> wrote:
>
> Nicia,
>
> Thursday at 11 AM works for me.
>
> Let me know if that time works for you. The office number below is the best number to reach me at.
>
> Wayne K. Williams
> Senior Advisor for Intergovernmental Relations
>
> Office of Kings County District Attorney
> 350 Jay Street
> Brooklyn, NY 11201
> (718) 250-2250
> (718) 483-3706
>
> Sent from my Verizon Wireless 4G LTE smartphone
>
> -------- Original message --------
> From: Nicia Monik Fullwood <[redacted]>
> Date: 01/12/2016 1:33 PM (GMT-05:00)
> To: "WILLIAMS, WAYNE" <[redacted]>
> Cc: "Rothenberg, Tiffany" <[redacted]> Shannon Riley

From: "T. Wright - Yahoo" [redacted]
Date: September 23, 2015 at 11:23:56 AM EDT
To: Keara [redacted]
Subject: Re: Meeting about school

Tuesday, Sept 29th, 12noon

See you there,
Tremaiine

From: Keara
Sent: Wednesday, September 23, 2015 10:01 AM
To: T. Wright - Yahoo
Subject: Re: Meeting about school

Good Morning Ms.Wright ,

No problem I know you're very busy. Can we all meet on Tuesday, September 29 at 12 o clock at Common Grounds.If that works for you.

We recently launched our website as a way to engage the community and get feedback. When you have a moment, I hope you'll have a look and let me know what you think.

Heres the link: http://belahs.org

Sure !! I will definitely be in attendance on the Sunday the 27.

Best,
Keara

> On Sep 22, 2015, at 9:28 PM, T. Wright - Yahoo <[redacted]> wrote:
>
> Keara,
> Sorry I thought I replied but I never hit the send button.

From: **Nicia Monik Fullwood** Hide

To: Cec16 D16

Cc: Shannon Riley Nequan McLean

Re: BELA Presentation -- Tuesday, October 27th

October 23, 2015 at 4:44 PM

Inbox – Gmail

My apologies.

We are scheduled to meet from 1pm-2pm.

Thank you for coordinating.

Best,

Nicia

> On Fri, Oct 23, 2015 at 4:40 PM, Cec16 D16 <CEC16@schools.nyc.gov> wrote:
> Hello Ms. Riley,
>
> I am Anika, Administrator for the CEC 16. Your email did not specify a time for this meeting. What time would you like to meet with Mr. McLean.
>
> Community Education Council District 16
>
> 125 Stuyvesant Avenue- Room 105
>
> Brooklyn, NY 11221
>
> (T) 718 574-2361 or 718 574-2416 ext. 1053

Oma Holloway
To: Shannon Cc: Nicia more…

Re: Confirming for next week Thursday, 11/12
November 12, 2015 at 12:02 PM

Good Afternoon,

Yes, you are confirmed for tonight @ 7:15pm.

Thanks. Oma

> On Thursday, November 12, 2015, Shannon Riley <[redacted]> wrote:
>
> > Morning Ms. Holloway,
> >
> > I just wanted to follow up re: the Education and Youth Services meeting tonight. Nicia and I will be ready to present to the committee on Brooklyn Emerging Leaders Academy - BELA.
> >
> > See you tonight!
> >
> > Shannon
> >
> > > On Fri, Nov 6, 2015 at 4:07 PM, Shannon Riley <[redacted]> wrote:
> > > Hi Ms. Holloway,
> > >
> > > Hope you had a good week!
> > >
> > > Nicia and I introduced ourselves to you at last months Education and Youth Services meeting. We are submitting a charter application to start an all girls high school in CSD 16, Brooklyn Emerging Leaders Academy - BELA.
> > >
> > > As discussed at the last meeting, we wanted to confirm that we are on the agenda for next weeks meeting (11/12) to present on the BELA school model.

The Clara Cardwell School

PS/MS 308
616 Quincy Street ✦ Brooklyn, New York ✦ 11221
(718) 574-2372 phone ✦ (718) 453-0663 fax

Mrs. A. Rodriguez, Principal

Ms. J. Pantin, Assistant Principal



November 24, 2015

WELCOME TO THE PTA/SASF THANKSGIVING DINNER

(IT TAKES A VILLAGE)

AGENDA

Mrs. Gale (PTA President) welcomes Parents

Introduction of the school Principal Mrs. Amy Rodriguez

Mr. Dane Peters -Introduction of the SASF Program

Mrs. Kemba Boothe –Talks about PTA Budget and welcomes BELA

BELA- Brooklyn Emerging Leaders Academy

Mr. Franklyn Regisford-Talks about new up coming events for PTA

1-Picture Day December 1, 2015- FLYERS WERE GIVEN OUT TO ALL THE CHILDREN TODAY.
2-Toy Drive Started on October 13, will be ending Monday, December 21, 2015
3-Coat Drive Started on October 13, till Monday, December 21, 2015
4-December 11, 2015- Bake Sale
5-December 26-27, 2015- There have a blessed and joyous Thanksgiving Day!!

Mr. McNeal – Parent Coordinator will be talking about new Parent workshops coming soon.

DINNER WILL BE SERVED!!

Date: Mon, Jan 12, 2015 at 3:12 PM
Subject: RE: Hi - community questions / expertise needed
To: Shannon Riley [redacted]

Late morning on the 19th for coffee would work fine. I'm off that day so I'm flexible as to where. Let me know

Tony
Anthony Butler
Executive Director
St. John's Bread and Life
718-574-0058 x118

From: Shannon Riley
Sent: 1/12/2015 1:24 PM
To: Anthony Butler
Subject: Re: Hi - community questions / expertise needed

Hi!

Any chance you are able to meet Monday Jan 9th for coffee in the morning? It is MLK day - but we both have off from work, not sure what your work schedule is. If not, maybe later afternoon/early evening one day next week?

We look forward to speaking with you, especially since Bread of Life has such a positive presence in the community. Any support and/or guidance you can give would be greatly appreciated. We are still recruiting board members, and would LOVE to have someone from the community on board. We are meeting with Sister Janet on Friday evening, with the hope that she can connect us with people from the community as well. By the end of the week, I will be sure to send you more updated information on our mission and vision so you have for your reference.

Thank you!

Shannon

> On Fri, Jan 9, 2015 at 3:53 PM, Anthony Butler <[redacted]> wrote:
>
> What an interesting idea and one that is needed in the community. I'd love to discuss this with you and your thought partner-love the title. Might have a couple of people who would be interested in this project from the community. I'm available Wednesday morning and all day next Friday and the following week is pretty wide open. Let me know. We could meet here, for lunch someplace, or someplace else.
>
> **Tony**
>
> Anthony Butler
>
> Executive Director
>
> St John's Bread and Life
>
> 795 Lexington Ave
>
> Brooklyn, NY 11221
>
> v 718.574.0058 x 118
>
> f 718.455.7796

Shannon Riley
To: Shannon Riley more…

Fwd: let's try for Friday night

December 4, 2015 at 2:34 PM

---------- Forwarded message ----------
From: **Janet Kinney** [redacted]
Date: Mon, Jan 12, 2015 at 7:43 AM
Subject: let's try for Friday night
To: Shannon Riley [redacted]

Good morning Shannon. Thanks for your patience!

Why don't we look at Friday night? There really isn't anything around by my administrative offices as a place to meet, but perhaps downtown Brooklyn – Montague Street area? I know Armando's is there, but am sure there are several other places you could also suggest.

Sister Janet

From: Shannon Riley [mailto:[redacted]
Sent: Sunday, January 11, 2015 9:40 PM
To: Janet Kinney
Subject: Re: Thank you

Hi Sister Janet,

I know next weekend is a holiday weekend so please just let us know!

Shannon

On Jan 10, 2015, at 9:20 PM, Janet Kinney [redacted] wrote:

> Hi Shannon. Sorry I didn't get back to you sooner. I had some tentative plans that I am trying to verify. I will be back to you Monday morning, the latest.
> S. Janet
>
> On Jan 10, 2015 10:14 AM, "Shannon Riley" [redacted] wrote:
>
> > Hi Sister Janet,
> >
> > Would breakfast / coffee work Saturday morning, Jan 17th? Or dinner Friday Jan 16th? Please let me know.
> >
> > Thanks! Shannon
> >
> > On Fri, Jan 9, 2015 at 1:59 PM, Janet Kinney <[redacted]> wrote:
> >
> > > Sounds great Shannon. Will wait to get your dates!

---------- Forwarded message ----------
From: **Louis Giammarino** <[redacted]>
Date: Wed, Feb 18, 2015 at 9:54 AM
Subject: RE: new school partnership
To: Shannon Riley [redacted]

[redacted] Brooklyn, NY 11216

[redacted]

From: Shannon Riley [mailto[redacted]
Sent: Wednesday, February 18, 2015 9:53 AM

To: Louis Giammarino
Subject: Re: new school partnership

Great! We will see you at 1, 1:30.

Please confirm the address: [redacted]

Looking forward to talking!

Shannon

On Wed, Feb 18, 2015 at 9:50 AM, Louis Giammarino <[redacted]> wrote:

Sure, 130 today works for me.

Re: Bed-Stuy and Education

January 24, 2015 at 8:38 AM

Inbox – Gmail

Shannon,
I would be very happy to speak with you on Thursday.
Lets say at 10am. The parish number is [redacted]
Peace
Fr. Emmet Nolan

> On Jan 22, 2015, at 9:05 AM, Shannon Riley [redacted] wrote:
>
> Good Morning Rev. Emmet,
>
> Thank you Tony for the introduction. Rev. Emmet, my colleague Nicia and I met with Tony last week to discuss the mission we have of opening a single sex charter high school in the Bedford Stuyvesant community. After hearing Tony talk about St. John the Baptist parish and the impact you are having on the community it was clear that we need to talk with you! Do you have any time on Monday January 26th or Thursday January 29th for a phone conversation? We would also at some point love to visit the parish.
>
> Some background on us... I am a social worker with the Children's Aid Society working at an all girls school in downtown Brooklyn, and also the Executive Director of my family's foundation. My colleague and thought partner in this, Nicia, is an educator and assistant principal at an Urban Assembly school. Our mission is to start a single sex charter school in the Bedford Stuyvesant community. Many of the young women we currently work with come from the neighborhood, and after further researching the community school district and the high school options, we want to create another option - a school designed to prepare young women to be college and career ready through a rigorous academic curriculum and a comprehensive approach to character development. From our experience, we believe that the tailored learning and instruction in a single sex environment will actively bolster not only academic performance, but self confidence.
>
> Please let me know if your availability for next week. Both Nicia and I look forward to discussing with you further.
>
> Best,
>
> Shannon
>
> > On Wed, Jan 21, 2015 at 3:53 PM, Anthony Butler [redacted] wrote:
> >
> > Dear Emmet,
> >
> > Hope all is well. I am writing to introduce you to Shannon Riley and Nicia Fullwood. They are currently investigating and applying to open a charter school in Bed-Stuy. Nicia and Shannon have done and are doing amazing work at Urban Assembly Institute of Math and Science for Young Women (UAI) and are looking to replicate it in Bed-Stuy. In their process of applying to start a charter school they are soliciting as much information and involvement from the community as possible, particularly reaching out to those in Bed-Stuy who know the community best. I couldn't think of anyone would be better to talk to them than you. I have cc'd Shannon Riley on this. If you could find some time to speak with them I would greatly appreciated. Thanks
> >
> > **Tony**

From: **Brooklyn Emerging Leaders Academy HS** <belacharter@gmail.com>
Date: Tue, Mar 24, 2015 at 10:31 PM
Subject: BELA Charter High School follow up
To: [redacted]
Cc: Nicia Fullwood [redacted], Shannon Riley
[redacted]

Reverend Lee,

Thank you for meeting with us this evening! We appreciate your willingness to write a letter of support and the invitation to speak before your congregation on Sunday, May 3rd.

As we mentioned during our meeting, community engagement is essential for our charter application. We would certainly appreciate an e-introduction or a meeting with the following people you suggested:
- Rev. Lawrence Aker at Cornerstone Baptist Church
- Rev. Hooks at First A.M.E. Zion Church
- Rev. Conrad Tillard at Nazarene Congregational Church
- Council Member Robert Cornegy

Attached is our current information sheet. We will have an updated version to you early next week. If you have any additional questions or feedback please let us know. We look forward to continued conversations.

Best,

Nicia and Shannon

Diane Nathaniel
To: Shannon Riley more…

RE: Confirming BELA meeting tomorrow
December 4, 2015 at 8:46 PM

Yes indeed.

Sent from my Verizon Wireless 4G LTE smartphone

-------- Original message --------
From: Shannon Riley
Date:12/04/2015 8:44 PM (GMT-05:00)
To: Diane Nathaniel
Subject: Confirming BELA meeting tomorrow

Hi Diane,

Looking forward to meeting with you, Rev. Aker and Rev. Fraley at Cornerstone tomorrow (12/5). We will see you at 12 o'clock.

Have a great night!

Shannon Riley
Co-founder, Brooklyn Emerging Leaders Academy
Website: belahs.org
Facebook: belacharterschool

From: **Pamela** <[redacted]
Date: Thu, Oct 8, 2015 at 11:05 AM
Subject: Re: Brooklyn All-Girls School in CSD 16
To: [redacted]
Cc: [redacted] Shannon Riley
[redacted]

Great. Why don't we use the Girls Inc conferencing number:
[redacted]
Passcode: 524413

Looking forward to it. "See you" both then!

Sent from my iPad

> On Oct 8, 2015, at 10:59 AM, Nicia Monik Fullwood <[redacted]> wrote:
>
> Yes, that's me!
>
> We can do next Tuesday, October 13th at 10am. Please let me know the best number to reach you or we can be reached at[redacted]
>
> Looking forward to the conversation.
>
> Enjoy the long weekend.
>
> Best,
>
> Nicia

From: **Shannon Riley** <[redacted]>
Date: Tue, Sep 29, 2015 at 1:48 PM
Subject: Phone call 3PM Friday, 10/2
To: Janelle Farris [redacted]
Cc: [redacted], Jodi Querbach [redacted], Angela Chiappara [redacted], Mary Silver [redacted], Marla Simpson [redacted] Janis Clarke [redacted]

Hi Janelle , Mary and team,

Thanks for your response! We are looking forward to talking on Friday at 3PM. Please let us know the number to call.

Shannon

> On Sep 29, 2015, at 10:14 AM, Janelle Farris <[redacted]> wrote:
>
> Hello Shannon and Nicia,
>
> I am sorry for my delayed response. As Marla noted we have several programs in your catchment area. I would love to talk to you about all of them and then if you want to delve deeper we can arrange that too. I am going to be at a conference until Friday, though. Would Friday at 3:00 be a good time for an initial call? I have cc:d my assistant, Janis Clarke, and if you agree ("reply all") she will send us an invite to confirm the time and date.
>
> I look forward to talking with you,
>
> Janelle

Shannon Riley
To: Shannon Riley more…

Bedstuy parents committee
December 4, 2015 at 8:51 PM

> On Dec 2, 2015, at 7:56 AM, Nicia Monik Fullwood <[redacted]> wrote:
>
> Great! Monday 12/6 at Brunswick coffee shop.
>
> > On Tue, Dec 1, 2015 at 6:48 PM, BSPC <[redacted]> wrote:
> > I could do that week on Monday or Tuesday evening.
> >
> > > On Mon, Nov 30, 2015 at 11:34 AM, Nicia Monik Fullwood [redacted] wrote:
> > > Hi Shaila,
> > >
> > > Hope you enjoyed your Thanksgiving vacation! Warmer weather…I hope!
> > >
> > > As promised, I'm following up about meeting with you and other families who may be interested in discussing CSD 16, schooling options, as well as getting feedback on the high school model my colleague and I are proposing for the district.
> > >
> > > Any availability during the week of December 6th?
> > >
> > > > On Nov 11, 2015, at 17:05, BSPC <[redacted]> wrote:
> > > >
> > > > Hello ladies,
> > > >
> > > > The dnainfo article is already posted on our FB page! We were excited to see BedStuy getting some love.
> > > >
> > > > I would love to meet and talk, and probably so would a few other members. But to be honest I am pretty much meetinged out right this second! Have been on so many school tours and the BSPC is taking a LOT of our energy...I am also about to go on a nine day vacation over Thanksgiving week (yessss!). Would it really throw you off to do it after that? If so (and I get it) I could probably do a coffee after work sometime next week...
> > > >
> > > > Shaila

From: **Nicia Monik Fullwood** [redacted]
Date: Mon, Oct 19, 2015 at 12:30 PM
Subject: Proposed All Girls High School for CSD 16
To: [redacted]
Cc: Shannon Riley [redacted]

Dear Superintendent Karen Watts,

My name is Nicia Fullwood and I'm a former NYC teacher and administrator. In fact, I was one of your Assistant Principals at The Urban Assembly School for Law and Justice and The Urban Assembly Institute of Math and Science for Young Women.

I'm writing to request a 30 min meeting to discuss a proposal for an all girls high school for CSD 16. My colleague, Shannon Riley, and I have conducted extensive research, across the country, on best practices within independent, public, and public charter schools and Brooklyn Emerging Leaders Academy's school model is a reflection of how girls learn best, the chancellors initiatives/priorities, and the community needs.

Do you have time this week or early next week for a 30 minute meeting?

Below is a link to our website and Facebook page.

Website: belahs.org
Facebook: belacharterschool

Looking forward to your email response.

Best,

Nicia Fullwood
Co-founder, Brooklyn Emerging Leaders Academy

Arthur Samuels

To: [redacted] more…

Invitation: Shannon Riley visit MESA @ Tue Dec 16, 2014 8:40am - 11am (Shannon Riley)

December 1, 2014 at 10:36 AM

Shannon Riley visit MESA **more details »**

When	Tue Dec 16, 2014 8:40am – 11am Eastern Time
Video call	https://plus.google.com/hangouts/_/mesacharter.org/shannon-riley
Calendar	Shannon Riley
Who	• Arthur Samuels - organizer • Shannon Riley • Pagee Cheung

Going? **Yes** - **Maybe** - **No** more options »

Invitation from Google Calendar

You are receiving this email at the account [redacted] because you are subscribed for invitations on calendar Shannon Riley.

To stop receiving these emails, please log in to https://www.google.com/calendar/ and change your notification settings for this calendar.

From: **Kiri Soares** <[redacted]
Date: Wed, Sep 23, 2015 at 8:11 AM
Subject: Re: Read me: STARTING A SCHOOL -- Need your support
To: Nicia Fullwood [redacted]
Cc: Shannon Riley [redacted]

OMG!

I'm so proud of you both! I'm so excited for you both!

If you two ever need anything or just want to talk, let me know. I've definitely got tomes of mistakes and lessons learned if you're looking to avoid the major potholes that I encountered on my own version of this journey. It turns out that I might know a little something about starting an all-girls school ;-)

Looking at your school I feel so inspired. It's coming at the perfect time for me (Thank you!) Oh! and I should admit I also feel a little bit envious (dude - who did your website? I *need* to know him/her!)

xoxo
-k

Nicia Monik Fullwood
To: Silbia Cc: Shannon more…

Re: Proposed All Girls High School for CSD 16
October 1, 2015 at 6:35 PM
All Mail

Evening,

Yes, we look forward to meeting with you and your guidance counselor tomorrow at 1PM.

Best,

Nicia and Shannon

> On Thu, Oct 1, 2015 at 6:24 PM, Silbia Pagan <[redacted]> wrote:
> Hi Shannon
>
> I just wanted to confirm that you will be visiting tomorrow at 1 PM.
>
> I have invited my Guidance Counselor Ms Montolio to the meeting as well.
>
> Look forward to meeting with you.
>
> > On Tue, Sep 29, 2015 at 9:43 AM, Shannon Riley <[redacted]> wrote:
> > Great! We will see you at 1PM on Friday. Looking forward to meeting you and visiting the school.
> >
> > Shannon

Dear Principal Douglas,

I hope the first full week of school went well.

I wanted to follow up regarding scheduling an in person or phone meeting.

Do you have availability next Wednesday, October 7th before noon or anytime on next Friday, October 9th?

Looking forward to your email response.

Best,

Nicia

> On Fri, Sep 25, 2015 at 8:24 AM, Douglas Celeste (16K057)
> [redacted]> wrote:
> I would love to help in this initiative:)
>
> Celeste Douglas-Wheeler
>
> Principal
>
> Ron Brown Academy - M.S. 57
>
> CFN 102
>
> 125 Stuyvesant Avenue
>
> Brooklyn, NY 11221
>
> 718-574-2357 phone
>
> 718-453-0577 fax

From: **Nicia Monik Fullwood** <[redacted]>
Date: Fri, Sep 25, 2015 at 8:01 AM
Subject: Proposed All Girls High School for CSD 16
To: [redacted]
Cc: Shannon Riley [redacted]

Dear Principal Allen,

My name is Nicia Fullwood and I'm a former teacher and administrator in NYC public schools. I'm currently working on a proposal to start an all-girls high school (Brooklyn Emerging Leaders Academy – BELA) in the district where your school is located.

As a potential new school in the community, it's a priority for my colleague, Shannon Riley, and I to form partnerships with other schools in the district. In particular, I'm interested to hear your thoughts on possible partnerships with service learning and co-sponsorship of community events.

Do you have 10/15 minutes next week for a phone conversation or in-person meeting to discuss potential partnership opportunities as well as our school model?

Looking forward to your email response.

Best,

Nicia Fullwood and Shannon Riley
Founders, Brooklyn Emerging Leaders Academy
Website: belahs.org
Facebook: belacharterschool
Phone: 718.635.1196

From: **Shannon Riley** <[redacted]>
Date: Mon, Sep 28, 2015 at 8:08 AM
Subject: Proposed All Girls High School in CSD 16
To: [redacted]

Dear Executive Director of Mary Bethune Child Development Center,

My name is Shannon Riley and I am currently working on a proposal with my colleague Nicia Fullwood to start an all-girls high school (Brooklyn Emerging Leaders Academy – BELA) in Community School District 16.

As a potential new school in the community, it's a priority for Nicia and I to form partnerships with other schools and organizations in the district. As the Executive Director of the Mary Bethune Child Development Center, I'm sure you will agree with us that the young people of Bedford Stuyvesant deserve the best educational opportunities. In particular, we are interested to hear your thoughts on possible partnerships with service learning and co-sponsorship of community events.

Do you have 10/15 minutes next week for a phone conversation or in-person meeting to discuss potential partnership opportunities as well as our school model?

Looking forward to your email response.

Best,

Shannon Riley and Nicia Fullwood
Founders, Brooklyn Emerging Leaders Academy
Website: belahs.org
Facebook: BELAcharterschool
Phone: 718.635.1196

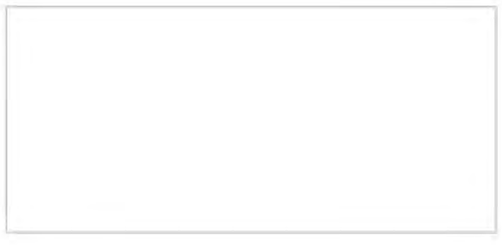
Laura Rebell Gross
To: Shannon Riley more…

Re: reschedule meeting?!?
December 10, 2015 at 9:51 AM
Inbox – Gmail

Shannon,
Can we push to 1:30 or 2:00 tomorrow? I now have a phone meeting at 12:30 and don't want to be late. Looking forward to meeting you!

Laura Rebell Gross, Director of Girls" Education
Young Women's Leadership Network
322 Eighth Avenue | 14th Floor | New York NY 10001
T: 212.207.3221 ext. 226| F: 212.207.8814
[redacted] | ywln.org | Follow YWLN onFacebook and Twitter

Please view our film featured at the 2015 (Em)Power Breakfast!



On Nov 23, 2015, at 6:04 PM, Shannon Riley [redacted] wrote:

> Sounds like a plan! Looking forward to meeting you !
>
> Shannon
>
> On Nov 23, 2015, at 5:53 PM, Laura Rebell Gross [redacted] wrote:
>
> > One pm is great. How about Ghost on Flatbush and 6th ave?
> >
> > Laura Rebell Gross, Director of Girls" Education
> > **Young Women's Leadership Network**

Our World In Pictures



CALIFORNIA — Trump Makes Great Costume: Alia Yusuf wears a Donald Trump mask before the taping of a Halloween themed television show at Warner Bros. Studio in Burbank on Thursday.
AP Photo/Nick Ut



DISTRICT OF COLUMBIA — Ryan Becomes Speaker: Rep. Paul Ryan, R-Wis., is greeted as he walks into the House Chamber on Capitol Hill on Thursday. Republicans rallied behind Ryan to elect him the House's 54th speaker on Thursday as a splintered GOP turned to the youthful but battle-tested lawmaker to mend its self-inflicted wounds and craft a conservative message to woo voters in next year's elections.
AP Photo/Andrew Harnik

Parent & Community Information Session

DATE / TIME

Tuesday, November 3rd

6:00 PM – 7:00 PM

ADDRESS

Brooklyn Public Library

Macon Branch

361 Lewis Ave

TRAIN DIRECTIONS

A/C train to Utica Avenue

BELA
Brooklyn Emerging Leaders Academy

9 – 12 all girls High School focused on Art, Design, Science, Math, Technology and Engineering

Proposed to open in CSD 16 Bed-Stuy in Fall 2017

To learn about Information Sessions or for Comments & Questions please contact:

Email
belacharter@gmail.com

Phone 718.635.1196

belahs.org facebook.com/belacharterschool instagram.com/belacharter



GERMANY — Critter Gets in Holiday Spirit: A coati inspects a pumpkin during a Halloween event at the Hagenbeck zoo in Hamburg on Thursday.
Daniel Bockwoldt/dpa via AP

Pastor Shaun J. Lee
To: Shannon Cc: BELA, Nicia more…

Re: Service tomorrow
May 2, 2015 at 6:18 PM
Inbox – Gmail

Hello Nicia and Shannon. This looks fine. It may be helpful to list one or two ways they can help tomorrow or some time in the future. Also briefly give the mission of the school. Service starts at 10:30am tomorrow. Looking forward to seeing you.

SJL

Sent from my iPhone

> On May 2, 2015, at 2:28 PM, Shannon Riley <[redacted]> wrote:
>
> Rev. Lee,
>
> We are looking forward to seeing you tomorrow at the 11 o'clock service.
>
> We wanted to share with you what we were planning to share with your congregation. If you have any feedback please let us know.
>
> Thanks,
>
> Nicia and Shannon
>
> First giving honor to God, Reverend Lee and the congregation. My name is Nicia Fullwood and this is my colleague Shannon Riley. We are both educators who've worked with the young women within this community for the past 7 years. We are here today asking for your support on a proposed all girls high school for this community.
>
> First Lady Michelle Obama says, 'We know that educating girls is the best investment we can make, not just in their future - but in the future of their families, their communities, and their countries.' Similar to her views, we are fully committed to educating young women and have designed a school with four core values: Scholarship, Sisterhood, Service and Strength.
>
> We are looking forward to continuing this conversation and answering any questions after

On Oct 21, 2015, at 9:27 AM, Jossie Montolio [redacted] wrote:

Yes it is for Friday 10/23. Sorry I confused my dates. Thank you for your flexibility.

> See you Friday!
>
> *Ms. J. Montolio*
> *School Counselor*
> Bedford Stuyvesant New Beginnings Charter School
> 82 Lewis Avenue
> Brooklyn, NY 11206
> M:347-436-5972
> F: 718-452-2090

From: **Shannon Riley** [redacted]
Date: Wed, Oct 21, 2015 at 9:22 AM
Subject: upcoming visit
To: Jossie Montolio [redacted]
Cc: Nicia Fullwood [redacted], Silbia Pagan [redacted]

Morning Ms. Montolio,

Hope all is going well! Nicia and I have Friday (10/23) on our calendar for our visit to New Beginnings, not tomorrow. The time adjustment would works for us, so we can be there on Friday for the 9:03 class - we have 2 former students joining us as well!

Please confirm the day for us, and we are looking forward to visiting!

Shannon and Nicia

> On Wed, Oct 21, 2015 at 8:57 AM, Jossie Montolio <[redacted]> wrote:
> Good Morning Nicia,
> I hope all is well with you. We are looking forward to our visit tomorrow, however I was wondering if we were able to change the time. The students in our class are having a math intensive class prior to the test this weekend. Would it be possible to come in during our 2nd period class, which begins at 9:03am? Please let me know if this time would work.
>
> Thank you,
>
> *Ms. J. Montolio*
> *School Counselor*

From: **Anthony Butler** <[redacted]
Date: Thu, Oct 29, 2015 at 9:57 AM
Subject: RE: Thank you!
To: Shannon Riley [redacted]
Cc: Nicia Fullwood [redacted]

Glad you could make it and found it useful.. When I came into my office and saw the purses I thought someone made a donation ;-)

Anthony Butler

Executive Director

St John's Bread and Life

795 Lexington Ave

Brooklyn, NY 11221

From: Shannon Riley [mailto:[redacted]
Sent: Wednesday, October 28, 2015 7:19 PM
To: Anthony Butler
Cc: Nicia Fullwood
Subject: Thank you!

Hi Tony,

Thanks for welcoming Nicia and I this morning. The dining hall at Bread and Life was a great space to have the BELA focus group.

We were able to talk with many community members, and received some great feedback on the BELA school model.

Looking forward to coming back again soon.

Best,

Shannon and Nicia

BELA
Brooklyn Emerging Leaders Academy

Our mission is to empower each young woman to be the best version of herself. Through a rigorous college preparatory curriculum, service learning, and active leadership, BELA students will become agents of change.

Scholarship
BELA believes in the academic success of every student. While the rigorous college preparatory curriculum includes Honors and AP courses, Latin studies, interdisciplinary projects, and STEAM (science, technology, engineering, art design, and mathematics) electives, each student's course of study is individualized and tailored toward their specific learning needs.

Sisterhood
BELA is a community where cultivating strong, positive, nurturing relationships is important. Our young women will be a part of a school culture that values and respects individual differences because these differences make us a stronger community. Supporting each other is a norm. Respectfully disagreeing is encouraged. Challenging each other's ideas is expected. Collectively, the young women of BELA represent what is possible.

Strength
At the core of BELA's philosophy is developing resilient young women. Young women, who are creative, have purpose, a growth mindset, authentic relationships, and a healthy mind and body (Center for Research on Girls). Through our partnership with The Children's Aid Society Carrera Program, BELA students will have the opportunity to explore, question, take risk, fail, tinker, and find success all while journeying to discover their unique talents and passions.

Service
At BELA service is not simply an act of kindness but the giving of oneself. Our students will understand their responsibility to their respective communities. Through service learning projects in the community, BELA students will experience first-hand the impact of their personal investment. Our students will know that this investment allows their community to grow and flourish. But more importantly, it's an investment that someone in their community made for them, and it's their duty to do the same.

9 – 12 all girls High School focused on Art, Design, Science, Math, Technology and Engineering

Proposed to open in CSD 16 Bed-Stuy in Fall 2017

To learn about Information Sessions or for Comments & Questions please contact:

Email belacharter@gmail.com

Phone 718.635.1196

i believe i can i will

Parent & Community Information Session

DATE / TIME

Thursday, November 19th

6:00 PM – 7:00 PM

ADDRESS

Brooklyn Public Library

Bedford Branch

496 Franklin Ave.

TRAIN DIRECTIONS

C train to Franklin Avenue

BEILA
Brooklyn Emerging Leaders Academy

9 – 12 all girls High School focused on Art, Design, Science, Math, Technology and Engineering

Proposed to open in CSD 16 Bed-Stuy in Fall 2017

To learn about Information Sessions or for Comments & Questions please contact:

Email
belacharter@gmail.com

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361 Lewis Ave

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A/C train to Utica Avenue

BELA

Brooklyn Emerging Leaders Academy

9 – 12 all girls High School focused on Art, Design, Science, Math, Technology and Engineering

Proposed to open in CSD 16 Bed-Stuy in Fall 2017

To learn about Information Sessions or for Comments & Questions please contact:

Email
belacharter@gmail.com

Phone 718.635.1196

belahs.org facebook.com/belacharterschool instagram.com/belacharter

Brooklyn **E**merging **L**eaders **A**cademy

BELA Charter High School

A 9-12 **ALL GIRLS** High School focused on Art Design, Science, Math, Technology, and Engineering
Proposed to open in CSD 16 (Bed-Stuy) in Fall 2016

Parent and Community Information Sessions

Wednesday, March 4th at 6pm
Brooklyn Public Library
MACON Branch
361 Lewis Ave (A/C train to Utica Ave)

Wednesday, March 11th at 6pm
Brooklyn Public Library
BEDFORD Branch
496 Franklin Ave (A/C train to Franklin Ave)

Service

Strength

Come find out about this proposed community high school for Bed Stuy
For more information, questions or comments:
Email: belacharter@gmail.com Phone: 516.241.0528

Scholarship ***Sisterhood***

BELA Escuela Secundaria

Una escuela secundaria (grados 9-12) **para mujeres jóvenes** que se enfoca en diseño de arte, matemácas, tecnología e ingeniería. Propuesta a abrir en el distrito 16 (Bed-Stuy) en otoño del año 2016.

Reunión de Información para padres y miembros de la comunidad

Name
Address
Train direcons
Vengan para aprender más sobre esta escuela secundaria propuesta para Bed Stuy
Para más información, preguntas o comentarios:
Correo electrónico: belacharter@gmail.com Teléfono: **(516) 241-0528**

Servicio

Fortaleza

Miércoles, 24 de febrero a las 6:00pm

Erudición

Hermandad

SUNY Charter Schools Institute
The State University of New York

Request for Information from Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.[1]

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

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[1] Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at http://www.newyorkcharters.org/model-charter-agreement/), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
    - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
    - Charter Agreement Exhibit A, "Terms of Operation;"
    - By-laws, which may:
        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. ***Responsible Tasks***

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Brooklyn Emerging Leaders Academy Charter High School

2. Full name: **Nicole Charette**
   Home Address: [redacted] **Brooklyn, NY 11205**
   Business Name and Address: [redacted] **Brooklyn, NY 11221**
   Home telephone No.: [redacted]
   Work telephone No:. N/A
   E-mail address: [redacted]

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

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes, Shannon Riley and I are 2nd cousins.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
    ☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
    ☒ I / we do not know any such persons.
    ☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **I would contact the Authorizer, report my suspicions, and file a formal complaint.**

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Nicole Charette, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **Brooklyn Emerging Leaders Academy Charter High School** is true and correct in every respect.

Signature

3-22-16
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

Nicole Ann Charette [redacted]
[redacted] – Brooklyn, NY 11205

Education

09/07-5/09 **Johns Hopkins University** **Baltimore, MD**
- Master's Degree in the Art of Teaching
- Concentration in English Literature
- 3.98 GPA

09/03-05/07 **Loyola University in Maryland** **Baltimore, MD**
- B A. in English; minor in Business
- 3.5 GPA

[redacted]

Awards, Nominations, and Organizations

10/15- Present **NAATE Fellow, Cohort VIII**
- Executing 36 day professional development opportunity with teachers from across the country

11/14 **Fisherman Prize for Superlative Classroom Practice Nomination**

06/14 **Big Apple Teacher Excellence Award** **New York, NY**
- Finalist for Teacher Excellence Award, top 30 out of 3,000 nominations

Skills

Leadership Roles
- Designed and executed PD sessions at MESA, Democracy Prep Charter High School, and Teach For America with a focus on classroom management, "backwards" planning (UbD), and promoting student voice in the high school classroom

R04 – Enrollment

BELA intends to open a grades 9-12 high school in Brooklyn's District 16. This grade configuration aligns with other schools in District 16. There are 14 traditional public and charter schools in District 16 that end in Grade 8.[1]

BELA will open with 100 students in 9th grade in fall 2017 and grow by one grade per year until it reaches scale as a 9-12 high school in fall 2020. BELA anticipates that most, if not all, students in each grade will be the standard age anticipated for that grade by a traditional K-12 education.

		2017-18	2018-19	2019-2020	2020-21	2021-22	Age range
9th grade	High School	100	100	100	100	100	14-15
10th grade	High School		100	100	100	100	15-16
11th grade	High School			90	90	90	16-17
12th grade	High School				81	81	17-18
TOTAL		**100**	**200**	**290**	**371**	**371**	

BELA will be a small school of no more than 100 students per grade. Each grade at BELA will have four sections of a maximum of 25 students each. Through more personalized instruction and increased support for students, research has demonstrated that small school environments positive effects on student achievement. In a 2014 MDRC study of New York's small schools, attending a small school of choice increased on-time high school graduation rates by an average of 9.4 percentage points and increased the probability of graduating from high school in four years and attending a postsecondary education program the following year by an average of 8.4 percentage points.[2] BELA's close knit small school will support students' academic success and personal growth, and help ensure their college and career readiness.

If a grade 9 or grade 10 student leaves the school, BELA intends to backfill to ensure a full class of 100 students in each of these early Lower Academy grades. BELA will actively engage in ongoing recruitment efforts to attract applicants to the school. If a space becomes available in either of these grades, BELA leadership will offer the seat to the student at the top of the waitlist until the vacancy is filled.

BELA's academic program provides a uniquely rigorous program, which will engage students in intensive STEAM pathways starting in grade 10 and IB courses starting in grade 11. All students will choose a STEAM pathway (biology, engineering, or media) and take three sequential courses in grades 10, 11, and 12. BELA's ELA and Latin curricula in grades 9 and 10 are

[1] http://schools.nyc.gov/schoolsearch/
[2] http://www.mdrc.org/sites/default/files/Headed_to_College_PB.pdf

structured to prepare all students to take IB Theory of Knowledge and IB Latin in grade 11. Students who demonstrate strong academic outcomes will also have the option to take IB courses in other subjects. BELA has front-loaded its programming on cultural expectations before the start of 9th grade through our 4-week summer BELA Academy and will build students' leadership, public speaking, and life skills through its 4-year Leadership Academy Sequence. Due to the unique nature of these programs, it would be extremely difficult for a new student to catch up academically and integrate culturally after grade 10. Accordingly we are currently not planning to backfill in grades 11 or 12. Though we hope to enroll a full class of 100 students in each grade at all times, we have designed our budget conservatively anticipating 10% of students will leave in each grade 11 and 12 to ensure strong financial planning.

BELA's leadership and Board of Trustees are committed to the success of this proposed school, and have no plans to grow beyond this school at this time.

R05 – Curriculum and Instructional Design

a. Curriculum Selection and Processes

Process and overview for all subjects

BELA's founders have worked together for over seven years serving high school girls, primarily from Bedford Stuyvesant, CSD 16, and have seen the academic and life outcomes that have been achieved blending a rigorous academic program with high supports provided through a social-emotional learning program. After visiting dozens of schools and meeting with high school teachers across the country, the founders built on their skills and experience and have selected curricula that are supporting exceptional results at all-girls schools, independent schools, district schools, and charter schools alike. The leadership team and Board of Trustees of BELA are serious about the integration of our four core values and the experience that they bring to life for a BELA student. Our program borrows pedagogical methods and content delivery mechanisms from a wide spectrum of institutions.

BELA's curriculum selection process involved the following key elements – 1) development of a BELA curriculum team which 2) studied research best practices in high performing schools with similar missions, 3) studied 21st century competencies, which are core to BELA's mission of fostering girls development both academically, socially and emotionally and 4) determined BELA students pursuing International Baccalaureate Programming would further the School's mission that all students will attend and graduate from college. These key components represent a diverse yet cohesive process for selecting a program model that directly aligns with BELA's mission.

1. **Curriculum Team**: In addition to the founding team, we assembled a team of thought partners to provide their expertise, critical feedback, and resources. They collaborated with the founding team to determine the best academic program to meet the needs of BELA's target population of students, understanding that BELA seeks to serve a diverse population of learners from Bedford Stuyvesant. In addition to their content expertise, each team member has worked most (if not all) of their career in high needs areas and have an exemplar student achievement track record. Our curriculum team consisted of:

   Heather Bezdecheck – Special Education Manager, Democracy Prep
   Dr. Rhonda Bondie – Professor at Fordham University and Harvard Graduate School of Education's Project Zero Classroom
   Meredith Loop – Instructional Reading and Writing Coach at Urban Assembly Institute of Math and Science for Young
   Nina Mauceri – Doctoral Candidate in Teaching and Learning, Urban Education at New York University, Steinhardt School of Culture, Education, and Human Development and Adjunct Lecturer with City University of New York.
   Charlene Rymsha – Social Worker at Red Hook Arts Project

Christina Trowbridge – Senior Manager of Professional Development at Gottsman Center for Science Teaching and Learning

2. **Nationwide high-performing, school visits**: BELA's founders visited a diverse set of college preparatory schools across the country with innovative models and exceptional student outcomes in both academic and person development. With the 21st Century Competencies and BELA's mission and vision as the foundation, BELA's founders incorporated programs from the schools listed below that align with our key design elements, such as STEAM Pathways, International Baccalaureate and programs created to meet the academic needs of all learners and our commitment to social emotional learning. While our school study was nationwide, we focused on New York schools to ensure alignment with Common Core and New York State standards.

Type	Name	Location
All- Girls Independent Schools	Laurel School	Shaker Heights, Ohio
	Columbus School for Girls	Columbus, Ohio
	Hathaway Brown	Shaker Heights, Ohio
	Ellis School	Pittsburgh, PA
	Marymount NYC	New York, NY
	Sacred Heart Academy	Hempstead, NY
All-Girls District Schools	Urban Assembly Institute of Math and Science for Young Women	Brooklyn, NY
	Ann Richards School for Young Women Leaders	Austin, TX
	The Young Women's Leadership Schools	New York, NY
Charter Schools	Girls Prep Bronx Charter School	New York, NY
	Uncommon Girls Excellence	New York, NY
	Boys' Latin	Philadelphia, PA
	Lighthouse Community Charter School	New York, NY
	Brooklyn Prospect Charter School	New York, NY
	MESA Charter School	New York, NY
	Uncommon Charter High School	New York, NY
	Dream Charter School	New York, NY
Independent Schools	Ron Clark Academy	Atlanta, GA

3. **21st Century Competencies**: BELA's core mission and instructional values center on cognitive and social engagement and college readiness. The 21st Century Competencies[1] developed by the National Research Council of the National Academies synthesized the

[1] James W. Pellegrino and Margaret L. Hilton *"Education for Life and Work: Developing Transferrable Knowledge and Skills for the 21st Century"* National Research Council (2012)

leading research on 21st century skills and knowledge. They define a common language for stakeholders invested in young people becoming successful adults in life and work. The three competencies – Cognitive, Interpersonal, and Intrapersonal - facilitate a student's pathway to deeper learning and are embedded throughout the curriculum.

- Cognitive: Thinking and related abilities such as reasoning, problem solving, information literacy, and creativity
- Interpersonal: Emotions and feelings such as flexibility, self-regulation, curiosity, and perseverance
- Intrapersonal: Expressing information to others and interpreting others' messages (both verbal and nonverbal) and responding appropriately such as leadership, communication, teamwork, and cooperation

4. **International Baccalaureate (IB):**

After researching a number of advanced studies programs (traditional honors, Advanced Placement, and College Now), BELA chose the IB program because we value a student's person development as much as their cognitive development and providing access to all students. Inquirers, knowledgeable, thinkers, open-minded, communicators, caring, risk-takers, principled, balanced and reflective are all tenets of the IB Learner Profile, which the IB program strives to cultivate within students and directly align with the mission and vision of BELA. IB programs aim to increase access to the curriculum and engagement in learning for all students, aligning to BELA's mission to serve all students and to our core values of Sisterhood and Scholarship. Learning communities become more inclusive as they identify and remove barriers to learning and participation.

Furthermore, the IB program aligns with BELA's social emotional Leadership Academy programming, which teaches leadership through self-responsibility and determination. Students will learn through studying "standard" or "higher" level history reflecting critically on the past. Students learn about their own historical identity through the study of the historical experiences of different cultures. For example, the "higher" level Social Studies courses include a psychology course aimed to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld.

A recent study on Chicago Public Schools IB program showed that students, with similar demographics to those BELA intends to serve, who completed the IB program were more likely to not only enroll in college, but also enroll in selective colleges and to stay enrolled with better performance (see R02).[2] Aligned with BELA's core values of Strength, and Service, IB's main components are to inspire students to inquire and get into action.

- Inquiry: Sustained inquiry forms the centerpiece of the written, taught and assessed curriculum in IB program. Complex problems, prior knowledge and experience establish

[2] Coca et al, "Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Degree Programme" *University of Chicago Consortium on Chicago School Research* (2011)

the basis for new learning, and student curiosity provides provocation for learning that is engaging, relevant, challenging and significant.

- Action: Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

IB Course Offerings

In grades 11 and 12, **ALL** BELA students will access advanced IB courses. As Boaler stated, "One key fact in student achievement is the "opportunity to learn". If students are given access to high-level content, they achieve at higher levels."[3] BELA's Science, Math, Social Studies, English, LOTE (Latin), Art and Electives curriculum have been designed to prepare students for the rigorous IB experience in 11th and 12th grades. As well, all BELA students will take their Regents exams by the end of 10th grade to maximize the time available for rigorous IB coursework in 11th and 12th grade.

All students will be required to take IB courses in Theory of Knowledge in 11th or 12th grade and LOTE (Latin) in both 11th and 12th grades. In addition, all students will be offered the opportunity to take IB courses in English, Social Studies, Math, Science, and Film in 11th and 12th grades. Students who successfully complete an IB course and pass the end-of-course IB exam will receive an IB certificate for that course. Students may choose to pursue an IB Diploma, which has specific completion requirements, which are described in the Promotion and Graduation Policies at the end of this section.

The table below outlines BELA's proposed IB course offerings. Higher level (HL) and standard level (SL) courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at a higher level. Course descriptors are in the course overview section below.

	Subject	Year 11 IB Course Options	Year 12 IB Course Options
Required	Theory of Knowledge	Theory of Knowledge SL1	Theory of Knowledge SL2
	LOTE	IB Latin III SL1	IB Latin IV SL2
		IB Latin III HL1	IB Latin IV HL2
Options	English	IB Language A: language and Literature SL1	IB Language A: language and Literature SL2
		IB Language A: language and Literature HL1	IB Language A: language and Literature HL2
	Math	IB Mathematical Studies SL	IB Mathematical Studies SL

[3] Boaler. "Mathematical Mindsets" Jossey-Bass. (2015)

	Science	IB Environmental Systems and Society SL1	IB Environmental Systems and Society SL2
		IB Chemistry SL1	IB Chemistry SL2
	Social Studies	History SL1	History SL1
		History HL1	History HL2
		Psychology HL	Psychology HL
	Art	IB Film SL	IB Film SL
		IB Film HL	IB Film HL

Individual Course Selection

From 9th grade all students are being prepared for the IB diploma and BELA will share with parents that BELA is seeking to become an IB school. At the end of 10th grade, the Dean of Curriculum and Instruction, College Counselor/IB Coordinator, and the student's 10th grade Leadership Academy teacher will meet with each student and her family to recommend her 11th grade course schedule, based on her academic performance, required remediation, and academic interests. This recommended course program would also clearly map toward graduation requirements and provide a roadmap to college planning.

IB Diploma

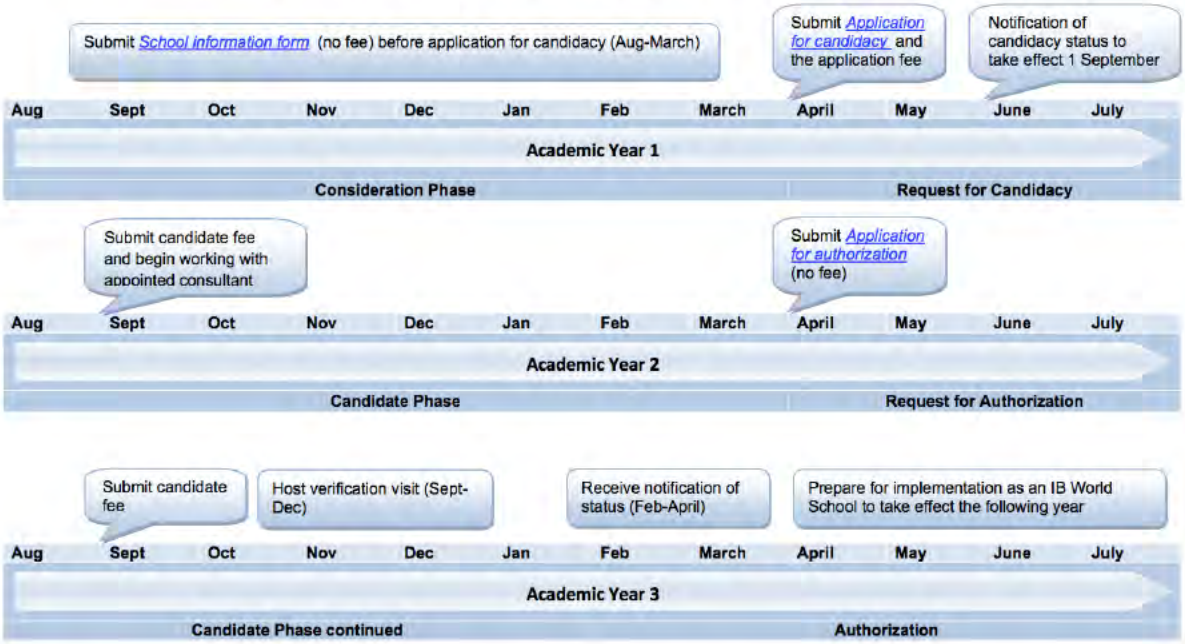
The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced program designed to prepare students for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. All BELA students will have the opportunity to pursue an IB Diploma.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from six groups: 1) language and literature, 2) additional language(s), 3) individuals and societies, 4) sciences, and 5) mathematics. Students may choose either an arts subject for group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining courses are taken at standard level (150 recommended teaching hours). In addition, three core elements— the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the program.

IB Accreditation

BELA has thoroughly researched the process of becoming IB accredited and understands the process and timeline. Below is the minimum duration for becoming accredited for the high school program:

Minimum duration of the application timeline



While the typical process for becoming accredited takes two full academic years, BELA is going to allow three years for any contingency that may arise. BELA seeks to begin the application process June 2016 to ensure that it has sufficient time to begin offering IB courses Fall 2019. If BELA is not authorized to begin the application process by June 2016, we will apply April 2017. The April 2017 application still ensures we will begin the application timeline Fall 2017 (see R23b).

If BELA is not on track to become an IB school by the time its inaugural class begins grade 11, BELA will instead implement Advanced Placement (AP) Courses in grades 11 and 12. AP courses provide a similar high level of rigor as IB courses, providing BELA students the opportunity to engage with college-level coursework in high school. However AP courses do not offer the comprehensive skill-building that the IB Programme does and so remains a back-up choice for BELA's upper school courses.

AP also serves an alternative because the process and timeline for becoming approved to offer AP courses can be completed in four to six months which allots time for any application revisions. BELA will allow a year for this process to ensure it is prepared to offer courses the fall of its first 11th grade cohort. If by fall of its first 10th grade cohort, School leadership identifies that BELA is not on track to complete IB authorization, the Dean of Curriculum and Instruction will submit a) a course syllabus and b) the subject-specific electronic AP Course Audit form online to the AP Course Audit department. In March, the AP Course Audit online portal opens for new course submissions for the upcoming school year. Within 60 days, a school will be notified of a course's authorization. If denied, a school has two additional attempts to obtain authorization. After each review, a school is given specific feedback on the areas that need

further development or clarification, from the reviewer. Once approved, the course will be added to the School's AP Course Audit page and colleges and universities are notified annually in November.

Curriculum by Subject

Proposed by the Head of School and a team of NYC educators who have internalized our mission and studied current, high performing schools nationally and 21st century competencies, the ensuing descriptions describe the academic curriculum we believe will create high achievement results for the girls who attend BELA. We believe that the programs described in this section are the best fits for our model, not only because of their high expectations for student achievement but also because they put the female learner at the center of the learning process and provide the skills she will need to graduate from high school and college and become a life long community member, leader, and learner.

English and Social Studies: The English and Social Studies curriculum will be organized as a thematic interdisciplinary curriculum where students are applying skills in English with concepts in Social Studies, increasing their ability to think critically and creatively, and synthesizing knowledge beyond the disciplines. Research studies, including one measuring the effectiveness of a Humanities program with LAUSD high school students, show a positive impact on a student's writing skills, content knowledge and conceptual understanding.[4] Furthermore, the graduation and college persistence outcomes at High Tech High and New Tech High, which exceeds the national rates by over 20 percentage points, amplifies the benefits of a Humanities based approach that values a conceptual understanding rather than discrete knowledge.

At BELA, the skills (reading, writing, textual analysis, discussing, and action-projects) will be scaffold gradually releasing the responsibility to the student. Fiction and nonfiction texts will be chosen that relate to the time period and/or theme allowing for important connections to coursework.

In Year 9, students will be introduced to small group and discussion protocols, critical reading, and the writing process while examining social themes seen through a focus on the American Government and Economics. Year 10 continues to develop communication and analytical skills while exposing students to the American experience through present day. In Years 9 and 10, the English and Social Studies content will be closely knit together as a Humanities program, allowing for the continual reinforcement of language and writing skills through English and Social Studies content by a dual-certified teacher.

BELA will draw from the following effective curricula for its ***9-10 grade Humanities, or combined English and Social Studies program:***

[4] http://www.albany.edu/cela/reports/mathisonlogic12004.pdf

Engage NY for Year 9-10: BELA will implement Engage NY's ELA curriculum for 9-10 grades. Engage NY is developed and maintained by the New York State Education department. Committed to increasing student achievement across the state, NYSED has created Engage NY with all learners in mind, especially those that may come from minority and low-income backgrounds, such as the girls from CSD 16 that BELA seeks to serve. NYSED has conducted research on the effectiveness of the Engage NY curriculum and concludes that the writing and research skills the common core and Engage NY curriculum teach, "students will use as they advance through elementary/middle-level to high school and beyond."[5] Tightly aligned to NYS and Common Core Standards, Engage NY will provide the strong foundation needed for BELA students to succeed academically in NYS and the US.

Cultural Literacy curriculum from City Charter High School for Year 9-10: This curriculum is designed to create citizens who are critical readers, culturally literate, and able to communicate ideas effectively for a variety of purposes and audiences. The course combines English Language Arts and Social Studies disciplines in a team-teaching, project-based approach designed around thematic units rather than strictly chronological order. The curriculum is comprised of English foundation skill sets, while the Social Studies provides the context for applying these reading, writing, and discussion skills. In addition to fiction and nonfiction texts, course-reading materials are selected from newspapers, published reports and periodicals, and primary sources such as political speeches and legal documents.

Reading instruction focuses on five key principles:

1. Student engagement
2. Student independence that require little to no teacher intervention to engage students or establish basic comprehension
3. Reading strategies reinforce engagement while emphasizing independence
4. Reading strategies are most effectively taught with print materials rather than electronic formats
5. Reading groups, shared inquiry discussions, and other opportunities for peer-to-peer discussion foster deeper understanding of a text

Writing instruction focuses on three key principles:

1. Frequent writing reinforces content learning and higher order thinking while teaching communication
2. A multi-stage writing process with focus on multiple drafts and peer-editing emphasizes the attributes of good writing
3. A writer makes choices based on the interconnectedness of tone, audience, and purpose.

Current Event activities primarily are governed by four principles:

1. Knowledge of one's community and world events is essential for developing an active sense of citizenship and empowerment.

[5] https://www.engageny.org/resource/role-research-common-core-instruction

2. Current events serve to widen students' perspectives and sphere of awareness.
3. The application of active reading strategies, such as marking the text, is more feasible and hands-on with the use of print materials.
4. Print materials help remediate reading readiness and develop literacy skills that students may not receive without school intervention or primarily through electronic texts.

English International Baccalaureate, Year 11-12: Additionally, in grades 11 and 12, BELA will supplement Engage NY curriculum with the International Baccalaureate Programme (IB). This is a two-year course sequence. Common Core reading, writing, listening, and speaking standards are embedded within the IB curriculum for 11th and 12th grades. In fact, over this two-year period, a student's breadth and depth supersedes the Common Core Standards in reading, writing, listening, and speaking standards by 12th grade.

Through the IB course of study, BELA students will think critically, creatively, ethically, and globally aligning with BELA's mission and core values of lifelong learning. In particular, the IB coursework requires students speak publicly, debate and facilitate discussions with their peers, aligning with the BELA core value of leadership. When students speak out on a perceived injustice, they are aligning with the BELA core value of community.

The Language A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

The aims of Language A: Language and Literature standard level courses are to:
• Introduce students to a range of texts from different periods, styles and genres
• Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
• Develop the students' powers of expression, both in oral and written communication
• Encourage students to recognize the importance of the contexts in which texts are written and received
• Encourage an appreciation of the different perspectives of other

Social Studies, Year 11-12: International Baccalaureate Programme: Similar to English, and for the same research based reasons and NYS standards alignment, BELA will use International Baccalaureate Programme for Social Studies in grades 11 and 12.

All students will take Humanities in grades 9 and 10. Each student will be offered the opportunity to participate in the International Baccalaureate Programme English and Social Studies courses in grades 11 and 12. Each student will choose from English, IB Language SL, or IB Language HL, as well as World History, IB History SL, IB History HL, or IB Psychology HL, in grades 11 and 12, depending on her interest, academic performance, and coursework.

Accelerated course options | Emerging course options | Required for all students

	Grade 9	Grade 10
English	Media Literacy	
Humanities	Humanities 9 (English 9 + Government/ Economics)	Humanities 10 (English 10 + US History)

	Grade 11	Grade12
English	1. English 11	1. English 12
	2. IB Language A: language and Literature SL1	2. IB Language A: language and Literature SL2
	3. IB Language A: language and Literature HL1	3. IB Language A: language and Literature HL1
	IB Theory of Knowledge (Elective Credit)	*IB Theory of Knowledge (Elective Credit)*

	Grade 11	Grade12
Social Studies	1. World History I	1. World History II
	2. IB History SL1	2. IB History SL2
	3. IB History HL1	3. IB History HL2
	4. IB Psychology HL	4. IB Psychology HL

Science: BELA's proposed science curriculum is based on the three tenets of the Next Generation Science Standards (NGSS) research-based program – practicing science and engineering, understanding the relationship between the science disciplines and core disciplinary ideas and linking knowledge of science with opportunities to practice. This recently developed framework for K-12 education aims to build students proficiency and appreciation of science.

Lab-Aid, Year 9-12: BELA will use the Lab-Aids *Biology, Integrated Science, Earth Science and Chemistry* curriculum in the 9th- 12th grades which has been proven to be highly correlated to academic performance in Common Core Science, English/Language and mathematics.[6]

LabAids (also known as Science Education for Public Understanding Program) developed at the University of California Berkley takes an issues oriented approach to scientific inquiry by thematically organizing units based on personal and societal issues providing real-world context and a framework for understanding scientific concepts.[7] For example, students are asked to advise US Food and Drug and Administration office policymakers on issues such as allowing farmers to grow genetically modified corn. Learning science becomes a microcosm of current day issues and questions allowing students to see the relevance while deepening their understanding of content specific knowledge through investigation. Students also analyze research to formulate an opinion and determine the most appropriate medium to effectively communicate to their audience. When students have the opportunity to test their own developing knowledge and apply it to practical problems, they not only enhance their understanding of science but also their interest in science. We are committed to helping our students see the connections between the disciplines and how we address challenges within our society, whether or not students pursue a career in science or engineering.

LabAids' Science and Global Issues (Biology), Science and Sustainability (Integrated Science), and Earth Science curriculum is aligned with the New York State standards, which is in the process of adopting a framework similar to the NGSS, and the 21st Century Competencies. Research studies on the effectiveness of the program, with similar populations to BELA's, indicate a greater number of students enrolling in advanced level science courses.[8] Research indicates students were more likely to use a data driven versus theory based approach when approaching a problem and more likely to see the relevance of science in their everyday lives. We are committed to a learning space where students have the tools and resources to take an evidence-based approach to solving problems within their communities. BELA has selected the Lab-Aids and IB Science curricula because they are rigorous college preparatory curricula and challenging and BELA is enthusiastic to see girls thrive in a single-sex environment with many supports.

International Baccalaureate Programme, Year 11-12: For the reasons stated above, BELA will use International Baccalaureate Programme for Science in grades 11 and 12.

Most students will take LabAids Biology in grade 9 and LabAids Earth Science in grade 10. Data from the district indicates a small percentage of students may enter the 9th grade having taken and passed a Science Regents exam – these students may take LabAids Earth Science in grade 9 and LabAids Integrated Science in grade 10.

[6] http://www.corestandards.org/read-the-standards/
[7] http://sepuplhs.org/pdfs/sepup_research_summary_2013.pdf
[8] Ibid.

Starting in grade 11, all students will have three options: Integrated Science and Chemistry, the two-year IB Chemistry course, or the two-year IB Environmental Systems and Society course. Students will select the course they would like to take, using the recommendation of BELA staff, past academic performance in science, and interest to help guide the best course selection for her.

Accelerated course options Emerging course options Course sequence options

	Grade 9	Grade 10	Grade 11	Grade12
Science	1. Biology	1. Earth Science	1. Integrated Science	1. Chemistry
	2. Earth Science	2. Integrated Science	2. IB Chemistry SL1	2. IB Chemistry SL2
			3. IB Environmental Systems and Society SL1	3. IB Environmental Systems and Society SL2

Math: *College Preparatory Mathematics, Year 9-12:* Through the College Preparatory Mathematics (CPM) curriculum, BELA students will develop their mathematical understanding through a Common Core aligned cooperative and problem based approach where students implement, apply and practice standards multiple times in different contexts. The cooperative learning structure puts the learner at the center while the teacher provides structured guidance allowing students to authentically grapple with questions and use each other to gain understanding. Real world problems allow students to engage daily with the mathematical practices and deconstruct the mathematical process through their discourse with peers. Students should feel empowered to apply mathematical knowledge to address challenges and strengths within their communities. For example, they may ask, "Are fast food restaurants or gun violence in my neighborhood growing at a linear or exponential rate?"

Based on 8th grade test data from CSD 16, we assume that at least 50% of BELA students will not be grade level proficient. We have designed the math curriculum for BELA Academy, our summer institute, to focus on experiences that encourage and ensure our girls about their mathematical abilities. In particular, BELA Academy uses two research and evidenced based programs: Mindset Works and Youcubed developed by Dr. Carol Dweck and Dr. Jo Boaler respectively.[9] Both Dweck and Boaler's research has shown the positive impact on student

[9] http://www.mindsetworks.com and youcubed.com

achievement for African American students and a narrowing of the female-male gender gap in math when schools are intentional about attending to the mindsets of students.[10]

International Baccalaureate Programme, Year 11-12: For the reasons stated above, BELA will supplement the College Preparatory Mathematics curriculum with the International Baccalaureate Programme for Math in grades 11 and 12. In particular, the IB's Math curriculum emphasizes school wide themes, which align with BELA's service learning core value. The expectation is that Math units of study are connected to themes by simply making connections throughout the year between the content and core value. For example, during the functions unit, BELA imagines students working with a data set that is actually from their community (e.g. crime stats or train delays). NYS curriculum will build to student preparation for IB through reinforcing the NYS Standards:

- Employ and refine their powers of abstraction and generalization
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking, and patience and
- Persistence in problem-solving

This skill development relates to the mathematical practices within the NYS Standards:

- Employ and refine their powers of abstraction and generalization
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking, and patience and
- Persistence in problem-solving

Most students will take CC Algebra in grade 9 and CC Integrated Math in grade 10. Data from the district indicates a small percentage of students may enter the 9th grade having taken and passed a Math Regents exam – these students may take CC Integrated Math grade 9 and Algebra Trigonometry in grade 10.

Starting in grade 11, all students will have two options: Algebra II Trigonometry and Pre Calculus, or two year IB Mathematical Studies SL. Students will select the course they would like to take, using the recommendation of BELA staff, past academic performance in math, and interest to help guide the best course selection for her.

[10] Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.

Accelerated course options | Emerging course options | Course sequence options

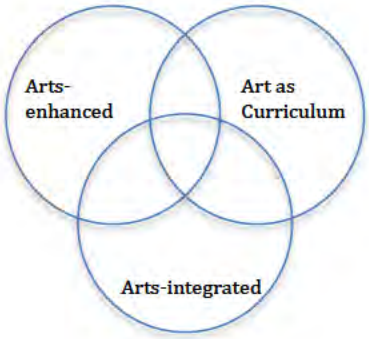
	Grade 9	Grade 10	Grade 11	Grade12
Math	CC Algebra	CC Integrated Math	Algebra II Trigonometry	Pre Calculus
	CC Integrated Math	Algebra II Trigonometry	IB Mathematical Studies SL1	IB Mathematical Studies SL2

STEAM Pathways: In partnership with FUSE, The Biotechnology Center of Excellence, and Project Lead the Way, BELA students will complete a four year sequence of STEAM courses in one of three pathways: Engineering, Biomedical Science, or Media. Regardless to whether our young women choose to pursue a career in a STEAM field, our mission is to provide them the space and opportunity to explore. With research from the Girl Scouts Research Institute indicating access is often the barrier preventing young women of color from pursuing STEAM fields coupled with Dr. Linda Sax's research suggesting that young women of color are three times more likely to pursue an engineering career, we remain steadfast about offering this learning opportunity to students. [11]

In the ensuing years, Project Lead The Way's activity, project, and problem-based curriculum will deepen students understanding of one of the three STEAM pathways. The team will utilize the knowledge and skills from each of their respective disciplines to collaboratively work together to address an issue presented by a client within their community. This comprehensive approach empowers BELA students to become the drivers for their own learning. Inevitably, through these experiences, they will embody the 21st century learning competencies.

Art: The Kennedy Center's Changing Education Through the Arts initiative describes the intersection of arts as curriculum, arts-enhanced curriculum and arts-integrated curriculum (see diagram below) as the most effective arts model for exposing students to authentic art experiences that deepen their arts understanding and support the learning of content in subject based courses. Through an integrated arts-based curriculum, teachers have a robust toolkit to integrate the UDL principles of providing access to diverse learning styles and abilities of BELA students.

[11] Linda Sax, "Women Graduates of Single-Sex and Coeducational High Schools: Difference in their Characteristics and the Transition to College" *The Sudikoff Family Institute for Education & New Media* (May 2009)



BELA students will have frequent experiences in all three categories. Our teachers will have the opportunity to design arts infused units of study with a Teaching Artist through our partnership with Urban Arts Program. Moreover, you shouldn't be surprised if teachers are using music or dance as a "hook" to enhance their lesson. By Year 3, we will have an in-house art teacher offering visual and performing arts and collaborating with teachers on interdisciplinary units aligned to the standards. BELA's unique art program will be supported by and aligned with STEAM course work in all years, but certainly in Years 1-2 before BELA has a dedicated art teacher beginning in Year 3.

Year 9:

1. STEAM Exploration: Through the FUSE[12] program, BELA students will engage in science, technology, engineering, arts/design, and mathematics topics while fostering the development of important 21st century skills. The 'A' in STEAM is engaged through the design process, which brings each BELA student's ideas and aesthetics to the foreground. FUSE interest driven challenges provide a new way to explore STEAM in an equitable learning environment.

2. Clubs – Driven by student and teacher interest, these twice a week classes provide students an opportunity to explore different areas of interest, further develop talents or discover new passions. The menu of options for the fall and spring may include: Debate, Brooklyn Cultural: Art Culture and Ethnicity, or Lights, Camera, BELA, or Street Photography, or The Brain: An Owner's Manual.

Year 10:

1. Clubs and **STEAM Pathways**: Using a project based learning approach, the biomedical science, engineering, and media and technology pathways provide BELA students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. Thus, BELA students become the innovators, creators, and designers preparing them with the transferable skills needed in the 21st century.

Years 11 and 12:

1. Clubs: In Year 11 and Year 12, students will have the opportunity to design and facilitate their own club.

[12] https://www.fusestudio.net/program-design

2. STEAM Pathways and **Art Teacher** – An art teacher will be added to the staffing plan in Year 11. This person will oversee the expansion of the Art department including the addition of traditional art courses (music, dance, and/or art) and collaborating with teachers to design interdisciplinary units of study infusing core academic standards and traditional art principles to further enhance student learning.

Leadership Academy: BELA has designed a social-emotional learning course sequence, Leadership Academy, in partnership with the evidence based CAS-Carrera program. Leadership Academy is a four-year circle format, small group course facilitated twice a week by a mentor teacher, once a week by the cohort social worker, and once a week by the Family Life and Sexuality educator. The sequence of courses are thematically organized by the core values and will focus on the five principles of resiliency adapted from the Center of Research for Girls at the Laurel School: relationships, mind and body, creativity, purpose and growth mindset.

Within Leadership Academy, BELA students will have a weekly socialization session with the cohort social worker where group activities will be used to promote positive self-image and self-esteem, relationship building and effective communication strategies, and will help identify obstacles to learning. Students will also have a weekly comprehensive sexuality education class that will emphasize informed decision making and allow the young women at BELA to learn about themselves and their bodies, reproductive health and safety, and healthy relationships. They will also develop an understanding of financial literacy and entrepreneurship, and begin to explore the world of work by participating in an internship. The service learning initiatives are another component of Leadership Academy. Through these projects, BELA students will develop an understanding of their connection and responsibility to their community.

In grades 11 and 12, there will be a focus on serving the younger BELA students as they transition to high school and the BELA community. Also, students pursuing the IB Diploma will be working on their IB Creativity, Activity, and Service (CAS) project. Please see the below section Assessments: Summative Assessments: IB Diploma for more information about the CAS project.

Leadership Academy is a comprehensive approach to social-emotional learning that promotes the growth of an individual's social-emotional competencies and connects the school to the community through service learning.

Language Other Than English: BELA students will study four years of Latin exceeding the NYS LOTE graduation requirement. We want our students to have a strong command of the English language both orally and written, but also have a strong foundation to support the learning of other languages. Furthermore, studies indicate that students who study Latin outperform their peers on college entrance exams, which are often gatekeepers for students of color.[13]

[13] Alice DeVane, "Efficacy of Latin Studies in the Information Age" *Valdosta State University* (1997)

Committed to each student accessing a high quality college education, BELA knows that learning Latin is a translatable skill to understanding and mastering language.

9th and 10th grade Latin: For many of our students, this will be their first experience with Latin and The Cambridge Latin Course 5e approaches the learning of Latin by establishing and developing a storyline throughout the book. The vocabulary and grammar are simple in the beginning and then become more sophisticated as the students progress through the text. 5e, the newest edition, has an increased representation of women and presents them in a more favorable manner allowing our students to make meaningful connections and understand the historical impact of women during this time period. The curriculum materials are robust from both the student and teacher perspective. Digital access to resources as well as detailed curriculum maps, scope and sequences, and pacing guides are accessible for teachers.

International Baccalaureate Programme Latin, Year 11-12: All students will take Cambridge Latin in grades 9 and 10. Each student will then choose standard-level or higher-level IB Latin in grades 11 and 12, depending on her interest, academic performance, and coursework as recommended by BELA. While continuing to improve their facility with Latin grammar and syntax, students begin their study of authors featured in the IB curriculum. Students translate extensively from the *Metamorphoses* of Ovid to prepare for the IB translation exam (Paper 1). Careful attention is paid to the limits of translations in conveying all the meanings contained in the original language. They also study texts they will encounter on the genre study portion of the IB exam (Paper 2).

Accelerated course options Required for all students

	Grade 9	Grade 10	Grade 11	Grade12
LOTE	Latin I	Latin II	1. IB Latin III SL1	1. IB Latin IV SL2
			2. IB Latin III HL1	2. IB Latin IV HL2

Physical Education: *Physical Education for Lifelong Fitness* is a comprehensive, health-related fitness education program of curriculum resources and training certifications created by the Society of Health and Physical Educators of America (SHAPE America), and the National Association of Sport and Physical Education (NASPE). *Physical Best* curriculum enables students to learn why activity is important, and how it benefits them today and for a lifetime. Emphasizing participation in a wide variety of enjoyable physical activities (traditional sports, non-traditional sports, and fitness activities), *Physical Best* promotes individual choice and making connections to real opportunities to remain active for lifelong health and wellness. Endorsed by the NYC DOE, Physical Best is Common Core and NYS Standards aligned.

Curriculum alignment to New York State Standards and BELA's mission

All curriculum was selected because its demonstrated ability to engage students of varying skill levels around common content. All proposed curriculum is aligned to Common Core and New York State standards and, in particular, furthers BELA's mission of promoting and preparing BELA girls for academic programs such as STEAM Pathways and the International Baccalaureate Programme and BELA's core values. The unique combination of curriculum is intended to serve the School's target population: high school girls from CSD 16 who may enroll at BELA with a diversity of skills and experience.

Planning for Instruction

Responsible for creating or selecting these resources

Scope and Sequence: All of the curricula selected by BELA's founding team, described above, has full scope and sequence aligned to Common Core and New York State standards. The Board and School leadership team will conduct an annual programmatic audit at the end of the school year (see R05f). The purpose and objectives of the audit will be to primarily evaluate the academic effectiveness of the School.

In particular:

- IB: IB provides full scope and sequences for their accredited courses in English, Science, Math, LOTE, Art, Electives, which will be available to BELA teachers. With pacing charts supported determined by the Dean of Curriculum and Instruction and agreed upon by teachers, teachers will have clear guidelines for what to teach and when to teach it. Also, IB teachers will attend comprehensive semi-annual or annual trainings to develop curriculum to meet both the IB standards, Common Core Standards and the needs of BELA students.
- English Engage NY: The Engage NY curriculum is divided into grades and each module includes 4 primary modules. Each module consists of up to three units and each unit consists of three lesson plans. Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language. Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period, but may extend beyond that time frame depending on student needs. With pacing charts supported determined by the Dean of Curriculum and Instruction and agreed upon by teachers, teachers will have clear guidelines for what to teach and when to teach it as well as curriculum maps, scope and sequences and pacing guides.
- BELA's Leadership Academy has a complete curriculum map, scope and sequence and pacing guide from the Devereux Center for Resilient Children (see R23b).

Committed to serving all students and customizing instruction, during summer institute, teachers will use the McTighe and Wiggins Understanding by Design (UbD) framework to develop units, with driving questions, connecting coursework to the students personal and cultural backgrounds while challenging them to question their own preconceived ideas. Throughout the year, teachers will be given a considerable amount of time to design the UbD plans incorporating the Universal Design for Learning (UDL) strategies with the support of either the Head of School or Dean of Curriculum and Instruction.

Evaluating, Reviewing and Revising Curriculum

BELA will use a variety of data and feedback to evaluate the success of our instructional program.

Leadership and Teaching Staff: The annual process of evaluating, reviewing and revising curriculum begins at teacher Summer Institute. Teachers will submit curriculum maps at the end of Summer Institute and the Dean of Curriculum and Instruction, with the support of Head of School, will spend 2 days with each teacher reviewing, revising, and providing feedback on alignment with state standards to ensure rigor and completeness.

Once the school year is underway, weekly department chair meetings led by the Dean of Curriculum and Instruction will take place. Meetings will be grounded in student data: attendance data, enrollment and retention rates, academic outcomes, parent and student surveys, and explicit feedback and input from key teachers and instructional leader. Discussion will focus on curriculum delivery, pacing, supports for students who may be below or above grade level, and achieving school wide goals. Departmental meetings will be complemented by subject area meetings and grade team meetings, which are supported by the BELA teacher schedule.

Using the Danielson Framework, leadership will evaluate teachers informally at least monthly and twice a year formally. BELA's teacher support practice will also continuously monitor the efficacy of our curriculum. As our instructional leaders work with teachers to strengthen lesson planning, observe lessons, perform data analysis and generate feedback, they will also engage in a separate process focused on the efficacy of our curriculum.

School leadership and the Board: The leadership team and Board will review progress to goals at monthly meetings, and at a minimum quarterly, using a dashboard the School will develop that will capture student enrollment and attendance, student culture and behavior data such as suspensions and formative and summative assessment data. Use of a common dashboard will allow the Board and leadership team to have a common tool to assess School health and quickly identify areas of success and challenge and make key organizational decisions. Together leadership team will work with the Board of Trustees to review annual goals for the School

based on the School's charter and supported by the programmatic audit and identified areas of remediation. The audit will focus on the curriculum's effectiveness for all students, alignment to state standards and alignment from grade to grade.

The Academic Program Committee of the Board of Trustees will oversee the Head of School's monitoring of achievement and report on our progress to the full Board at each meeting. In the event that substantial revision of the curriculum becomes appropriate, the Board will vote to approve these changes. The Head of School and leadership team, working in close collaboration with the teaching staff, may then make curricular revisions and the board will be kept closely abreast of progress.

b. Assessment System

BELA believes there are multiple ways to demonstrate mastery of content and skills. Our assessment system is a reflection of this belief and our core values, which includes a commitment to social emotional learning, and also recognizes that our students must show proficiency on NYS Regents and college entrance exams to meet our mission of all students attending and graduating from college.

As described in R06, BELA's calendar and schedule has been intentionally designed to accommodate diagnostic assessment, formative and summative assessment and teacher planning to meet the needs of all students.

BELA students will follow the assessment schedule indicated in the table below.

Assessment Cycles at BELA			
Name of Assessment	**Frequency**	**Assessment Type**	**Purpose**
NYSITELL	Once, upon intake	Diagnostic	To determine the amount of ESL support needed, if necessary
Writing Diagnostic Assessment	Once, upon intake	Diagnostic	To provide baseline data for writing skills
NWEA MAP	3 times per year (baseline, midline, endline)	Diagnostic, Interim	To diagnose and assess growth on state and grade level proficiency standards for math, reading, and language use
DESSA	3 times per year (baseline, midline, endline)	Diagnostic, Progress monitoring	To diagnose social and emotional competencies and growth compared to national norms
Formative	Daily	Formative	To make curricular or instructional

Assessments such as writing prompts, exit tickets or oral checks for understanding			adjustments to meet student needs
Performance based, unit or interim assessments	Every 4-6 weeks (at the end of each unit)	Interim	To assess understanding of content gained in a unit of study, and to make curricular modifications for the next unit
Community Action Service Projects	At the conclusion of Year 9 and 10 Leadership Academy course	Summative	To determine if BELA students have met the service learning components of the Leadership Academy curriculum.
Capstone	At the conclusion of Year 12	Summative	To determine if knowledge and skills gained from previous courses and professional skills can be applied to positively impact issues within their community and for college and career success.
Regents	At the conclusion of each Regents bearing course	Summative	To determine if the School is meeting academic goals, assess college readiness of students and adapt curriculum and instruction, as needed
IB	At the conclusion of each IB course	Summative	To determine if the School is meeting academic goals, assess college readiness of students and adapt curriculum and instruction, as needed
NYSESLAT	Annual, as need	Summative	To assess English Language improvement and proficiency
PSAT	Fall of Year 10 and 11	Summative	To assess college readiness skills in math and reading
SAT or ACT	Spring of Year 11 and Fall of Year 12	Summative	To assess college readiness skills in math, and reading

Diagnostic assessments

All incoming ninth graders (and tenth graders who fill open seats) will participate in BELA Academy, a four-week diagnostic, preparation and school culture program. During BELA

Academy, students will take the following assessments to aide in teacher preparation the first few weeks of all school instruction. BELA's school calendar will run on a trimester system. Each trimester will culminate in two reading days to study for exams on-site at BELA with the support of BELA teachers, followed by two days of exams.

BELA will also dedicate calendar days to provide additional academic support to students who need it. In February and April, BELA will provide two four-day intercessions, where students who are in need of additional support will be asked to attend to engage in small-group academic remediation.

NYSITELL: The New York State Identification Test for English Language Learners (NYSITELL) is the required method for the initial identification of ELLs in New York State. BELA will administer the NYSITELL to students who may be English Language Learners, as identified through Home Language Surveys, during BELA Academy and, if identified, again at the end of the year as required by New York State.

NWEA MAP: The NWEA MAP is computer based, adaptive, common core and ACT aligned assessment administered across the USA that delivers rich data. The NWEA MAP helps teachers and schools predict state summative assessment performance and predict college readiness. The NWEA MAP allows teachers to track student progress over time and school leaders to identify performance trends and evaluate programs over time. Assessment data provides teachers and Professional Learning Communities with specific instructional next steps. For all these reasons, BELA has selected NWEA MAP to be delivered 3 times a year: during BELA Academy and at the end of trimesters 2 and 3.

The Devereux Student Strengths Assessment (DESSA): The Devereux Student Strengths Assessment (DESSA) is a standardized, norm-referenced behavior rating scale that assesses social-emotional competencies that serve as protective factors for students. The eight social and emotional competencies that are assessed are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Personal Responsibility, Decision Making, Goal Directed Behavior and Optimistic Thinking. This strength-based assessment provides guidance for teachers, families, and other adults to help support the social and emotional development of the students. BELA has selected DESSA because of its alignment with BELA's commitment to social emotional learning. DESSA will be delivered 3 times a year: during BELA Academy and at the end of trimesters 2 and 3.

Writing Diagnostic: BELA will develop a writing rubric to assess student writing skill and use the NYS writing rubric to grade the assessment. This will allow us to use data with all content areas, as the standards require students to use evidence to build an argument whether in writing or discussion for all content areas.

BELA teachers will review all diagnostic assessment data at length during the three, week teacher Summer Institute in August. During these sessions, instructional staff will create a data

profile for the incoming cohort in the aggregate as well as for individual students, identifying areas of strength and skills deficits as well as students who may be at-risk of academic failure. This information, along with the previous year's state test data and other available data, will also be used to make necessary adjustments to curricular frameworks, establish goals and create groups for academic interventions, and develop instructional targets and supports for the coming year.

Formative assessments
Teachers will be supported in using a diverse means of assessing progress toward mastery of skills and content on a daily basis. Some formative assessment tools may include exit tickets, quizzes, class-work, homework, writing blog posts, oral presentations, public debate, assignments on note- reading and rhythmic accuracy, and participation in Socratic seminars.

In 11th and 12th grade, BELA teachers will create IB assessments during IB specific trainings.

Summative assessments
Unit and Interim Assessments: BELA teachers will use BELA-created and BELA- curriculum aligned unit and summative assessments at the end of units of study in a variety of different forms, including written exams, group projects, oral and visual presentations, laboratory reports, among other performance tasks. Students will also take benchmark Interim Assessments at the end of each trimester and at the end of the academic year. These assessments will be aligned with both NYSS and CCSS and will allow the school leaders and teachers to identify and address gaps in student learning. These assessments will be created during BELA Institute for teachers each year under the direction of the Instructional Leadership Team (ILT). In 11th and 12th grade, BELA teachers will create IB assessments during the IB accreditation process.

NYSESLAT: The New York State English as a Second Language Achievement Test (NYSESLAT) is the required method for measuring progress of ELLs in New York State. BELA will administer the NYSESLAT to students who have been identified as English Language Learners, through the NYSITELL, at the end of the year as required by New York State.

NYS Regents Examinations: If a student has a Regents Exam that corresponds to a course, the Regents Exam will be taken in place of a BELA-created end of year exam.

Community Action Service Projects: During year 9, students will participate in the B-PACT (BELA's Philanthropic Action and Community Transformation) program, which is adapted from the Marymount School of New York. BELA students will conduct a community needs assessment, identify a need within the community they want to learn more about, and as a group choose a local non-profit organization that is addressing this need. Students will research the organizations mission and program, visit the organization to volunteer and learn about the services, reflect on their experience, and collectively put together a presentation that identifies how the organization is impacting change and why the community should support their work.

After presenting to the school community, certain groups will be selected to present their project before the Board of Trustees. The board will choose one group who will receive a grant that they can present to their non-profit organization. In year 10, students will continue to build relationships with the community and will participate in a weeklong internship with a local business or organization. By working with a community member as an intern, BELA students will enhance their interpersonal and organizational skills and begin to understand the intricacies of the world of work.

Capstone: During Year 12, BELA students will complete a yearlong holistic performance assessment of BELA's core values. Capstone is an interdisciplinary project requiring students to utilize the knowledge and skills gained from previous courses to design an innovative solution to a pressing issue for a client within the community. Students from each of the three pathways will collaborate on the project including: meeting with the client to identify the issue, then researching, designing, testing a solution, and ultimately presenting their final solution to their client. Teams of students will have the support of their mentor teacher throughout the process. Based on community needs identified during the co-founders community outreach, final projects might include designing mobile maker or tinkering units for local elementary schools with limited space and resources or working with health officials to address a health concern in the community. A key feature of BELA's capstone project is students are applying professional skills they've developed and leading a design process proving they've attained the desired understandings and proficiencies needed to positively impact issues within their community and for college and career success.

IB Examinations: At the end of an IB course sequence, students will take an examination towards earning an IB certificate or diploma.

Selection or creation of any assessments not yet identified: The Board and School leadership team will conduct an annual programmatic audit at the end of the school year (see R05f). The purpose and objectives of the audit will be to primarily evaluate the academic effectiveness of the School and will consider whether the assessment program is complete and rigorous enough and whether assessments should be added or removed to the annual calendar. In particular, the review will focus on BELA-created unit and interim assessments to ensure alignment with NYSS, CCSS and other assessments administered, including NWEA MAP, SAT or ACT and NYS Regents.

Collecting and analyzing assessment results
Teachers will also have a full staff-only day after each exam period to grade assessments and review data from independently scored assessments, such as the NWEA MAP and Regents exams. In addition to weekly professional development on Wednesday afternoons, BELA will dedicate four full days throughout the school year to teacher PD, the content of which may focus on assessment data deep dives with teachers.

Teachers' schedules dedicate ample time for using data to inform instruction and plan collaboratively. In Year 3 as the school grows and the IB program is implemented for grade 11, additional time is dedicated starting for teachers to prepare their lessons individually as well as co-plan and meet together.

Practice	Description	Time per Week (Years 1-2)	Time per Week (Years 3+)
Collaboration and Prep	• Co-planning time to ensure coherence across subjects and grade levels • Intervisitation to allow teachers to observe on another's instruction • Reserved time for parent outreach, preparation, and grading • Starting in Year 3: Lower or Upper Academy and Department Meetings • Starting in Year 3: IB program prep	4 hours	9 hours
Professional Development	• Targeted professional development workshops	4 hours 30 minutes	3 hours
Push-in	• Push in to another teacher's classroom to provide more small-group differentiated instruction	2 hours 40 minutes	2 hours 40 minutes

Beginning in Year 2 and in each subsequent year, teachers will work in department teams during Summer Institute to facilitate discussions about vertical alignment of curriculum and assessment across grade levels using summative data.

Teachers will be responsible for administering assessments and collecting and analyzing the results under close supervision of the ILT.

Ensure Student Preparation For Success On State Assessments

In order to ensure preparedness for the exams in both content knowledge and test-taking stamina, BELA will institute three days of mock Regents Exams in May and June. The ILT and teachers will also closely monitors student's progress on the NWEA MAP assessment, which is proven to be NYSS and CCSS aligned as well as predictive of students' college readiness. Four weeks prior to Regents and/or IB exams BELA will have 5 hour Saturday intensives focused on building stamina and additional support.

Accessing and Using Assessment Results

Teachers will input assessment results in the School's student information system, which will immediately be made available to all teachers and leaders. The following data will also be collected daily and available in the student information system, giving teachers a comprehensive understanding of students: attendance, student discipline data, and student enrollment data.

Teachers will use data to inform instruction. BELA teachers will use assessments in its many forms to revise pacing, differentiate lessons, remediate skills or content, group students, select students for interventions, assess professional growth and progress, and communicate with students, parents, and families. This may result in, but is not limited to, afterschool tutoring and adjustments to and differentiation of instruction to best address identified gaps.

While teachers are working together to use assessment data, the ILT will use assessments to design, review, and revise curriculum, evaluate teachers and instructional methods, and make decisions about PD and assess its efficacy. To ensure assessment results are valid and reliable, close analysis on data consistency will be conducted by the ILT. For IB courses, the ILT will have the support of the International Baccalaureate to ensure assessment results are valid and reliable. Assessment data will also be used to inform decisions about student promotion and determine school progress towards student achievement goals. Aggregate and disaggregated school-wide student assessment data will guide programmatic and resource allocation decisions.

The ILT will collect formative feedback on the curriculum through regular instructional support leader meetings, lower or upper academy meetings, department meetings and integrated collaborative teaching planning meetings (see R08). BELA will also gauge the level of school-wide rigor through feedback from external stakeholders, such as the authorizer, educators from successful district and charter schools, and consultants.

As described in R10, the Board will review progress to goals at monthly meetings, and at a minimum quarterly, using a dashboard the School will develop that will capture student enrollment and attendance, student demographics, student culture and behavior data such as suspensions, formative and summative assessment data, financial and operational data and any other data requested by the Board. Use of a common dashboard will allow the Board and leadership team to have a common tool to assess School health and quickly identify areas of success and challenge and make key organizational decisions. Additionally, the Board's Academic Committee will monitor the school's academic progress between monthly meetings and advise changes as necessary. The Board and staff's analysis of the summative data on the academic, at the end of each semester, will drive key adjustments to curriculum and instruction.

Informing Parents and Students about Achievement

BELA students will be kept up to date about their academic achievement through regular communication with content area teachers. In addition to instructional time, BELA's student schedule allocates an hour of club or study hall time at the end of each day where teachers and students can use to conference on data and discuss or provide additional tutoring or support.

BELA is committed to partnering with parents and providing timely data on student performance. BELA will hold a Back-To-School night at the beginning of each school year, and

will hold Parent-Teacher Conferences in October, February, and May. Progress reports will be distributed at these parent-teacher conferences to enable conversations about academic progress during the trimester. Progress reports will be mailed to parents who do not attend. BELA will also hold several parent workshops throughout the school year to engage parents in student achievement and curriculum. Report cards will be mailed home at the end of each trimester, and transcripts will be sent home at the end of the year.

c. Instructional Methods

There are three tenets to BELA's instructional philosophy – project and problem base learning and genre practice to prepare students for the rigor of college and career.

Project Based Learning (PBL): PBL is at the core of BELA's pedagogical approach. Social psychologist Vygotsky argues that we learn from and with others.[14] In PBL, students are challenged to think critically and work collaboratively to discover solutions to questions grounded in complex, real-world scenarios. By making learning relevant and personal, students see the purpose for mastering content standards and concepts. BELA students will be assessed on more than just their understanding of the academic standards, but their ability to apply that content with real world problems deepening their learning.

PBL was selected because of its proven effectiveness with a diversity of learners and aligns with the students BELA seeks to serve. PBL has proven effective at teaching STEM- it's no surprise that many of the schools recognized as leaders in K-12 STEM education are PBL schools.[15] The learner-centered environment is designed to provide students with the necessary skills to be successful in college and career. PBL has also proven effective to increase the motivation and social confidence of students with special needs. Students with special needs also need the opportunity to develop self-directed learning skills in order to succeed academically and personally. PBL has been shown to increase the SDL skills of gifted and advanced students.[16]

Using the UBD framework, teachers will design units with the following structure[17]:

[14] http://www.simplypsychology.org/vygotsky.html
[15] http://www.stemreports.com/wp-content/uploads/2011/06/NRC_STEM_2.pdf
[16] Wehmeyer et al. *Inclusion and Problem-Based Learning: Roles of Students in a Mixed-Ability Group* (2000)
[17] http://www.newtechnetwork.org/sites/default/files/resources/01projectvpblgrey_0.pdf



Dewey would describe these elements as an "act of thinking" – an iterative process where students encounter a conceptual or practical obstacle, plan a solution, try it out, and reflect upon their results. Students are active and teachers become a partner in the learning process as they support students to independently discover meaning within a content area.[18]

Our PBL program will require the use of essential tools including: technology for learning and project management software tools. Since BELA is a 1:1 technology school, this provides students access to a wider array of resources to facilitate the learning process and reduce the dependency on the teacher as the sole source of knowledge. We are in the process of identifying potential software companies to support the project management aspect of PBL.

Problem-based learning (PrBL): Similar to PBL, PrBL is an inquiry based instructional method primarily used in the mathematics classroom. With the Common Core State Standards (CCSS) focusing not only on the content, but also the process (mathematical practices), students need to know and understand a mathematical procedure. Research from the National Council of Teachers of Mathematics (NCTM) and the National Science Foundation (NSF) supports PrBL as it allows students to have learning experiences that blends the content and practice standards, which aligns with the rigor in the CCSS. Like PBL, this hands-on student driven approach centers on students investigating real-world problems and the teacher serves in a facilitative role prompting and guiding students mathematical thinking.

Unlike traditional models of students learning mathematics, PrBL cognitively engages students with the task (see below) by allowing them to grapple with the problem before the teacher provides instruction which may be presented in many different forms such as: investigation, direct instruction, collaborating with other groups, use of manipulatives, or hint cards.[19] Through PrBL, the learning is at the center shifting the roles and responsibilities of student and

[18] Knoll as cited in Larmer, Mergendoller, & Boss p. 27
[19] www.emergentmath.com

teacher, which allows for the deeper learning necessary for students to engage in an authentic mathematical process.

Launch: Students read or view an entry event (i.e. "hook"), which launches them into the problem scenario. The problem scenario was designed based on content standards and mathematical practices.

Need to Knows: Students brainstorm "Knows", "Need to knows", and "Next steps." Through this teacher facilitated process the learning outcomes will be elicited from the students

Scaffolding: Students work in study teams to solve the problem starting with the "next steps." Based on the knowledge of their students, the teacher prepares workshops and lessons and helpful resources.

Presentations: Students present their solution.

Debrief and Reflection: The teacher asks guiding questions, prompts generalizations and promotes connections.

Genre Practice: In addition to PBL and PrBL, all teachers will be trained in Genre Practice. Genre practice stems from the work of Bakhtin, stating that every utterance has a specific intention and purpose. These utterances are categorized as genres, spoken within a structured rule bound system. Similarly, all writing is a form of communication and also has a specific intention and purpose to effectively communicate a message to the intended audience. To achieve a desired intention, the author must use specific features to ensure the purpose is evident to the reader. For example, non-fiction tends to include large headings and bold words to effectively communicate domain specific vocabulary and concepts, whereas narrative texts include figurative language to ensure that the audience is able to visualize the story taking place. Genre practice allows students to precisely analyze the author's intention and the moves they make to ensure the intention is met.

Different genres require different skill sets to decipher meaning, thus students use genre practice to understand a multitude of genres. Within a school day, students read various genres that each requires a different way of reading to understand. Students ask themselves a series of Bloom's Taxonomy based questions to understand the genre such as: What are the text features?, Why did the author choose this feature?, How does the author want readers to respond when reading?, and How is this genre related to other genres?.

By using genre practice, students apply critical thinking skills that stem from literacy but can be applied throughout all disciplines. In science class, students will ask questions regarding an author's intention to arrange a periodic table in a particular way as well as the color-coding and font size of the atomic number. By using genre practice questions, student approach unfamiliar

genres with a critical lens that goes beyond a literal understanding of a text. Students ask what the author's intention is and then discuss how the intention drove the selection of the features. This rigorous process of thinking connects literacy understanding across disciplines as illustrated within the CCSS.

During summer institute and throughout the academic year, teachers will receive extensive training on BELA's instructional philosophy. Rigorous use of these three tenets will support BELA in meeting its mission of supporting girls from CSD 16 for success in college.

d. Course or Subject Overview

BELA students will pursue the following subjects and course sequences in grade 9-12. Courses have been designed to accommodate a range of learners, in particular, students who excel in certain subjects will have the opportunity to accelerate their learning through IB level courses and access not only a Regents diploma but either an IB certificate or IB diploma in addition.

The following chart provides an outline of course sequences leading to graduation. Please refer to this chart when reviewing the courses to align on sequencing.

Accelerated course options | Emerging course options | Required for all students | Course Options

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade12</th></tr>
<tr><td rowspan="5">English</td><td>Media Literacy</td><td rowspan="4">Humanities 10 (English 10+ US History)</td><td>IB Theory of Knowledge (Elective Credit)</td><td>IB Theory of Knowledge (Elective Credit)</td></tr>
<tr><td rowspan="3">Humanities 9 (English 9+ Government/ Economics)</td><td>1. English 11</td><td>1. English 12</td></tr>
<tr><td>2. IB Language A: language and Literature SL1</td><td>2. IB Language A: language and Literature SL2</td></tr>
<tr><td>3. IB Language A: language and Literature HL1</td><td>3. IB Language A: language and Literature HL1</td></tr>
<tr><td rowspan="4">Social Studies</td><td rowspan="4">Humanities 9 (English 9+ Government/ Economics)</td><td rowspan="4">Humanities 10 (English 10+ US History)</td><td>1. World History I</td><td>1. World History II</td></tr>
<tr><td>2. IB History SL1</td><td>2. IB History SL2</td></tr>
<tr><td>3. IB History HL1</td><td>3. IB History HL2</td></tr>
<tr><td>4. IB Psychology HL</td><td>4. IB Psychology HL</td></tr>
<tr><td rowspan="2">Math</td><td>1. CC Algebra</td><td>1. CC Integrated Math</td><td>1. Algebra II Trigonometry</td><td>1. Pre Calculus</td></tr>
<tr><td>2. CC Integrated Math</td><td>2. Algebra II Trigonometry</td><td>2. IB Mathematical Studies SL1</td><td>2. IB Mathematical Studies SL2</td></tr>
<tr><td>Science</td><td>1. Biology</td><td>1. Earth Science</td><td>1. Integrated Science</td><td>1. Chemistry</td></tr>
</table>

	2. Earth Science	2. Integrated Science	2. IB Chemistry SL1	2. IB Chemistry SL2
			3. IB Environmental Systems and Society SL1	3. IB Environmental Systems and Society SL2
STEAM	STEAM	1. Bio – Principles of Biomedical Science	1. Bio – Human Body Systems	1. Bio – Medical Interventions
		2. Eng – Intro to Eng Design	2. Eng – Prin of Eng	2. Eng – Digital Electronics
		3. Media – Audio/Video Production	3. Media – Multimedia and Animation	3. Media – Advanced A/V Production
PE	*PE Year 9*	*PE Year 10*	*PE Year 11*	*PE Year 12*
LOTE	Latin I	Latin II	1. IB Latin III SL1	1. IB Latin IV SL2
			2. IB Latin III HL1	2. IB Latin IV HL2
Art			*Art*	*Art*
			Music	*Music*
			Dance	*Dance*
			IB Film SL	*IB Film SL*
			IB Film HL	*IB Film HL*
Leadership Academy (LA) and Health	LA Year 9: Wellness I	LA Year 10: Wellness II	LA Year 11	LA Year 12

English

Humanities 9 (English 9 and Government and Economics)

Grade: 9

Prerequisite: None

This combined English and Social Studies course is designed to deepen student's capacities to respond to works of literature as well as explore the structure, dynamics and processes of the American system of Government. The course provides a comprehensive introduction to the origins and development of ideas and institutions that influence the contemporary political milieu. Analytical skills will be developed as students review literature with an awareness of literary elements such as them, narrative technique, structure, and language. (2 credits)
Note: this course is listed under English and Social Studies course descriptions.

Media Literacy (1 year)

Grade: 9

Prerequisite: None

A complementary course to Humanities 9, this course enables students to develop the methods of citation, conventions of style and organization, and critical thinking skills necessary for

writing college-level research papers. Students select topics derived from a contemporary academic theme and, applying a process approach, produce a research paper. Students will become proficient users of the following software: Microsoft Office, Adobe, Google classrooms, and HTML. (2 credits)

Humanities 10 (English 10 and US History)
Grade: 10
Prerequisite: Humanities 9
The combined English and Social Studies course is structured around essential questions in the following thematic units: America between the Wars, WWII and the Holocaust, America and the Cold War, Activism and Social Change. Students will learn the basic skills necessary to analyze the relationships of individuals and society while refining critical reading and formal writing skills. Reading instruction continues to focus on active reading while increasing the emphasis on textual analysis, and writing instructions uses the focus on the writing process to increase students' awareness of content development and style. (2 credits)
Note: this course is listed under English and Social Studies course descriptions.

IB Theory of Knowledge (1 year)
Grade 11 or 12
Prerequisites: None
Theory of knowledge is a one-year philosophical and practical exploration of the difficulties of attaining certainty about the things we know. The course takes time to ask questions about how knowledge is gained and what obstacles lay in the way of that knowledge in each of the subject areas that form the IB curriculum. Course assessment tasks prepare students to integrate these concepts and perspectives into their more traditional subjects. These tasks include writing three to four essays, making two oral presentations and keeping a journal of critical reflections regarding topics addressed in class. (2 credits)

English 11 (1 year)
Grade: 11
Prerequisites: Humanities 10
Students will explore the role that media plays in their own lives and will examine aspects of interest concerning mass communication. Students will read short stories, novels and dramatic works of both comedy and tragedy. Investigations of literature will focus on developing the skill of close reading—the focused re-reading of shorter passages to produce a detailed analysis of the effect of the author's choices about language, structure and meaning. (2 credits)

IB Language and Literature Standard Level 1 (1 year)
Grade: 11
Prerequisites: Humanities 10
In this course students will learn to respond to literature orally and in writing on a personal and analytical level. Students will be taught to address the literary elements of works, to write and speak fluently, coherently, and knowledgeably, and to make personal and insightful connections with literature. In addition to the core curriculum, students will study literary

criticism and approaches to critical reading, will do extensive formal and informal writing, and have exposure to a variety of works that are related to those in the core curriculum. (2 credits)

Students decide based on interest, course load and intent to pursue an IB diploma whether to take SL or HL level courses.

IB Language and Literature Higher Level 1 (1 year)
Grade: 11
Prerequisites: Humanities 10
In this course much emphasis is placed on the student's ability to independently address the literary elements of works, to write and speak fluently, coherently, and knowledgeably, and to make personal and insightful connections with literature. Students will be expected to respond to literature orally and in writing on a personal and analytical level. In addition to the core curriculum, students will study literary criticism and approaches to critical reading, will do extensive formal and informal writing and journaling, and have exposure to a variety of works that are related to those in the core curriculum. Higher Level students will be expected to respond to literature more independently and in greater depth and breadth than those in Standard Level. (2 credits)

Students decide based on interest, course load and intent to pursue an IB diploma whether to take SL or HL level courses.

English 12 (1 year)
Grade: 12
Prerequisite: English 11
The goal for this course is to read and study important American literary works from the 17th through the 21st century, with an understanding of their significance in history and the development of American Literature over time, including at least one of the following full-length, classic novels: *The Scarlet Letter, The Adventures of Huckleberry Finn,* or *Moby Dick.* Some of the guiding questions that will help propel the course through its inquiry and assessments of the dynamic nature of the American literary tradition are: What are the major conflicts in the development of the American Literary canon? What cultural and historical factors have influenced these shifts? What is our role in the construction and understanding of what "American Literature" means? (2 credits)

IB Language and Literature Standard Level 2 (1 Year)
Grade: 12
Prerequisites: IB Literature Standard Level 1
This course will continue the work begun in Standard Level 1. Work in this course will continue to emphasize careful, close reading and a studied critical response to literature. Students will explore various modes of composition and oral presentation, and will hone skills in those areas. Students will be assessed with a written exam consisting of two parts: 1) a commentary (close

reading and analysis) on a selection that the candidate has not studied and 2) a choice of questions on the works studied previously. (2 credits)

IB Language and Literature Higher Level 2 (1 year)
Grade: 12
Prerequisites: IB Literature Higher Level 1
This course will continue the work begun in Higher Level 1. Work in this course will continue to emphasize independent, careful, close reading and a studied critical response to literature. Students will explore various modes of composition and oral presentation and will hone skills in those areas. Discussion, formal and informal writing, journaling, and presentation will be employed. Students will be assessed with a written exam consisting of two parts: 1) a commentary (close reading and analysis) on a selection that the candidate has not studied and 2) a choice of questions on the works studied previously. (2 credits)

Social Studies
Humanities 9 (English 9 and Government and Economics)
Grade: 9
Prerequisite: None
This combined English and Social Studies course is designed to deepen student's capacities to respond to works of literature as well as explore the structure, dynamics and processes of the American system of Government. The course provides a comprehensive introduction to the origins and development of ideas and institutions that influence the contemporary political milieu. Analytical skills will be developed as students review literature with an awareness of literary elements such as them, narrative technique, structure, and language. (2 credits)
Note: this course is listed under English and Social Studies course descriptions.

Humanities 10 (English 10 and US History)
Grade: 10
Prerequisite: Humanities 9
The combined English and Social Studies course is structured around essential questions in the following thematic units: America between the Wars, WWII and the Holocaust, America and the Cold War, Activism and Social Change. Students will learn the basic skills necessary to analyze the relationships of individuals and society while refining critical reading and formal writing skills. Reading instruction continues to focus on active reading while increasing the emphasis on textual analysis, and writing instructions uses the focus on the writing process to increase students' awareness of content development and style. (2 credits)
Note: this course is listed under English and Social Studies course descriptions.

World History I (1 year)
Grade: 11
Prerequisite: US History
World History is an in-depth study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. The

following topic areas are covered: Early civilizations, societies of the Middle Ages, the Renaissance and Reformation, the start of the Global Age in Europe, Africa, Asia, and the Americas, the Age of Absolutism, the regional civilizations of Islam, Africa, and the spread of civilization in East and Southeast Asia. The course closes with World War I and the Russian Revolution, the rise of totalitarianism, World War II and its aftermath, the world since 1945 including the Cold War, the emergence of new nations, regional conflicts, the developing world and the world today. (2 credits)

IB History Standard Level 1 (1 year)
Grade: 11
Prerequisite: US History
The course will include an in-depth analysis of documents from a choice of the following three prescribed subjects: 1. Peacemaking, peacekeeping—international relations 1918–36, 2. The Arab–Israeli conflict 1945–79, and 3. Communism in crisis 1976-89. Students will also study a choice of the following 20th Century Topics in depth: 1. Causes, practices and effects of wars, 2. Origins and development of single-party states, and 3. The Cold War. At the end of the first year students will complete a 1,500-word Historical Investigation, using the skills of a historian to answer a historical question. (2 credits)

IB History Higher Level 1 (1 year)
Grade: 11
Prerequisite: US History
The course will include an in-depth analysis of documents from a choice of the following three prescribed subjects: 1. Peacemaking, peacekeeping—international relations 1918–36, 2. The Arab–Israeli conflict 1945–79, and 3. Communism in crisis 1976-89. Students will also study a choice of the following 20th Century Topics in depth: 1. Causes, practices and effects of wars, 2. Origins and development of single-party states, and 3. The Cold War. Further, at the higher level, students will study in depth a 100-year period of European or Middle Eastern history. At the end of the first year students will complete a 1,500-word Historical Investigation, using the skills of a historian to answer a historical question. (2 credits)

World History II (1 year)
Grade: 12
Prerequisite: US History
This course covers world history from 1789 to contemporary times. Some of the topics included in the first term are the revolutions of the early nineteenth century, economic and social changes, nationalism, imperialism, World War I, and the Russian revolution. Issues covered in the second term include fascism, World War II, the Cold War, Post- World War II economics, the Chinese Communist Revolution, Post- World War II Africa, Post WWII South East Asia, Latin America, the collapse of communism and the break-up of the Soviet Union and current world affairs. (2 credits)

IB History Standard Level 2 (1 year)

Grade: 12
Prerequisite: IB History Standard Level 1
This course begins with Soviet domestic and foreign policy during the Cold War, followed by a case study of one Eastern European country. Students will study the rise and rule of Mao and the struggles facing China after Mao's death. Next, students will learn about major events in the Middle East in the last half of the 20th century and study the Arab-Israeli conflict. Finally, students will learn about the end of the Cold War and the struggles facing former communist nations. (2 credits)

IB History Higher Level 2 (1 year)
Grade: 12
Prerequisite: IB History Higher Level 1
This course begins with Soviet domestic and foreign policy during the Cold War, followed by a case study of one Eastern European country. Students will study the rise and rule of Mao and the struggles facing China after Mao's death. Next, students will learn about major events in the Middle East in the last half of the 20th century, including a case study of Iran, and an intensive study of the Arab-Israeli conflict. Finally, students will learn about the end of the Cold War and the struggles facing former communist nations. (2 credits)

IB Psychology HL (1 year)
Grade: 11 or 12
Prerequisites: None
Students will be introduced to the history of the development of Psychology and three theoretical models found in the field, the Biological, Learning, and Cognitive perspectives. Students will specialize in cultural psychology. They will also study research methods and the ethics of research. Finally, students will design and conduct a partial replication of a published psychological experiment. (2 credits)

Mathematics
CC Algebra (1 year)
Grade: 9
Prerequisite: None
The course will provide students with tools and ways of thinking that are necessary for solving problems. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Data analysis including measures of central tendency and visual representations of data will be studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Students will solve problem situations requiring Pythagorean theorem and right triangle trigonometry. Elementary probability theory will be used to determine the probability of events including independent, dependent and mutually exclusive events. (2 credits)

CC Integrated Math (1 year)
Grade: 9 or 10

Prerequisite: CC Algebra
This course is an investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. By using technology to collect and model data, students will be able to make conjectures about the data and develop a robust understanding of the mathematical principles involved. The students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency. (2 credits)

Algebra II Trigonometry (1 year)
Grade: 10 or 11
Prerequisite: CC Algebra
Students study advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. (2 credits)

IB Mathematical Studies Standard Level 1 (1 year)
Grade: 11
Prerequisites: Integrated Math or Algebra Trig
Coursework will build on and extend skills and knowledge from CC Algebra and CC Geometry. Specific topics will include linear, quadratic, exponential and trigonometric functions and equations; inequalities; operations with polynomials; sequences and series; operations with functions including inverse and composition of functions; an introduction to probability and statistics; and triangle trigonometry. Practical applications, projects, and appropriate use of the graphing calculator will be integrated throughout the course. (2 credits)

Pre Calculus (1 year)
Grade: 12
Prerequisite: Integrated Math or Algebra II Trig
Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. (2 credits)

IB Mathematical Studies Standard Level 2 (1 year)
Grade: 12
Prerequisites: IB Mathematical Studies Standard Level 1
IB Math Studies 2 will extend the topics studied in Math Studies 1. New topics include trigonometry of three-dimensional shapes, further topics in statistics (correlation, regression formula, and chi-squared test), logic and truth tables, a brief introduction to differential

calculus and topics from financial mathematics. An important part of Math Studies 2 is the independent project. Practical applications, projects, and appropriate use of the graphing calculator will be integrated throughout the course. (2 credits)

Science

Biology (1 year)

Grade: 9

Prerequisites: None

An introductory biology course that includes a 1200-minute laboratory component, the course provides students with a strong foundation in understanding the structure and function of living organisms, as well as their interactions within environmental systems. This course aligns with the New York State Core Curriculum and is specifically designed to prepare students for the Living Environment Regents Exam. In this course, students will practice scientific inquiry and study topics including cell structure/function, basic biochemistry, nutrition, photosynthesis, respiration, mitosis, meiosis, genetics, protein synthesis, evolution, classification, plants, animals, body systems, ecology, and human impacts on the environment. (2 credits)

Earth Science (1 year)

Grade: 9 or 10

Prerequisites: None

Earth Science prepares students for the Earth Science Regents Exam as well as the International Baccalaureate program through alignment with the New York State Standards for Earth Science. In this course, students will explore the structures and processes of Earth and outer space through a variety of methods including inquiry, experiments, observations and field investigations. Students will also reflect on their strengths as learners and connect them to various careers in earth science. Topics to be studied include the composition of earth, plate tectonics, geologic history, surface processes, atmosphere and oceans, climatology, meteorology, the sun-earth moon system, the solar system and deep space. (2 credits)

Integrated Science (1 year)

Grade: 10 or 11

Prerequisites: Biology or Earth Science

In this course, students will have a cursory overview of Biology, Environmental Science, and Chemistry. Students explore the relationship between science and sustainable development. Major topics include population growth, thermodynamics, and energy. Other topics include: genetics, plant biology, elements, molecules, and energy within the context of food production, mechanics, energy, nuclear chemistry, irradiation, and gas laws. (2 credits)

IB Chemistry Standard Level 1

Grade: 11

Prerequisites: CC Algebra and Biology

Students in the first year course will study the following core topics: Stoichiometry, atomic theory, periodicity, bonds, states of matter, energetics, kinetics and equilibrium. Course will

provide students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Chemistry. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. (2 credits)

IB Environmental Systems and Society Standard Level 1 (1 year)
Grade: 11
Prerequisites: Biology or Earth Science
Environmental Systems and Societies is an IB course in which students will explore the complex interactions of Earth's natural systems as well as the impact humans have on the environment. Year one focuses on atmospheric and oceanographic science, as well as geology and what role these systems play in the distribution and diversity of life on Earth. Labs will consist of extensive fieldwork. (2 credits)

Chemistry (1 year)
Grade: 12
Prerequisites: CC Algebra and Biology
This is an introductory course in theories and concepts of modern chemistry. Topics will be presented to increase awareness and understanding of the role of chemistry in everyday life and environmental issues. The course emphasizes the atomic and molecular structure, chemical bonding, stoichiometry, properties of gases, solutions, reaction rates and equilibrium, acid-base reactions, and chemical thermodynamics. Students will be introduced to quantum mechanics, organic and biochemistry, and nuclear chemistry. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques. (2 credits)

IB Chemistry Standard Level 2 (1 year)
Grade: 12
Prerequisite: IB Chemistry Standard Level 1
Students in the second year course will study the following core topics: acids and bases, oxidation and reduction organic chemistry, higher organic chemistry, human biochemistry and environmental chemistry. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. In addition, students will perform 25 hours of practical work closely related to the core topics. (2 credits)

IB Environmental Systems and Society Standard Level 2 (1 year)
Grade: 12
Prerequisites: Environmental Systems and Societies Standard Level 1
In this course, students will explore the human impact on the environment, discussing causes and possible solutions of problems currently threatening our world and strategies of how to best manage resources. Specific topics include ground water contamination, energy sources, water availability, renewable resource management, and human population growth. (2 credits)

STEAM Pathways

The following chart provides an outline of course sequences for the STEAM Pathways.

STEAM	
9th Grade: STEAM	Through topics like coding and robotics, flight and space, and DNA and crime scene analysis, students engage their natural curiosity and imagination in creative problem solving. The course is designed to provide introductory units to the STEAM pathways, challenging students to solve real-world challenges, such as cleaning oil spills and designing sustainable housing solutions. Using the same advanced software and tools as those used by the world's leading companies, students learn how to apply math, science, technology, and engineering to their everyday lives.
Biomedical Science	
10th grade: Principles of Biomedical Science	In the introductory course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. (2 credits)
11th grade: Human Body Systems	Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. (2 credits)
12th grade: Medical Interventions	Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. (2 credits)
Engineering	
10th grade: Introduction to Engineering Design	Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. (2 credits)

11th grade: Principles of Engineering	Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. (2 credits)
12th grade: Digital Electronics	From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. (2 credits)
Media Technology	
10th grade: Media Technology Foundations	Digital Media I students gain a foundation of digital art skills including digital image creation and manipulation, computer art, filmmaking, animation, photography, digital graphic design, and web design. Drawing and painting skills are developed. They participate in select projects with upper level cohorts, build digital design portfolios, and present their work in an exhibition. (2 credits)
11th grade: Design Lab	Students explore alternative art making processes, experimenting with materials, media, and technique. In addition to narrative filmmaking, they 2D print and web based design, photography, and visual communication, building a portfolio of unique artwork, gallery work, and writing. (2 credits)
12th grade: Media Technology II	Students study advanced journalism, documentary, and storytelling techniques. The class is involved in covering events and performances, designing school news publications, reporting and journalism, and studying advanced documentary filmmaking, editing, and mastering. (2 credits)

PE

PE 9 (1 year)

Grade: 9

Prerequisites: None

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions.

Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime. (1 credit)

PE 10 (1 year)
Grade: 10
Prerequisites: None
This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardiorespiratory activities. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime. (1 credit)

PE 11 (1 year)
Grade: 11
Prerequisites: None
This course focuses on personal health with emphasis on health-related fitness. Students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills. (1 credit)

PE 12 (1 year)
Grade: 12
Prerequisites: None
This course focuses on personal health with emphasis on health-related fitness. Students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills. (1 credit)

Health
Wellness 1 (.5 year)
Grade: 9
Prerequisites: None
Wellness is designed to enable our students to be responsible, respectful, informed and capable when making decisions, which would impact, upon the well being of themselves and others. Wellness will investigate a range of human interactions. Areas to be explored include making responsible decisions; communicating effectively; understanding mental & emotional health; building self-esteem; adolescent relationships & responsibilities; building healthy

nutrition and fitness habits; the use, human sexuality; families & family relationships; prevention and treatment of certain infections and diseases; preventing abuse & violence; and peer pressure. (1 credit)

Wellness 2 (.5 year)
Grade: 10
Prerequisites: None
Students will continue to explore a variety of health issues, including, but not limited to, physical and psychological self-care; alcohol and other drugs, as well as addictive substances and behaviors; nutrition and fitness; mental health; relationships; and sex and sexuality. We aim to enable students to build self-efficacy and prepare for challenging health and lifestyle choices through the development of effective communication and decision-making skills. (1 credit)

Language Other Than English
Latin I (1 year)
Grade: 9
Prerequisites: None
The goals of this class are to introduce students to the basics of the Latin language and to improve their language skills in general. Students concentrate on learning vocabulary, inflectional patterns of different parts of speech, and rules of agreement. Students also translate Latin sentences into English and, by the end of the year, connected Latin prose of moderate complexity. Students are encouraged to reflect on the ways in which Latin expresses concepts differently from English. Explorations into Roman History, geography, mythology, and culture complement the linguistic aspects of the course. (2 credits)

Latin II (1 year)
Grade: 10
Prerequisites: Latin I
After a review of the material learned in Latin 1, students approach the study of forms and structures that characterize complex Latin writing: participles, the subjunctive mood and its uses, and indirect discourse. In the second semester, students read excerpts from Julius Caesar's *De Bello Gallico* and selected other texts. Students also pursue research projects in order to develop the skills necessary for completing the Internal Assessment in IB Latin in the following years. (2 credits)

Latin III IB Standard Level 1 (1 year)
Grade: 11
Prerequisites: Latin II
While continuing to improve their facility with Latin grammar and syntax, students begin their study of authors featured in the IB curriculum. Students translate extensively from the *Metamorphoses* of Ovid to prepare for the IB translation exam (Paper 1). Careful attention is paid to the limits of translations in conveying all the meanings contained in the original

language. They also study texts they will encounter on the genre study portion of the IB exam (Paper 2). Students are working towards gaining an understanding of the literary devices and social context that is necessary for accurately comprehending and appreciating these texts. Students also complete a research dossier toward the fulfillment of the IB Internal Assessment. (2 credits)

Latin III IB Higher Level 1 (1 year)
Grade: 11
Prerequisites: Latin II
While continuing to improve their facility with Latin grammar and syntax, students begin their study of authors featured in the IB curriculum. Students translate extensively from the *Metamorphoses* of Ovid to prepare for the IB translation exam (Paper 1). Careful attention is paid to the limits of translations in conveying all the meanings contained in the original language. They also study texts they will encounter on the genre study portion of the IB exam (Paper 2). The number of works read is greater than that read in SL, and expectations for competency in translation and sophistication of interpretation are higher than in SL. Students work toward gaining an understanding of the literary devices and social context that is necessary for accurately comprehending and appreciating these texts. Students also complete a research dossier toward the fulfillment of the IB Internal Assessment. (2 credits)

Latin IV IB Standard Level 2 (1 year)
Grade: 12
Prerequisites: Latin III Standard Level 1
While maintaining their facility with reading Ovid in preparation for the IB Paper 1, students complete their study of the authors prescribed for the Paper 2. Students also spend time revising their Internal Assessment for official submission. As in SL 1, a significant portion of this course is devoted to studying the social context in which the ancient works were produced. The course ends with a review of all the texts studied throughout the two-year cycle in preparation for the IB exams in May. (2 credits)

Latin IV IB Higher Level 2 (1 year)
Grade: 12
Prerequisites: Latin III Higher Level 1
While maintaining their facility with reading Ovid in preparation for the IB Paper 1, students complete their study of the authors prescribed for the Paper 2. Students also spend time revising their Internal Assessment for official submission. The course ends with a review of all the texts studied throughout the two-year cycle in preparation for the IB exams (2 credits).

Art
Art (1 year)
Grade: 11 or 12
Prerequisites: None

In this introductory course, students are exposed to the elements of design: Line, Shape, Forms, Space, Color, Texture, and Value. This class involves observational drawing, painting, and a variety of other exercises that enhances student understanding of artistic foundation. Students also maintain a sketchbook that involves equal amounts of visual and written research. This course is designed to give students a taste of artistic endeavor. (2 credits)

Music (1 year)
Grade: 11 or 12
Prerequisites: None
The goal of this course is for students to learn the elements of music such as beat, rhythm, pitch, and melody, in order to understand how they combine to form a means of expression that is valued in societies around the world. An exploration of current music and music from other cultures will expose students to new ways of thinking about and appreciating music. Students will participate in activities that will fully engage them in their study of music such as playing hand-held percussion instruments; reading and writing music; and analyzing, listening to, and responding to music. (2 credits)

Dance (1 year)
Grade: 11 or 12
Prerequisites: None
This is an introductory course requiring no previous experience. In this one semester course, students will be exposed to basic dance terminology and practices. They will gain awareness and appreciation of a variety of dance styles from differing cultures and traditions as well as develop the creative aspect of choreographing original dances. As the course progresses, their performance skills will strengthen while they establish a deeper understanding of performance techniques. A direct result of the study of movement will increase the participants' body awareness, physical fitness and basic knowledge of anatomy and physiology. A culminating activity will include the creation of a performance prototype and the possibility of performing original choreography. (2 credits)

IB Film Higher Level 1 (1 year)
Grade: 11
Prerequisites: None
Through the study and analysis of film texts and exercises in filmmaking, this film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. (2 credits)

IB Film Higher Level 2 (1 year)
Grade: 12
Prerequisites: IB Film Higher Level 1

This course will continue to work begun in IB Film Higher Level. Students will develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. (2 credits)

Leadership Academy

Leadership Academy Year 9 (1 year)

Grade: 9

Prerequisites: None

This course will frame the next four years of high school and guide 9th graders in beginning to identify their sources of strength and passion, in setting their educational and social-emotional goals, in cultivating class-wide and personal identities as members of the BELA community, in finding ways to contribute to their communities through the B-pact service initiative, and in preparing to be attractive candidates to the workforce and to high-quality higher education programs. This year is focused on the core value Sisterhood. (1 credit)

Leadership Academy Year 10 (1 year)

Grade: 10

Prerequisites: None

This course will frame the next three years of high school and guide 10th graders in the successful completion of their community-based internship in the spring. Students will utilize Leadership Academy time to celebrate academic accomplishments and develop a sense of pride as academic leaders in the BELA community as well as developing their public speaking skills. This year is focused on the core value Service. (1 credit)

Leadership Academy Year 11 (1 year)

Grade: 11

Prerequisites: None

11th grade Leadership Academy is designed to support students as they begin their journey of developing their own post-secondary plan. Leadership Academy focuses on all aspects of the College Admissions Process which includes, but is not limited to: developing the “college essay”; generating college lists, preparation for college admission tests (SAT/ACT), etc. The advisory curriculum aims to support students as they encounter the increased academic demands of the Junior Year and helps students to develop strategies to manage increased workloads, and navigate the many challenges of older adolescence. This year is focused on the core value Scholarship. (1 credit)

Leadership Academy Year 12 (1 year)

Grade: 12

Prerequisites: None

The final year of Leadership Academy will focus on the core value Strength as students prepare to graduate and enter college. Students will work in groups on their capstone project as well as prepare a senior speech to share with the school community. (1 credit)

e. Promotion and Graduation Policy

Promotion Standards

BELA students will be held to promotion standards in areas of credit accumulation and distribution requirements. These standards will be more rigorous than the standards set by the NYC DOE. BELA believes that a school should hold high expectations for students with multiple supports and opportunities for them to meet these expectations. These supports will come in the form of a rigorous program of instruction accompanied throughout by focused monitoring and clear and timely feedback. That said, BELA is aware of the challenges retention can cause for students and has designed its school model and school schedule to support students who may be at risk of promotion (see R06 and R07). Our promotion requirements are:

1. Student must maintain a minimum 70% average across the three trimesters of the school year to pass a core subject course (English, Social Studies, Math, Science). In order to be promoted to the next grade, students must accumulate 10 credits and must have at least 2 in English, Math, Science and Social Studies and one other subject. Students with 20 or more absences or 5 or more days of suspension will be eligible for retention.

Informing students and parents about BELAs policies and decisions

Promotion and graduation policies will be clearly detailed in BELA's student and family handbook, provided to families at the time of enrollment. They will also be reviewed with families at Back-To-School night at the beginning of each school year and referenced at Parent-Teacher Conferences when student progress reports are distributed. Students who are at risk academically will receive constant attention and intervention, including frequent communication with their families. Decisions about student retention will be delivered in person to students and families and by January 1 of their current school year.

Graduation requirements

Graduation requirements for students will be more rigorous than the standards set by the NY State, given our commitment to college preparatory coursework. SWD will be held to the same promotion standards as other BELA students, and will be held to the same standards for Regents and Local Diplomas as other students in New York State. See below for a comparison of BELA and NYS minimum requirements for graduation.

	NYS	BELA
Credits		
English	8	10
Social Studies	8	8
Math	6	8
Science	6	8
Language Other Than English	2	8
Art	2	2
Health	1	2
PE	4	4
Electives	7	10
Total	**44**	**60**
Other Academic Requirements		
International Baccalaureate	0	6
Service Learning	0 hours	100 hours
Regents Examinations		
English	1	1
Social Studies	1	1
Math	1	1
Science	1	1
Pathway Assessment	1 additional in Math, Sci, or SS	1 additional in Math, Sci, or SS

BELA students will earn these above credits through their required coursework:

	Required Courses						
		Grade 9	Grade 10	Grade 11	Grade12	**Total Courses Required at BELA**	**Years Courses for Graduation by NYS**
Subject-area courses	ELA	2	1	1	1	5	4
	Social studies	1	1	1	1	4	4
	Math	1	1	1	1	4	3
	Science	1	1	1	1	4	3
	LOTE	1	1	1	1	4	1
	Art			1		1	1
	Health	.5	.5			1	.5
	PE	2				2	2
Elective courses	STEAM	1	1	1	1	5	3.5
	Theory of Knowledge			1			
					Total:	**30**	**22**

As well, all BELA students will complete the five Regents exams that are required for a Regents Diploma at the end of 10th grade:

- English Language Arts (ELA)
- Any mathematics exam (CC Algebra, CC Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam or assessment approved by the State for this purpose[20]

If a student does not pass any of their Regents, she will be required to participate in intercession and Saturday school, as well as take two periods per week of extra support during Study Hall on Tuesdays and Thursdays, in order to give her the additional support and structure needed to pass the Regents exam.

Diplomas

BELA students have the opportunity to earn the following types of diplomas:

Regents Diploma: A Regents Diploma demonstrates students have completed the coursework and passed the Regents examinations required for New York State students.

To qualify: Per NY State, students must complete the credit requirements listed above and achieve a score of 65 or higher on these five Regents exams:

[20] http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm

- English Language Arts (ELA)
- Any mathematics exam (Algebra I, Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam or assessment approved by the State for this purpose[21]

Advanced Regents Diploma: A Regents Diploma offers an opportunity for students to demonstrate mastery of the coursework and proficiency on the Regents examinations required for New York State students.

To qualify: Per NY State, students must complete the credit requirements listed above and achieve a score of 65 or higher on these nine Regents exams:

- English Language Arts (ELA)
- Three mathematics exams (Algebra I, Geometry, and Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Two science exams (Living Environment and one of these: Chemistry, Earth Science, or Physics)
- Any additional Regents exam or assessment approved by the State for this purpose
- Any NYC Languages Other Than English (LOTE) exam[22]

IB Certificate and IB Diploma

BELA students will also be able to pursue an IB certificate or Diploma. The IB certificate and diploma are additional accomplishments, independent from the Regents diploma requirements above.

IB Certificate: An IB certificate allows students to demonstrate additional skills in the subject area for which the certificate is awarded. As the world's top and most selective universities know the IB Program, the IB Certificate establishes a student's mastery of that subject area.

To qualify: Students will receive an IB Certificate for each course for successfully passing the IB course and the IB course exam. Depending on student scores on IB exams, students may be eligible to receive college credit.

IB Diploma: An IB Diploma allows students to demonstrate mastery of a comprehensive scope of high-level coursework and project work. An IB Diploma is recognized and respected by the world's leading universities, and evidence suggests that higher rates of Diploma Programme students go on to university and higher education study than non-IB students.

To qualify: In addition to the Regent diploma requirements described above, to be eligible for an IB Diploma, students must:

[21] http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm
[22] Ibid

- Complete 6 IB classes. Students choose courses within the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. Each student must complete at least three (but not more than four) subjects at higher level, and the remaining at standard level.
- Pass the exams in the IB courses they are enrolled in at the end of 12th grade
- Complete the IB extended essay, an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Complete an IB creativity, activity, and service project.

Depending on student scores on IB exams, students may be eligible to receive college credit.

R05f - Programmatic Audit

Based on information gained through regular monitoring, the school's leadership team consisting of the Head of School, Dean of Curriculum and Instruction, Dean of Student Support, and Director of Finance and Operations, will conduct a programmatic audit at the end of the school year. The purpose and objectives of the audit will be to evaluate the academic, governance and operational effectiveness of the School in addition to fiscal soundness as to these areas. Leaders will evaluate the school against SUNY's Renewal Benchmarks, especially those related to academics, operations and governance, with consideration of progress toward meeting the School's Accountability Plan goals and feedback provided by the School's authorizer with the goal of understanding the School's progress toward renewal and the overall strength of its program. In Years 1 and 2, the School will monitor the implementation of the IB program and ensure that they are on track to accreditation, timeline as described in R05. If the School is not on track by fall of its second year of operation, the School will shift gears to applying to become certified to provide AP course, timeline as described in R05. Based on the findings from this audit, school leaders will develop a written action plan to address any perceived areas of deficit. School leaders will share this plan with the Board, which will monitor progress during Board meetings through updates by the Head of School. Concurrently, the Board of Trustees will evaluate itself at the end of each school year, with an internal report on its findings, including an action plan if the self-evaluation determines that any changes are necessary.

BELA may hire an external consultant or organization during its first year to help identify strengths and weaknesses of the program in relation to SUNY's renewal benchmarks, and to train staff on understanding the benchmarks, as well as Accountability Plan metrics. The School has identified consultants who could perform this audit: SchoolWorks has the skills and experience to evaluate the instruction and school leadership, Cohen Schneider and O'Neill and The High Bar have the skills and experience to evaluate the School governance and Charter School Business Management has the skills and experience to evaluate the finances and operations. Should the Board determine that they would like to hire consultants, the consultants would report directly to the Board. The consultants would provide a written report for the Board that includes areas of strength and improvement, recommendations for next steps for areas of improvement additional improvement and training on how the School can effectively audit its own program over time. If, based on programmatic audit findings, BELA finds that it needs to make a revision to its charter, it will work in collaboration with the SUNY Charter Schools Institute to receive approval for the revisions.

The school's programmatic audit will also inform the submission of an annual report, which includes an accountability plan progress report, to the SUNY Charter Schools Institute and the New York State Education Department, in accordance with Education Law §2857(2). This will include comparative academic and fiscal performance in addition to the school's federal and state revenue sources, salary expenditures, capital expenses, student services,

student suspension, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other pertinent information. As indicated, the annual report will include an accountability plan progress report, which will present a discussion of the school's progress toward meeting the goals identified in the accountability plan.

R06 – Calendar and Schedules

a. School Calendar

BELA has designed its calendar and schedules to maximize student learning and support students' paths to college. In the school's inaugural year, BELA students will be in school for 181 regular instructional days, or 1322.25 instructional hours, per year.

BELA will require all incoming 9th grade students to attend a four-week, 20-day, BELA Academy in July. Students with scheduling conflicts will speak with the Head of School, who will decide based on the circumstances whether the absences will be considered "excused" or unexcused". All teachers will participate in a three-week professional development, planning, and orientation program in August, BELA Institute.

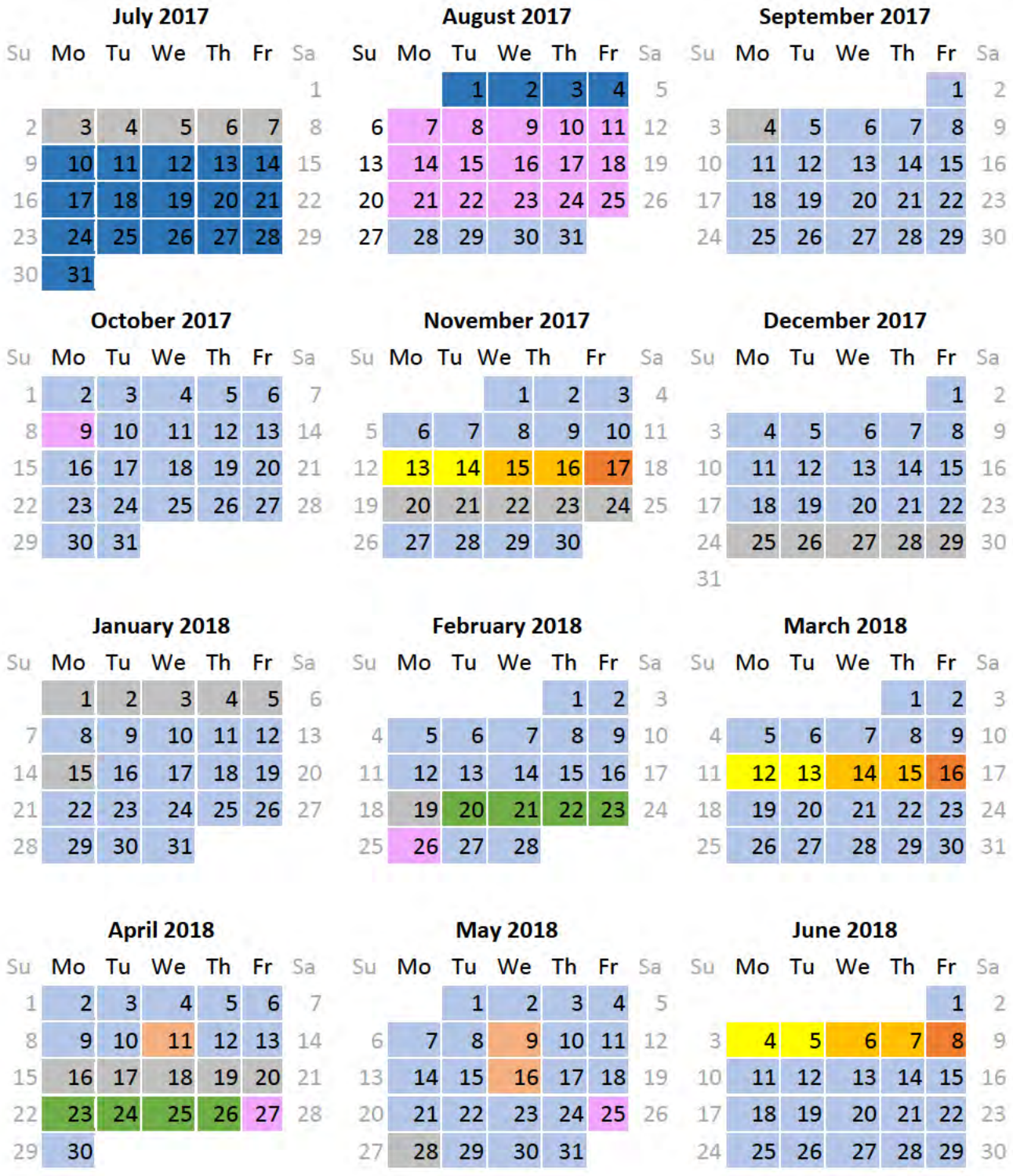
BELA's first year school calendar will run for regular 181 instructional days, from August 28, 2017 through June 29, 2018, on a trimester system. Each trimester will culminate in two reading days to study for exams on-site at BELA with the support of BELA teachers, followed by two days of exams. BELA has modified its planned holidays around the trimester system and to better align with the needs of families, as noted in the full calendar below.

- BELA Academy (July 10 – August 4): 20 days of summer instruction
- Trimester 1 (August 28 – November 17): 53 days of regular instruction
- Trimester 2 (November 27 – March 16): 58 days of regular instruction
- Trimester 3 (March 19 – June 22): 58 days of regular instruction
- 2 reading days + 2 exam days each trimester: 12 days
- Total: 201 total instructional days (181 regular, 20 summer) for students in Year 1

BELA will also dedicate calendar days to provide additional academic support to students who need it. In February and April, BELA will provide two four-day intercessions, where students who are in need of additional support will be asked to attend to engage in small-group academic remediation, as well as five-hour intensive prep sessions on Saturdays for four weeks prior to the Regents Exams and IB Exams.

In addition to weekly professional development on Wednesday afternoons, BELA will dedicate four full days throughout the school year to teacher PD. Teachers will also have a full staff-only day after each exam period to grade exams.

= Regular school day
= Reading period
= Mock regents
= Teacher PD/training (no school for students)
= Grading day (no school for students)
= Exams
= Intercession (staff + students in need of additional support)
= BELA Academy (9th grade students only)
= Holiday/break – no school for students or staff



Response 06-2

b. Sample Student Schedule

Students will attend school from 8:45 am – 5:00 pm on every day except Wednesday, when students will be dismissed at 12:29 pm. BELA's regular schedule includes four double-periods of 80 minutes each regular school day to engage students in rigorous academic content in a college-style format. Longer class periods provide teachers the necessary time to use multiple UDL strategies through engagement, representation, and assessment to meet the needs of varying learners, including students with disabilities and English Language Learners. The schedule also includes two forty-minute periods for lunch and Leadership Academy respectively and one 60-minute period for clubs or structured study hall, where students will work independently or receive remediation, homework help, and additional preparation for Regents testing as needed. On Wednesdays, students will have four 40-minute periods and will be released early, after lunch. Breakfast will be available from 8:15 am until Morning Assembly begins at 8:45 am every morning. There is a 3-minute transition time between each class.

Overall students will be in school for 36 hours and 30 minutes each regular week.

Category	Time
Instructional (all classes)	26 hours, 45 minutes
Extra-curricular (morning assembly, clubs, study hall)	5 hours
Other (lunch, transitions)	4 hours 45 minutes
TOTAL	**36 hours, 30 minutes**

The BELA schedule for 9th grade students will allow for 1.5 times as many minutes of core subject instruction as a New York City traditional public high school, with a particular emphasis on ELA to help students build a solid foundation in reading, writing, and research:

Weekly Minutes of Instruction in Core Subjects (9th grade)		BELA	Traditional Public School	Difference
ELA	Media Literacy	160	180	+180
	Humanities	200		
Social Studies	Humanities	200	180	+20
Math	Math	200	180	+100
	STEAM	80		
Science	STEAM	200	180	+100
	Science	80		
Total		**1120**	**720**	**+400**

Students in each grade will devote additional time, above and beyond a traditional public school, to the four core subjects to build foundational skills and knowledge:

Weekly Minutes of Instruction in Core Subjects	Grade 9	Grades 10-12 Avg.

ELA	360	200
Social Studies	200	200
Math	280	280
Science	280	280

BELA students will also participate in activities to help build a trusting school community, develop each students' social and emotional well-being, and support student initiatives, including morning assembly, Leadership Academy, clubs, and structured study hall.

As an example, the schedule of a 9th grade student would be:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 AM	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly
9:00 AM	Humanities	CC Algebra I	Humanities / CC Algebra I	CC Algebra I	Humanities
10:23 AM	Media Literacy	STEAM	Humanities / Biology	STEAM	Media Literacy
11:46 AM	Lunch	Lunch	Lunch	Lunch	Lunch
12:29 PM	Leadership Academy	Leadership Academy		Leadership Academy	Leadership Academy
1:12 PM	Humanities	Latin I		Latin I	Humanities
2:35 PM	PE	Biology		Biology	PE
3:58 PM	Clubs	Study Hall		Study Hall	Clubs

As an example, the schedule of a 12th grade student who is pursuing am IB Diploma would be:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 AM	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly
9:00 AM	IB Theory of Knowledge SL2	Pre-Calculus	English 12 / Pre-Calculus	Pre-Calculus	IB Theory of Knowledge SL2
10:23 AM	English 12	Advanced A/C Production (STEAM)	IB History SL2 / IB Chemistry SL2	Advanced A/C Production (STEAM)	English 12
11:46 AM	Lunch	Lunch	Lunch	Lunch	Lunch
12:29 PM	Leadership Academy	Leadership Academy		Leadership Academy	Leadership Academy
1:12 PM	IB History SL2	IB Latin IV		IB Latin IV	IB History SL2
2:35 PM	Music Elective	IB Chemistry SL2		IB Chemistry SL2	Music Elective
3:58 PM	Clubs	Capstone		Capstone	Clubs
5:00 PM					

c. Sample Teacher Schedule

Full-time teachers will work from 8:45 AM – 5:00 pm every day. In addition to teaching classes in their subject area and one section of Leadership Academy twice per week, all teachers will be present for and help facilitate daily community-building activities, including morning assembly and enrichment/clubs.

Teachers' schedules dedicate ample time for developing skills, ensuring coherent planning, and promoting a collaborative teaching community. In Year 3 as the school grows and the IB program is implemented for grade 11, additional time is dedicated starting for teachers to prepare their lessons individually as well as co-plan and meet together.

Practice	Description	Time per Week (Years 1-2)	Time per Week (Years 3+)
Collaboration and Prep	• Co-planning time to ensure coherence across subjects and grade levels • Intervisitation to allow teachers to observe on another's instruction • Reserved time for parent outreach, preparation, and grading • Starting in Year 3: Lower or Upper Academy and Department Meetings • Starting in Year 3: IB program prep	4 hours	9 hours
Professional Development	• Targeted professional development workshops	4 hours 30 minutes	3 hours
Push-in	• Push in to another teacher's classroom to provide more small-group differentiated instruction	2 hours 40 minutes	2 hours 40 minutes

In order to maximize their impact on student success, teachers will not have any additional administrative or supervisory duties; supervision during meals, hallway monitoring, and other administrative duties will be provided by non-teaching staff.

As an example, the 9th grade math teacher's schedule in Year 1 would be:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 AM	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly
9:00 AM	CC Algebra I, Section 1	CC Integrated Math, Section 1	CC Algebra I, Section 1	CC Integrated Math, Section 1	CC Algebra I, Section 1
			CC Algebra I, Section 2		
10:23 AM	CC Algebra I, Section 2	CC Integrated Math, Section 2	CC Integrated Math, Section 2	CC Integrated Math, Section 2	CC Algebra I, Section 2
			CC Integrated Math, Section 1		
11:46 AM	Leadership Academy (A)	STEAM Co-planning	Lunch	CTT Co-planning	Leadership Academy (A)
12:29 PM	Lunch	Lunch	Professional Development	Lunch	Lunch
1:12 PM	STEAM 9, Section 1	STEAM 9, Section 2		STEAM 9, Section 2	STEAM 9, Section 1
2:35 PM	Push in	Intervisitation/Prep		Parent	Push in

				Outreach/Prep	
3:58 PM	Clubs	Structured Study Hall		Structured Study Hall	Clubs

As an example, the 12th grade math teacher's schedule in Year 4 would be:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 AM	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly
9:00 AM	Pre-Calculus, Section 1	IB Mathematical Studies SL2	Pre-Calculus, Section 1	IB Mathematical Studies SL2	Pre-Calculus, Section 1
			Pre-Calculus, Section 2		
10:23 AM	Pre-Calculus, Section 2	Pre-Calculus, Section 3	Pre-Calculus, Section 3	Pre-Calculus, Section 3	Pre-Calculus, Section 2
			IB Mathematical Studies SL2		
11:46 AM	Leadership Academy (A)	Co-planning/Prep	Lunch	CTT Co-planning	Leadership Academy (A)
12:29 PM	Lunch	Lunch	Professional Development	Lunch	Lunch
1:12 PM	Intervisitation/Prep	Tech duties		Co-planning/Prep	Intervisitation/Prep
2:35 PM	Push in	Parent Outreach/Prep		Parent Outreach/Prep	Push in
3:58 PM	Clubs	Capstone	Academy and Department Meetings	Capstone	Clubs

R07 - Specific Populations

a. Struggling Students

BELA anticipates that the majority of students who enter the school will not initially be meeting grade-level achievement expectations in all subjects.

Identification: During the BELA Summer Institute, staff members will review the academic records and diagnostic assessment data (NWEA MAP, DESSA, and Writing) of incoming students in order to prepare, from opening day, to identify and support students who may struggle based on a) not being on track to meet grade level standards or b) more than 40% of the social emotional competencies are in the need category or c) otherwise performing at an at-risk level. Once the school year begins, teachers will use progress monitoring data and other formative assessments in order to refer students to the Student Support Team (SST), described below.

Student Support Team: The Student Support Team is comprised of the Head of School, the Dean of Curriculum and Instruction, Dean of Student Support, the ELL Coordinator, the Special Education Director, and the Grade Dean. The Team meets weekly to review students whose language, attendance, behavioral referrals, academic and/or social-emotional development is of concern. At each meeting, the SST will review referrals from the teacher teams and Dean of Curriculum and Instruction, who will be responsible for maintaining a birds-eye view of the school's progress monitoring data in order to ensure that students do not "slip through the cracks." The SST will work in partnership with the student and the family in order to provide the appropriate supports. This will include recommendations for RtI services that the student can receive during the school day, and RtI software or activities that the student can pursue independently during the school day or at home. During subsequent weekly SST meetings, student progress toward will be evaluated, and students who fail to respond to interventions will move up each Tier of the RtI process to receive increasingly intensive responses.

Response to Intervention: A Response to Intervention model (outlined below) will be used to identify struggling students and students with disabilities and respond to their needs via immediate and appropriate interventions.

- Tier 1: If, through performance on assessments and teacher observation, a child is identified as possibly at-risk, teachers will develop a "Tier 1 Student Profile." This will contain a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, student attendance data, and any other relevant data. The SST (described above) will review this Profile. The team will give classroom teachers a range of instructional supports, strategies and programs to be implemented in the classroom. The team will monitor the student's progress after the Tier-1 interventions are instituted.
- Tier 2: If Tier 1 interventions are unsuccessful, the student will receive academic intervention services (AIS). The team will generate current assessment data to further

identify target problem areas, identify groups of students—if applicable—with similar needs and create smaller, individualized instruction. Students may receive extra tutoring from a content area specialist during the last period of the day or during lunch. AIS might also include counseling or support from the Social Worker through a behavior plan or other intervention. This additional attention will allow students to review skills necessary for understanding of new material, proceed at a slower pace to ensure mastery, and avoid distractions that can lead to off-task behavior. With more individualized instruction, students can build habits of success.

- Tier 3: Tier 3 supports are reserved for students who have not responded to Tier 2 supports and may include conversation about whether a students requires special education services to participate fully in the general education curriculum. BELA staff will work with the parent(s) to review procedural safeguards and their respective legal rights to ensure the provision of a free and appropriate public education.

BELA's model is intentionally designed to support struggling students: In addition to BELA's Response to Intervention (RtI) program, BELA will offer several classes for all students that create a responsive environment.

- *STEAM Blocks*: STEAM blocks will provide instructional support for students who have a kinesthetic learning style, allowing them to explore concepts of mathematics and science in a different way. Research shows that project-based instruction can be particularly beneficial to ELLs and other students who may not yet have mastered the technical language of science and mathematics.[1]
- *Leadership Academy*: Requiring all students including SWD and ELLs to take Leadership Academy, which includes an emphasis on social emotional competencies and a college readiness component, for all four years creates high academic and personal expectations for students who may not have encountered them in previous schools. Four years of college readiness also serves advanced or gifted students by allowing them to get a head start on the college application process and familiarizing them with the requirements for acceptance into a selective college, mitigating the likelihood that these students will become complacent.
- *Intersessions*: Four day long sessions offered twice a year to provide remediation and enrichment opportunities for students. Intersessions will be comprised of small group classes based on student and teacher interests in both academic and extracurricular fields, such as music, art, and athletics. Students that demonstrate the need, based on skill gaps identified in the NWEA MAP or DESSA or other assessments, for further instructional support will be strongly encouraged to attend remedial classes during Intersession.
- *Media Literacy*: Every BELA Year 9 student will take Media Literacy. This course is a writing seminar, which will support both the majority of incoming BELA students who read and write below grade level, and stronger students who will have a dedicated space in which to hone their writing abilities. An additional component of the course is learning Microsoft Office, Adobe, and other software programs for students to begin building their digital

[1] Cuevas , P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. Journal of Research in Science Teaching, 42 (3), 337-357.

portfolios.

- *Structured Study Hall*: Every student will have a study hall twice a week for one hour. This time will be dedicated to skill remediation using NWEA Skill Navigator. This online platform is linked to a students NWEA MAP profile generating lessons and questions that address areas of needed for additional instruction on the MAP assessment. As a 1:1 school, BELA will have the resources to ensure every student has two hours of dedicated time to academic remediation at their respective level(s).
- *UDL*: BELA will utilize Universal Design for Learning (UDL), a "set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners."[2] UDL incorporates multiple means of representation of material to students, multiple means of action and expression, and of multiple means of engagement.[3] The aspect of choice embedded in UDL empowers students to find aspects of classroom content that interest them, and to approach learning from a place of strength, supporting Students with Disabilities and English Language Learners.
- *Project based learning to meet the needs of all learners*: Project based learning has been shown to yield a number of benefits for students, ranging from deeper understanding of content to stronger motivation to learn. BELA has decided to incorporate project based learning in its model specifically to support a diversity of learning styles and engage lower-achieving students. [4] Project based learning also promotes skills needed for college and career readiness, such as critical thinking and problem solving skills, pairing well with BELA's International Baccalaureate Programme.[5]

Progress Monitoring and Evaluation: Once students who are noted as at risk are identified, the team will decide on the most appropriate means by which to support student growth in the identified area. This will include a specific intervention, a timeline for progress monitoring, and identifying specific staff members responsible for the implementation of the intervention. It is important to note that the team will always look to address student needs through BELA school model supports and Tier 1 interventions first, and look to more intensive interventions only when data dictates that students require more support.

Time-sensitive goals will be set for all students in the RtI process, and the tools necessary to measure progress will be identified. An identified staff member will then monitor student progress over a period of time not shorter than six weeks. The team, led by the identified staff member will regularly review the progress of all students, measured against benchmarks and goals, and all data will be analyzed to measure student response and growth.

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[2] http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm.
[3] http://cast.org/udl/index.html.
[4] Boaler. "PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students." (2002)
Johnson & Johnson. "Opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels." (2009)
[5] Finkelstein et al. "Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations."(2010)
Beckett & Miller. "PBL students also show improved critical thinking." (2006)

BELA will constantly evaluate the RtI process to ensure that it is rigorously implemented and driving student growth and performance. The Dean of Curriculum and Instruction will engage in regular observation and feedback cycles with an eye towards developing teachers' ability to support all learners using Tier 1 and 2 strategies and provide lesson plan feedback, and meet with teachers regularly to ensure their growth in supporting all students. In Year 1, before the Dean of Curriculum and Instruction is hired, the Head of School will assume these responsibilities. The Social Worker will provide individual and group counseling where appropriate, advise teachers in student support and management, and work with the Dean of Curriculum and Instruction to develop specific student behavior plans. The SST will monitor the effectiveness of the school's RtI process, including training of staff, organizing all RtI meetings, attending grade level meetings, and collection, analysis and dissemination of data.

During BELA Academy teachers will receive training on RtI. Teachers will work with Instructional Support Leaders and student support staff to differentiate their lessons and hone Universal Design for Learning model to ensure that all students have access to learning through multiple means of representations, expression, and engagement. The Dean of Curriculum and Instruction with support of the Grade Dean will monitor time-sensitive goals set for all students in the RtI process to gauge the effectiveness of the implementation and create additional professional development as needed. Grade Level Teams will play an integral part in ensuring that Tier 1 interventions are working effectively for students, as well as analyzing student data and identifying effective strategies.

B. Students with Disabilities

BELA anticipates that 20-25% of students will have IEPs, based on CSD 16 demographic data.

Identification: BELA's RtI process will drive all decisions around supporting student performance. By employing this method, we will be able to use this cycle to identify students who may qualify for special education services. BELA's operations team will request all records for all incoming students and the Dean of Student Support will review all files to identify any students with existing IEPs. Those documents will then be analyzed in order to determine any mandated services, as well as BELA's ability to meet those requirements and any adjustments BELA may need to make to its staffing.

The Child Study Team will review all student referrals and recommend any evaluations needed for students. The CST members will include: Head of School, the Dean of Curriculum and Instruction, Social Worker and teachers. If a student moves through the RtI process outlined above and continues to require additional support, the Child Study Team (CST) will use the pre-referral Intervention Manual19 (PRIM) as a guide to review any problems interfering with the child's performance, brainstorm solutions, make recommendations to meet the child's needs and monitor/review results of the recommendations.

A referral to the Committee on Special Education (CSE) of a student's district of residence will be considered only after RtI strategies have proven insufficient to address the student's needs.

BELA will use the following procedures to initiate referral for a student suspected of having a disability to the Chairperson of the CSE.

School Initiated Referrals: Informed by assessment and classroom data, the teacher and SPED Director will confer with the Dean of Curriculum and Instruction and complete a written request for an initial evaluation to the Chairperson of the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request. Upon approval from the Head of School, the request will be forwarded to the CSE.

Parent Initiated Referrals: BELA will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and a sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, BELA will write a request on their behalf and obtain the parent signature.

Obligations and Assurances for Referrals: BELA assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents.

Once a student is found to qualify as a student with a disability, the school will work with the CSE to adhere to all applicable laws and regulations regarding implementation of services, including regular review of the IEP and student progress towards these goals. If a review reveals that the student's IEP is no longer appropriate to the child's needs, the CST will work with the CSE to review, reevaluate, or adapt the IEP in order to best serve the student. The CST will communicate all findings, recommendations, or changes in intervention with the child's family.

Strategies and Resources: BELA will hire experienced, certified, and highly qualified special education staff members to meet the needs of all students with disabilities.

The Dean of Curriculum and Instruction in Year 2 and the Special Education Director in Year 3 on will oversee the special education department. This person will serve as the primary manager of all services for students with special needs, act as the liaison with the CSE, and support compliance with all city and federal guidelines regarding serving students with special needs. They will coordinate with all related service providers and support organizations that serve students and their families. They will provide staff professional development around serving students with special needs, develop and review IEPs, keep all files related to supporting this population, and coordinate with staff to support accommodation in classes.

BELA anticipates offering collaborative team teaching (CTT) beginning in Year 1 should the School's demographics reflect CSD 16's and will hire a teacher certified in special education. The Social Worker will provide counseling and mentoring services for students identified to receive this support. They will be trained in social work, and will also help provide wraparound

services for families. In addition, they will assist with the implementation and analysis of functional behavioral assessments, development of behavior intervention plans, and overall behavioral support of students with special needs. The Social Worker will also be able to provide at-risk counseling to students who are referred by staff, or who self-refer. BELA's staffing plan calls for adding an additional Social Worker each year so when the School is at scale, there will be four. The plan also calls for adding a College Counselor in Year 2, to meet students' academic needs and guide them through the college application process, ensuring that school counselors will be able to focus on the social-emotional needs that come with adolescence. Additionally, BELA will prioritize the programming of special needs students to ensure their course load sequence is a balance of core academic with either an elective course of physical movement. We want to capitalize on their learning when their energy level is at its highest.

In Years 11 and 12, BELA students will take International Baccalaureate courses. The following practices are required by IB of accredited schools to demonstrate their support for learning diversity:

- A9. The school supports access for students to the IB programme(s) and philosophy.
- B1:5. The school develops and implements policies and procedures that support the programmes.
- B2:8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

BELA will meet the needs of students with disabilities by providing all mandated services, including SETTS, and supplement when necessary for Speech, Occupational Therapy, and Physical Therapy. Special education teachers will push-in and pull- out support for students' behavioral and academic advances based on IEP requirements an collaborate with general education teachers. The Dean of Curriculum and Instruction will coordinate with the CSE to assist families in the Related Service Authorization (RSA) process, allowing families to have a choice of providers if necessary.

Progress Monitoring and Evaluation: The Dean of Curriculum and Instruction will monitor and evaluate the efficacy of our special education programming based on student performance in relation to their IEP goals, and by tracking their mastery of grade level standards as compared to their general education peers. The Dean of Student Support will monitor the student culture and the implementation of student behavior plans with the Social Worker. The Dean of Curriculum and Instruction will work with instructional leaders to ensure that BELA is in compliance with all city and federal laws and guidelines governing students with special needs, including regular IEP reviews. They will also oversee and evaluate the professional development

of staff in regards to serving students with special needs, monitor the collaboration between the special education and general education staff, and observe classroom practices/review discipline data to ensure that all students with special needs are receiving adequate support. The population of students with special needs will be monitored by individual progress, type of disability and type of service provided, to ensure that all students are being served by all staff members. BELA will use this information to determine student progress as compared to not only IEP goals or level of English language acquisition, but against BELA's overall accountability goals.

BELA will abide by all of the assurances regarding the provision of Special Education Services found in Appendix B of the Charter Schools Institute 2015 Request for Proposals.

C. English Language Learners

Identification: BELA will follow all state and city mandated procedures for identifying students who are English Language Learners (ELLs). BELA's staff will request records from all students' prior schools, as well as use the Department of Education's ATS system to determine if an incoming student has already been qualified as an ELL student. All new families will also receive the Home Language Survey to assess if a student's native language is not English, or if a language other than English is spoken in the home.

If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student's native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then BELA will administer the New York State Identification Test for English Language Learners (NYSITELL). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year.

After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services.

Strategies and Resources: The Dean of Curriculum and Instruction will provide overall coordination of the ELL program. He or she may use additional instruments (such as performance in school, records from the student's middle school, and performance on standardized tests) to determine whether to provisionally classify the student as an ELL student. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. Any

student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary.

To help ELL students achieve the same high standards as the rest of the students at BELA, the school will use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school's regular classes, some may need extra support. BELA's ELL Specialist may push in during Humanities, Media Literacy or other classes, or who may, on occasion, pull students out for Sheltered English Immersion strategies. BELA will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. The school will adapt their materials to meet the specific needs of ELL students as necessary and efforts will be made to give ELL students access to native language resources (e.g., native language libraries), or to provide parents with materials in their native language.

Other components of BELA's design will provide instructional support for ELLs. Leadership Academy will allow ELLs to practice reading, writing, listening and speaking each day in a low-pressure, supportive environment. Structured Study Hall and Intersessions allow more time for student supports.

Except for Sheltered English Instruction as deemed appropriate by the Dean of Curriculum and Instruction and the ELL Specialist, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any curricular or extra- curricular activities due to language barriers. BELA will use the last hour of the school day to make additional time available to support ELL students either in one-on-one or small group settings.

4-5% of CSD 16 students are currently considered ELL. BELA has included a part-time ELL Specialist in its staffing plan for now and is committed to staffing adequately after BELA Academy when it has a stronger understanding of the unique needs of its incoming class of young women. BELA will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

BELA will use the Home Language Surveys and relationships built with parents to understand the languages spoken in girl's homes and will make all necessary materials available to parents of ELLs in a language that they can understand.

Progress Monitoring and Evaluation: We will use Pearson's Stanford English Language Proficiency Test (SELP 2) to maintain data and track growth for students receiving English Language intervention. SELP 2 is a research based, computerized assessment aligned to the

Common Core and WIDA standards, and is used to predict students' preparation for state language assessments by evaluating listening, reading, writing and speaking skills. BELA will use the NYSESLAT to determine whether or not the student's level of English proficiency is high enough to exit ELL services.

Internally, BELA will evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that they are making regular progress in comparison with their peers. The Dean of Curriculum and Instruction and the ELL Specialist will ensure BELA is in compliance with all state and citywide laws and regulations with regard to serving ELL students.

D. Gifted and Advanced Students

Students may be deemed advanced or gifted based on their performance on State Exams or by consistently mastering standards at an advanced level in class. The intervisitation and "push in" blocks on teachers schedules allow time for teachers to realize the unique abilities of students.

Strategies and Resources: Students who are advanced in a particular subject may receive pull-out or small-group instruction with one of BELA's teachers at an accelerated pace. The intervisitation and "push in" blocks on teachers schedules allow for ample time for pull-out or small-group instruction. The last period of the day is another opportunity for pull-out or small-group instruction.

Beginning in 11th grade, all students will be able to access the International Baccalaureate program at BELA. International Baccalaureate students are 40 percent more likely to attend a four-year college and 50 percent more likely to attend a more selective college. International Baccalaureate students in four-year colleges are significantly more likely to persist in four-year colleges for two years.[6] The International Baccalaureate is an excellent program to challenge gifted and talented students. While only 24 credits are required to graduate with an International Baccalaureate diploma at BLA, a gifted or advanced student can earn up to 48 credits.

Progress Monitoring and Evaluation: Once students who are identified as gifted or advanced, teachers will decide on the most appropriate means by which to support student growth in the identified area. This will include a specific support, a timeline for progress monitoring, and identifying specific staff members responsible for the implementation of the intervention. Time-sensitive goals will be set for students and the tools necessary to measure progress will be identified. An identified staff member will then monitor student progress over a period of time not shorter than six weeks.

[6] Coca et al, "Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Degree Programme" *University of Chicago Consortium on Chicago School Research* (2011).

The Dean of Curriculum and Instruction will engage in regular observation and feedback cycles with an eye towards developing teachers' ability to support all learners and provide lesson plan feedback, and meet with teachers regularly to ensure their growth in supporting all students.

R08 Instructional Leadership

a. Instructional Leadership Roles

The Instructional Leadership Team (ILT), led by the Head of School, will be driven by the mission and core values of the school. BELA firmly believes in a distributive leadership model where teacher leadership is developed from within the school and where teachers are included in the decision making process. Thus, over time, the ILT is reflective of this commitment.

In Year 1, the Head of School will supervise all aspects of the academic program and the Dean of Student Support (DSS) will manage the social emotional learning program and also support the Head of School with teacher observations and evaluations. Starting in Year 2, the Head of School and Dean of Curriculum and Instruction (DCI) will share the responsibility of overseeing curriculum, instruction, achievement data, teacher evaluation, and teacher coaching. In Year 3, the addition of Department Chairs and Grade Deans (Lower Academy – Year 9 and 10, Upper Academy – Year 11 and 12) will complete the leadership team primarily serving as a coach (see roles and responsibilities).

The ILT will meet weekly as Department Chairs and Grade Deans to set the agenda for Wednesday PD sessions based on teacher growth goals within the *Danielson Framework*, discuss and develop strategic plans for academic and social emotional trends across the school, and model the essence of the professional learning community that should exist within their respective teams. All ILT meetings are open for teachers and staff members to attend.

Roles and Responsibilities

Instructional Support Leader	Instructional Roles and Responsibilities including methods
Head of School (All years)	Roles and Responsibilities: - Oversee Instructional Leadership Team - Coach and evaluate Math and STEAM teachers - Math Department Chair (Year 1 and 2) - Oversee STEAM program implementation - Review assessment data as outlined in R05 and plan for professional development and modifications to the academic program to address gaps in student learning - Share the assessment data and intervention plans with the board and work collaboratively to determine the effectiveness Method: - Teachers: Conduct residencies (see R08c), planning, observation and feedback, and data analysis - Instructional Support Leader (ISLs): Weekly check-ins, planning professional development, co-observations, school wide data analysis

Dean of Student Support (All years)	Roles and Responsibilities: - Coach and evaluate Social Workers and Carrera Family Life and Sexuality Educator (FLSE) - Oversee implementation of Leadership Academy and support mentor teacher facilitators - Oversee school wide implementation of social emotional learning program, including college counselor and alumni coordinator - Support with social emotional related teacher observations and evaluations, as needed Method: - Teachers: Conducting residencies as needed, planning, observation and feedback, and data analysis for social emotional learning (Leadership Academy) - Instructional Support Leader (ISLs): Weekly check-ins, planning professional development, co-observations, school wide data analysis
Dean of Curriculum and Instruction (Year 2+)	Roles and Responsibilities: - Oversee teaching staff except Math and STEAM - Coach and evaluate teachers and/or chairs - Oversee RtI implementation - Oversee IB program implementation Method: - Conduct residencies, planning, observation and feedback, data analysis - Support teachers to develop instructional strategies and intervention plans that elevate achievement for targeted students
Department Chairs (Year 3+)	Roles and Responsibilities: - Serve as an instructional coach to respective department - Lead weekly professional development meetings for respective department - Oversee vertical alignment of curriculum Method: - Conduct residencies, co-planning, non-evaluative observation and feedback, and data analysis
Grade Deans – Lower and Upper Academy (Year 3+)	Roles and Responsibilities - Manage RtI process in coordination with Director of Special Education for respective Academy - Lead weekly professional development meetings for respective Academy - Coordinate grade level community service projects within Leadership Academy curriculum

Instructional Leader Structure for Support and Supervision of Academic Program:

Year 1	
Head of School	Dean of Student Support
Math & STEAM (1) Humanities (2) Science & STEAM (1) Latin (1) Special Education (1) Physical Education (1) Dean of Student Support	Social Worker (1) Carrera FLSE (1)

Year 2		
Head of School	Dean of Curriculum and Instruction	Dean of Student Support
Math & STEAM (2) Dean of Student Support Dean of Curriculum and Instruction	Humanities (4) Latin (1) Special Education (2) Physical Education (1) Science & STEAM (2)	Social Worker (2) Carrera FLSE (1)

Year 3			
Head of School	Dean of Curriculum and Instruction	Department Chairs	Dean of Student Support
Math Department Chair STEAM (2) Grade Dean Lower Academy Grade Dean Upper Academy Dean of Student Support Dean of Curriculum and Instruction	Humanities Department Chair Humanities Year 11 (2) Latin Department Chair Special Education Director Special Education Teacher (3) Art Teacher (1) Physical Education (2) Science Department Chair International Baccalaureate	Humanities (3) Latin (1) Math (2) Science (2)	Social Worker (3) Carrera FLSE (2)

Year 4			
Head of School	Dean of Curriculum and Instruction	Department Chairs	Dean of Student Support
Math Department Chair STEAM (2) Grade Dean Lower Academy Grade Dean Upper Academy Dean of Student Support Dean of Curriculum and Instruction	Humanities Department Chair Humanities Upper Academy (4) Latin Department Chair Special Education Director Art teacher (1) Science Department Chair Physical Education (2) International Baccalaureate	Humanities (3) Latin (1) Math (3) Science (3) Special Education Teacher (4)	Social Worker (4) Carrera FLSE (2)

Year 5			
Head of School	Dean of Curriculum and Instruction	Department Chairs	Dean of Student Support
Math Department Chair STEAM (2) Grade Dean Lower Academy Grade Dean Upper Academy Dean of Student Support Dean of Curriculum and Instruction	Humanities Department Chair Humanities Upper Academy (4) Latin Department Chair Special Education Director Science Department Chair Art teacher (1) Physical Education (2) International Baccalaureate	Humanities (3) Latin (1) Math (3) Science (3) Special Education Teacher (4)	Social Worker (4) Carrera FLSE (2)

Selecting Instructional Leaders
The Head of School will manage a comprehensive search to identify an excellent Dean of Curriculum and Instruction for BELA. The Board of Trustees, Head of School, and Dean of Student Support will reach out to their professional connections to encourage strong applicants to apply. Using the hiring policies outlined in R11d, the Head of School will look for candidates who can demonstrate a strong understanding of curriculum and instruction, ability to provide effective teacher coaching, and a track record in attaining academic excellence for high-need students.

Teachers will also be encouraged to assume leadership responsibilities, including Department Chair and Grade Dean. The Dean of Curriculum and Instruction will appoint teachers to these roles based on their performance and ability to contribute.

Monitoring The Effectiveness Of The Academic Program
The following data will be collected daily: attendance, student assessment data, student discipline data, and student enrollment data. BELA will utilize a student information system to house data, analyze and report on an ongoing, real time basis information regarding the mastery of learning goals of individual students, class sections, and the school as a whole in order to tailor instruction to student needs. Student- level formative and summative data will be used to inform instruction; assessment data will be used to evaluate the effectiveness of the curriculum and instruction; aggregate and disaggregated school-wide student assessment data will guide programmatic and resource allocation decisions. BELA will collect formative feedback on the curriculum through regular instructional support leader meetings, lower or upper academy meetings, department meetings and integrated collaborative teaching planning meetings (described below). BELA will also gauge the level of school-wide rigor through feedback from external stakeholders, such as the authorizer, educators from successful district and charter schools, and consultants. The Board's Academic Committee will regularly monitor the school's academic progress and advise changes as necessary. The Board and staff's analysis of the summative data on the academic, at the end of each semester, will drive key adjustments to curriculum and instruction.

b. Teacher Support and Supervision

BELA's Board of Trustees and founders are deeply committed to providing teachers with the support they need to meet the high bar BELA will have for teaching. We believe in developing excellent teacher practice in every one of our instructional staff to meet the needs of our students and position the school for academic excellence and resilient students.

BELA will use The Danielson Group's Framework for Teaching to drive the ongoing improvement of our instructional staff. The Framework provides a set of instructional components to provide a common language to discuss and understand elements of teacher practice. Research-based and used in districts and schools across the U.S., the Framework will provide a framework for instructional staff to identify areas of strengths and areas for growth, which will in turn inform the school's professional development.

All teachers are provided with an instructional support leader (ISL) to guide them in curriculum development and classroom management techniques. ISLs observe these teachers at least once weekly and meets with teachers at least once weekly to provide feedback on classroom practices and lesson development. The Head of School, DCI, DSS and Department Chairs all serve as ISLs

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- **1a Demonstrating Knowledge of Content and Pedagogy**
  - Content knowledge • Prerequisite relationships • Content pedagogy
- **1b Demonstrating Knowledge of Students**
  - Child development • Learning process • Special needs
  - Student skills, knowledge, and proficiency
  - Interests and cultural heritage
- **1c Setting Instructional Outcomes**
  - Value, sequence, and alignment • Clarity • Balance
  - Suitability for diverse learners
- **1d Demonstrating Knowledge of Resources**
  - For classroom • To extend content knowledge • For students
- **1e Designing Coherent Instruction**
  - Learning activities • Instructional materials and resources
  - Instructional groups • Lesson and unit structure
- **1f Designing Student Assessments**
  - Congruence with outcomes • Criteria and standards
  - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- **2a Creating an Environment of Respect and Rapport**
  - Teacher interaction with students • Student interaction with students
- **2b Establishing a Culture for Learning**
  - Importance of content • Expectations for learning and behavior
  - Student pride in work
- **2c Managing Classroom Procedures**
  - Instructional groups • Transitions
  - Materials and supplies • Non-instructional duties
  - Supervision of volunteers and paraprofessionals
- **2d Managing Student Behavior**
  - Expectations • Monitoring behavior • Response to misbehavior
- **2e Organizing Physical Space**
  - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- **4a Reflecting on Teaching**
  - Accuracy • Use in future teaching
- **4b Maintaining Accurate Records**
  - Student completion of assignments
  - Student progress in learning • Non-instructional records
- **4c Communicating with Families**
  - About instructional program • About individual students
  - Engagement of families in instructional program
- **4d Participating in a Professional Community**
  - Relationships with colleagues • Participation in school projects
  - Involvement in culture of professional inquiry • Service to school
- **4e Growing and Developing Professionally**
  - Enhancement of content knowledge and pedagogical skill
  - Service to the profession
- **4f Showing Professionalism**
  - Integrity/ethical conduct • Service to students • Advocacy
  - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- **3a Communicating With Students**
  - Expectations for learning • Directions and procedures
  - Explanations of content • Use of oral and written language
- **3b Using Questioning and Discussion Techniques**
  - Quality of questions • Discussion techniques • Student participation
- **3c Engaging Students in Learning**
  - Activities and assignments • Student groups
  - Instructional materials and resources • Structure and pacing
- **3d Using Assessment in Instruction**
  - Assessment criteria • Monitoring of student learning
  - Feedback to students • Student self-assessment and monitoring
- **3e Demonstrating Flexibility and Responsiveness**
  - Lesson adjustment • Response to students • Persistence

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During BELA Institute, teacher summer professional development, the Head of School or Dean of Curriculum and Instruction with their respective ISL will meet with each teacher and staff member to develop a professional growth plan. Together, they will collaboratively set growth goals based on specific standards and indicators in the *Danielson Framework*. The ISL will hone in coaching and feedback to target those specific standards during each formal and informal observation in order to ensure growth. A key component to BELA's PD model is that the ISL provides informal, non-evaluative feedback. To collect formative teacher data leading into the formal evaluations by the Head of school, DCI, or DSS, the ISL will focus on frequent, short classroom observations (anywhere from 3 minutes to half hour), immediately followed by actionable feedback tied to the Framework. These informal observations will not be linked to the teacher's evaluation, but instead will be used as an opportunity to provide meaningful feedback.

Teachers will be observed once a week at minimum by their ISL. Coaching sessions will include role playing, examining student artifacts and data, modeling of exemplar practices, utilization of video coaching, and discussion of case studies. Once a teacher moves into the Effective and/or Highly Effective levels of their professional growth goals within the Framework through

coaching, the ISL will work with the teacher to select a new goal within the Framework. Not only does this manageable system foster a culture of growth and continuous incremental improvement, it provides unique, frequent, individualized support to each teacher.

c. Professional Development

BELA believes that our instructional staff is the critical lever to high student achievement and personal success. As such, BELA will invest heavily in processes and practices that develop high-performing effective teachers. As we grow as a professional learning community, we want our teachers to develop new ideas, skills, and competencies by collaborating and taking risks. To foster this environment, teachers begin the year at a 3-week BELA Institute. Following the BELA Institute, teachers engage in weekly professional development. Teachers meet several times a week in small teacher groups to develop curriculum, discuss student performance, receive feedback on lessons and execution of lessons, discuss teacher development using the *Danielson Framework* and plan necessary curricula to support a rich learning environment. Over the course of the year, every teacher will engage in at least 150 hours of high quality, comprehensive professional development offered both by BELA as well as expert partners. The below components of the professional development plan, intended to foster a professional learning community, have been designed to meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects.

BELA Institute: BELA Institute is the 3-week summer institute for teachers following BELA Academy. Summer Institute will be used to introduce to new staff and reinforce to returning staff BELA's mission, core values, achievement goals, and school culture. During this institute, we'll also focus a significant amount of time on analyzing incoming student data and refining the curriculum, instructional methods, and assessments to the meet the varying needs of our students. The Head of School, Dean of Student Support and other contracted professional development providers will provide the training during BELA Institute. For example, special education specialists will be consulted to train teachers in UDL and RtI models, including identification of struggling students, assessment of struggling students, academic interventions, and progress monitoring. Knowing the importance of teachers developing positive relationships with their students, the Stanley King Counseling Institute provides training on counseling and deep listening to non-counselors as an avenue to promote learning, responsible behavior, and meaningful relationships.

Instructional Support Leader Meetings: All teachers are provided with an instructional support leader (ISL) to guide them in curriculum development and classroom management techniques. ISLs observe these teachers at least once weekly and meets with teachers at least once weekly to provide feedback on classroom practices and lesson development.

Lower or Upper Academy Meetings: Teachers are assigned to lower or upper academy based on the grade they teach. The goals of this structure are to provide teachers with a forum for communication and support in creating a cohesive experience for grade level students. Teachers will discuss the RtI process and make referrals, as needed. Grade level

academic and SEL data trends will be analyzed and whole grade intervention plans developed, if appropriate. Additionally, this is an opportunity for teachers to collaborate on interdisciplinary projects. Academy meetings are weekly on Wednesday afternoons.

Department Meetings: Each department has weekly meetings to discuss curriculum, review assessments and student work, collaborate on assessments, share best practices, evaluate data sets, and work toward developing a cohesive scope and sequence. Department meetings are weekly on Wednesday afternoons.

IB Program (Year 3 and beyond): BELA will provide extensive PD on the IB program. This PD will be provided directly by IB at conferences they host across the country throughout the year and will allow BELA teachers access to teachers skilled and experienced in IB. Teachers will be encouraged to visit other IB Diploma schools within and outside of NYC. Additionally, through the IB program, BELA will be provided with an IB coach to support implementation and professional development.

Integrated Collaborative Teaching Planning Meetings: Teachers will meet weekly with other teachers who teach their subject, special education teachers, and other specialists to plan curriculum, evaluate student assessments, discuss student development, and to create modifications for various learning styles.

BELA Planning Days: On occasion and when necessary, teachers may request a planning day with their ISL, department leader, or a co-teacher. These planning days are meant to give teachers an opportunity to step back from the regular school day in order to reflect on their instructional practices and to plan for upcoming assessments and learning. Requests for these planning days are to be made through your ISL and the Head of School.

Residencies: As needed, the ISLs will conduct residencies in teachers' classrooms to provide intensive academic or non-academic support to further develop teacher expertise. During a residency, which typically last the 4-6 weeks – the length of a unit, teachers can expect for their instructional support leader to co-plan and/or co-teach focusing on things such as: instructional strategies, classroom culture or assessments. All first year teachers will have at least one residency with their instructional support leader.

Individual Enrichment Opportunities: BELA teachers and administration will be encouraged to partake in enrichment opportunities, such as courses, trainings, and conferences that will continually reinvigorate their joy and passion for teaching as a craft. When possible, the school will provide coverage for teachers to visit highly successful schools, particularly in the STEAM fields. Following a teacher's participation in the opportunity, the expectation would be that the teacher formally shares their learning with fellow staff members. Teachers will also be provided and encouraged to seek out content-specific PD through organizations such as Math for America, NCTM, IB, the National Science Teachers Association, and National Council of Teachers of English.

Travel Fellowships: Modeled off of successful practices employed by Math for America and the Young Women's Leadership Network, BELA will also offer three competitive travel fellowships of $4,000 each to teachers, with the number of fellowships rising to four in Year 2, five in Year 3, and six after Year 4 financially supported by funding from the Board. These Fellowships are only open to teachers, counselors, and junior level staff. Staff will submit an application explaining what the stipend will be used for, which will be reviewed by the Board of Trustees. Fellowships may be used to pay for plane tickets, hotel accommodations, admissions to attractions or other travel costs. BELA will require the use of these travel fellowships for professional growth purposes, such as a Social Studies teacher traveling abroad, or a teacher choosing to attend a language immersion program to improve foreign language skills.

The ILT, led by the DCI and Head of School, will use formative and summative student data as well as qualitative information gathered at instructional support leader meetings, lower or upper academy meetings, department meetings and integrated collaborative teaching planning meeting to identify professional development topics.

The efficacy of the professional development program will be assessed by the DCI using the teacher evaluation process outlined below and formative and summative student data.

d. Teacher Evaluation and Accountability

School wide academic goals will be set by the Board and Head of School and shared with instructional staff at the beginning of every year, during BELA Institute. Progress toward academic goals will be shared at every Board meeting.

BELA's Board of Trustees and founders are committed to developing excellent teachers, as well as the ability of school leadership to appropriately evaluate staff. Teachers will be evaluated in two areas: pedagogy and performance.

Pedagogy: The *Danielson Framework* for teaching identifies aspects of teachers' responsibilities that have been documented through research as promoting improved student learning. A framework for professional practice is not unique to education, and at BELA our hope is that the *Danielson Framework* will provide support to our most novice teachers while simultaneously providing a pathway for increased success to our effective and highly effective teachers. While *Danielson* is not the only possible description of practice, the framework serves to define what teachers should know and be able to do in the exercise of their profession.

Twice annually, once in November and once in May, evaluations will be conducted according to this process:

1) Pre Conference: Teacher and Instructional Leader meet to discuss a lesson for observation: objectives, desired outcomes, materials, strengths, and concerns.

2) Formal Classroom Observation: The Head of School or DCI will conduct the observation using the Framework for Teaching's Formal Classroom Observation template
3) Post Observation Reflection and Self-Assessment: Prior to the post observation meeting, teacher will reflect on the lesson by self-assessing and providing evidence for each rating.
4) Post Observation Conference: Teacher and Instructional Leader will meet to have a reflective conversation about the lesson discussing strengths and areas for growth. The lesson in relation to the professional growth plan goals will be discussed too.
5) Summative Evaluation: The Instructional Leader prepares a document summarizing the teacher's areas of strength and growth based on the observation lesson, post observation conversation, and goals within professional growth plan to provide next steps.

Performance: Individual student-level and class-level assessment data from internal and external sources will be utilized to evaluate teacher performance. Summative data from interim benchmark assessments and mock Regents exams will provide additional data points for teacher evaluation. The Head of School and DCI will utilize the data to celebrate student performance and encourage the sharing of best practices for effective teachers and take swift action to mobilize instructional coaching support for teachers in which data indicates lack of sufficient student growth. In the event that student data indicates regression of learning in an individual teacher's class, despite the above supports, the DCI will immediately place the teacher on an improvement plan and notify the teacher that next steps may include a recommendation to the Head of School for termination. Ultimately, teachers' annual renewal of their position will largely be based on performance on the two formal evaluations and student end-of-year exam or Regents exam results.

R09 School Culture and Discipline

Establishing Culture

School culture and climate are often determining factors for young women successfully completing high school. According to a recent report by Kimberlé Crenshaw, a Law professor at Columbia University, profiling students from New York and Boston, a young women of color reports experiencing some form of sexual harassment, disrespect, or bullying during their schooling experience leaving some to feel disconnected from school.[1] With a mission of students graduating from high school and college, a student's experience at BELA will be a counter narrative to what many of BELA's students would have previously experienced. Students can expect a safe environment where relationships are quintessential, taking risk is expected and students feel compelled to explore new interest while nurturing their passions. The culture at BELA is one where young people feel love, valued, respected, and heard, which is reflected in BELA's philosophy for building relationships and working with young people. The philosophy can be summed up by a term coined by Dr. Michael Carrera, founder of the highly regarded evidence based program Carrera Adolescent pregnancy prevention program, FIRMTH – firm yet warm. FIRMTH is a reflection of BELA's commitment to its mission and core values outlined below.

Core Values:

The core values are central to a student's experience at BELA. They represent the vision BELA has for the young women. They permeate throughout the building and are symbolized in the school crest. The crest will be embroidered on the BELA uniform blazer as a reminder of their journey to finding STRENGTH, valuing SISTERHOOD, leading through SERVICE, and a commitment to SCHOLARSHIP. Complementing the *International Baccalaureate Programme* learner profile, our core values are as such:

[1] Crenshaw. "*Black Girls Matter*" African American Policy Forum and Center for Intersectionality and Social Policy Studies. (2015)

Scholarship
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.[2]

Strength
We are striving to be the best version of our self. A version that struggles but perseveres, a version that explores the options before making a decision, a version that sees failure as an opportunity to learn, a version that cares for our mind and body.

Sisterhood
We create community by supporting each other, respectfully disagreeing, and challenging each other's ideas. We will value ourselves and each other.

Service
We are aware and understand the needs of our community. With compassion and grace, we serve willingly knowing the positive difference we can have on the lives of others.

EST. 2016

School Motto: I Believe. I Can. I Will.

The school motto, I Believe. I Can. I Will. , represents the evolution of thought we want the BELA community to embrace. BELA students will be encouraged to persevere when encountered with a challenge, and develop an understanding that there are multiple pathways to overcoming a challenge and achieving a goal. With the support of the cohort social worker and the adults within the school community, students are comfortable talking about academic and personal issues. Each young person at the school will feel valued, safe and nurtured. More importantly, they are surrounded by peer role models that are sending the message daily that nothing can stand in their way.

Service: BELA firmly believes in developing students who are agents of change within their community. At the onset, students will be challenged to have the most B-pact (BELA Impact) within their community. In their Leadership Academy teams, BELA students will research different challenges within their community (i.e. needs assessment), identify an issue that resonates with them, identify an organization in the community whose mission aligns with that issue, partner with the organization to increase awareness, and present a compelling argument

[2] http://www.ibo.org/globalassets/digital-tookit/flyers-and-artworks/learner-profile-en.pdf

to the Board of Trustees about the importance of supporting this organization. Through this year long project based learning experience (R05c), students are connecting their learning to real world situations and increasing engagement, but more importantly their commitment to improving their community.

Relationship and Community Building:

BELA strives to create a culture of life-long learning and teamwork. BELA staff will participate in numerous professional development and team building activities prior to the start and during the school year. Each experience is designed to equip staff with the knowledge and resources necessary to meet the needs of diverse learners and therefore effectively respond to student behavior. Activities also strengthen the relationships among staff which creates a strong foundation for the School's culture. BELA students will participate in BELA Academy during the summer in preparation for the start of the school year. During BELA Academy, students will begin to develop peer relationships and be introduced to the BELA experience. Students will also increase their understanding of their relation to the community, and will understand the rules and expectations of the School. Throughout the school year, Leadership Academy offers the opportunity to develop relationships with both peers and adults - we believe this is imperative for both academic and social success. With a focus on the success of every student, strong staff-student relationships will allow there to be a culture of achievement and community.

Influenced by their environment, BELA students will develop new ways of thinking and at the School student voice is valued and integral. The Head of School and staff present an environment that is inclusive for all students, including those with disabilities, ELLs, and new students. To do this, BELA will not only establish the culture described above, but will host numerous events and activities for students and their families throughout the school year. The goal is for students to get to know one another on a more personal level by bringing together students and their families outside of the classroom setting.

Traditions and Ceremonies:

BELA believes in students having meaningful experiences that highlight their unique contributions to the community and foster community amongst students, teachers, parents, and leadership. At BELA, it is important that we celebrate the strengths within one another, and recognize that as a community we thrive when we work together resulting in students and staff feeling more connected to the School and motivated to uphold the BELA mission. This is cultivated through a number of traditions and ceremonies highlighted below:

- **Induction Ceremony** – At the completion of BELA Academy, there will be an induction ceremony where students will receive a lapel pin to be worn on their BELA uniform blazer. This pin will symbolize the beginning of their journey as a BELA student and commitment to improving the school community.

- **Uniform** – The BELA uniform represents professionalism and prevents any distractions from learning. Students will look beyond outward appearances and build school pride as a community.

- **Core Value Pins** – Recipients of core value pins are those students who demonstrate to the community school pride and embody the core value(s) consistently. These coveted pins are to be worn on their blazers.

  A teacher my nominate a student for the Scholarship pin because she has shown growth in her academic course work or a student may nominate a peer for the Sisterhood pin after she witnessed her supporting a friend in need. For every school year, a student is eligible to receive a pin for each of the four core values.

- **BELA Vision Flags** – BELA Vision Flags started as a mechanism for the co-founders to get feedback from the community (R03g) on the school model. This initiative has grown into an ongoing opportunity for community members to give feedback on their vision for the young women within their community and make a personal commitment to support the school to achieve. As a result, the BELA Vision Flags will become an art installation that will be displayed in the School entrance demonstrating the commitment the community has in ensuring the success of the young women of Bed-Stuy. This tradition will continue as we ask visitors and guests of the School to create a BELA Vision Flag answering the question: What is your 'HOPE' for the young women of Bed-Stuy to add to the installation. There are examples of responses pictured below:



- **Morning meetings** – While BELA's daily morning meetings set the tone for the day, they also allow for time as a community to build sisterhood. During this time, staff and school leaders will have the opportunity to check in with students and assess any needs. The Head of School will make announcements, and student representatives will have the opportunity to share information with the student body.

- **Student posters** – Throughout the hallways of BELA, you will find poster sized pictures of each student with a descriptive word highlighting a strength of the student. These pictures will be reminders to the students that they are all unique, but have shared interests. For the incoming 9th grade class, they will respond to the question: Class of 2021, Who Will You Be? Their responses will be written below their picture. The words and photos will inspire conversations and build community. Examples are below:



I WILL **express myself and be confident in myself and my creative ability.**
SKY BLACKSTOCK



I WILL **look inside and discover my talents and passions.**
KEARA SMALL

Safe and Orderly Environment

A full discipline policy can be found at Attachment R09b, but the School's approach to maintaining a safe and orderly environment is summarized here:

The School's Head of School, leadership team and teachers are responsible for maintaining the health and safety of students and faculty. This is done through maintaining close relationships with students so that, if they are experiencing any stress, family issues, or conflict with other students, it is addressed promptly. The Head of School welcomes students as they first come through the doors and observes to ensure they are dressed according to the school's dress code and do not have any objects that are prohibited at school. Throughout the day, the social

worker and teachers respond to any issue or need that a student or students may have. The School will foster an environment of safety, respect, and care.

BELA Policies and Rules

Throughout the school, the core values and expectations will be clearly posted. If any issues arise, teachers and staff will meet individually or in small groups to address the concern. If a problem continues, the teacher will contact the student's family and may request a parent/guardian-teacher conference. Specific interventions and consequences are provided in the Discipline Code section of the student handbook. The student, parent, teacher, and additional staff such as the social worker, special education teacher if applicable, will be included in developing the intervention plan. Interventions may include changing a student's appointment time with teachers or small group instruction, weekly counseling sessions with the social worker, providing the student with a semi-private work area, creating behavior contracts, determining positive reinforcement for the student, and outlining clear consequences in the event the behavior continues. Being consistent with the implementation of any intervention will be essential for student success.

In order to maintain a positive learning environment, BELA will proactively take steps to prevent harassment on or near the school site before and after school and at school events, and will take action to intervene if/when it is discovered. Intentional acts of harassment substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of the school, and will not be taken lightly. Harassment at BELA is defined to include, but is not limited to sexual, physical, verbal, written, electronic, mental, emotional, and visual intimidation, bullying, and/or cyber-bullying. Harassment for any reason, including but not limited to race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion, will not be tolerated.

Complaint Resolution Policy

The School desires to promote direct communication between parents and teachers when discussing issues regarding a student's education. For other issues, parents are welcome to voice their concerns to campus administrators, school leadership, or to the Board of Trustees at regular board meetings. However, if a parent or other stakeholder feels that a more formal complaint is required, procedures are in place to allow for such a grievance.

The School will establish a formal complaint/grievance policy and will make it widely available to the all stakeholders in the school community. We will include the policy in the family handbook, post it on the school's website and offer it to anyone raising concerns.

BELA will appoint a compliance officer to oversee formal complaints regarding violations of applicable laws, regulations or elements of the School's charter. The complaint/grievance policy

will govern such complaints, and the compliance officers shall maintain a record of each complaint and subsequent related actions.

Maintaining a Positive School Culture

BELA will conduct a 360-degree evaluation of school culture each year. In addition to the review of established data points, students, teachers, administrators, the board, and community leaders will be invited to comment/provide data that demonstrates whether a positive school culture has been maintained. Results of this annual evaluation will be shared with the Board of Trustees, who will make necessary adjustments to policies and procedures, should any be required. The results will also factor into the Head of School's evaluation.

R-09b - Discipline Policy

CODE OF CONDUCT AND STUDENT DISCIPLINARY POLICY

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.[1]

Brooklyn Emerging Leaders Academy Charter School ("BELA" or the "School") is committed to our young women incorporating respect, integrity and honesty into the educational environment in order to prepare students to be ethical members of their communities. Founded on the four core values of Scholarship, Sisterhood, Strength and Service it is the expectation that the young women of BELA uphold this code of conduct. The expectations of a young woman at BELA are clear and the young women of BELA will understand the rules and expectations and will be prepared and ready to learn.

- A young woman at BELA will demonstrate integrity.
- A young woman at BELA will be kind and respectful.
- A young woman at BELA will have high expectations of herself and her peers.
- A young woman at BELA will be academically successful and persevere.
- A young woman at BELA will take care of themselves emotionally and physically.
- A young woman at BELA will understand their responsibility to their communities.

By establishing shared values and a shared vision for the School, all members of the BELA community will be held accountable for their actions. All adult members of the School community will be expected to model qualities of honesty, respect, and integrity, as well as trust, perseverance, and striving for excellence, to further teach and encourage students to develop those qualities as well. Students will take responsibility for their actions through self-reflection and will be supported by the school social worker to further explore and discuss the cause of behavior.

Self-respect, respect for others, integrity and kindness in all endeavors will be required of educators and students alike. At BELA, practicing honesty, integrity and respect as part of educational efforts and social interaction will be considered elements of success as much as the more measurable hallmarks of other types of success, such as grades, awards, salaries, promotions and other tangible things.

<u>Code of Conduct</u>

All members of the BELA community shall be required to adhere to the following Code of Conduct:

[1] http://www.ibo.org/globalassets/digital-tookit/flyers-and-artworks/learner-profile-en.pdf

- Honesty will be required of all members of the School community.
- Respect for ourselves and for the members and resources of our School community will be reflected in the actions of leadership, staff and students.
- Integrity will be at the foundation of all decision making processes.

BELA acknowledges that there may be times that these values are not reflected in the behavior of members of its staff or student body. It is for those circumstances that BELA has adopted its Student Disciplinary Policy.

STUDENT DISCIPLINARY POLICY

Overview

Student disciplinary offenses are those actions or inactions that violate BELA's Code of Conduct. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school, including, but not limited to, misconduct carried out via social media.

The following list of actionable offenses is not exhaustive but provides examples of violations of the BELA Code of Conduct. The list may be modified from time to time and/or supplemented by teachers on BELA's rules for classes and other school events.

School staff will be educated about, and trained to implement, the policy during the Summer Institute. All students and families will be informed of BELA's Code of Conduct during BELA Academy and at the beginning of the school year. Students and parents are required to sign an acknowledgement that they received and reviewed the discipline policy.

<u>List of Certain Actionable Offenses:</u>

1. ***DISRUPTING THE SCHOOL ENVIRONMENT (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)***

   1.1 Being Disrespectful toward a Staff Member: A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school.

   1.2 Being Disrespectful toward a Student: If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students.

   1.3 Cutting School, Class, Detention, or Mandatory School Events: Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. (Note that with respect to cutting school or class, students may not be suspended out of school or expelled. However, they may not be promoted to the next grade if too much class time is missed.)

   1.4 Misbehaving on School-Provided Transportation: Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of

school-provided transportation (in which case students and parents are responsible for travel to and from school) suspension, expulsion, and/or other consequences. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.

1.5 Blocking Access to any Part of the School Building: Students are not permitted to block access to any room or part of the school building.

1.6 Disrupting Class and Preventing Teaching: BELA can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class.

1.7 Cheating, Plagiarism, and Copying Other's Work: Cheating or copying the work of others (or allowing other students to copy work) is unacceptable.

1.8 Forgery: Students may not forge a signature.

1.9 Lying to a Staff Member: Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.

1.10 Possession of Inappropriate Property: Students cannot possess beepers, walkmen, cell-phones, electronic equipment, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated.

1.11 Gambling: Gambling or betting is not tolerated.

1.12 Misbehaving inside or outside of Class: Misbehavior that violates this Student Disciplinary Policy inside or outside of class (at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity; or misbehaving through the use of social media) is not permitted.

2. ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

2.1 Causing Bodily Harm: Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person including with a weapon or dangerous object.

2.2 Committing Assault or Assault and Battery: Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.

2.3 Fighting or Unwanted Physical Contact: BELA students may not fight with other students—from BELA or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.

2.4 Play fighting and Threatening: Play fighting and/or the use of threats that threaten the safety of the community. Students may not play fight and/or threaten others.

2.5 Setting off a False Alarm or Making a Threat: Students may not intentionally set off a false alarm or make a destructive threat.

2.6 Engaging in Sexual Activity or Inappropriate Touching: A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

3.1 Possession or Use of a Firearm: Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C.§ 7151, the School will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the chief administering officer of BELA may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

3.2 Possession or Use of a Mock Firearm: Students may not possess or use a mock firearm.

3.3 Using or Possessing a Weapon or Dangerous Object: Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on her or in her property.

3.4 Arson: Students may not set a fire.

4. POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

4.1 Using or Possessing Drugs or Alcohol: Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated BELA staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.

4.2* SELLING OR TRANSFERRING DRUGS OR ALCOHOL*: Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)

4.3 Using or Possessing Tobacco Products: The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.

4.4 Selling or Transferring Tobacco Products: Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.

5. HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

5.1 Violating the Civil Rights of Others: Students may not violate the civil rights of others.

5.2 Harassment: Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or

intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.

5.3 Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

6.1 Theft, Loss, or Destruction of Personal or School Property: Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Students must treat computers, printers, and other technology with care. BELA does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. *FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES:* Students must comply with school-imposed consequences. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

8. ***REPEATED VIOLATIONS OF THE CODE OF CONDUCT:*** Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

Student Disciplinary Actions

DEFINITIONS

For purposes of this Code:

- ***"Short-term suspension"*** shall refer to the removal of a student from School for disciplinary reasons for a period of ten or fewer days;
- ***"Long-term suspension"*** shall refer to the removal of a student from School for disciplinary reasons for a period of more than ten days; and
- ***"Expulsion"*** shall refer to the permanent removal of a student from School for disciplinary reasons.

IN-SCHOOL DISCIPLINARY MEASURES

In-school disciplinary actions may be imposed by the Head of School, or any teacher; provided in-school suspension and suspension of transportation may only be imposed by the Head of School or the Board. In the event of the imposition of in-school disciplinary action, the following shall apply.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate consequence.
- If necessary, the student is removed from class.
- Students/parents are responsible for transportation home when they are assigned to detention or in-school suspension.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- In-school disciplinary actions may include, but shall not be limited to, the following:

    - Behavioral Contract
    - Detention
    - Loss of School Privileges
    - Suspension from School Transportation

SHORT-TERM SUSPENSIONS

Short-term Suspension may be imposed by the Head of School. If a student commits an offense that calls for short-term suspension (10 days or less), she is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against her.
- The student is entitled to respond to the charges against her.

- The parent/guardian is notified of the imposition of short-term suspension by BELA in writing. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by BELA to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). The Head of School's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

LONG-TERM SUSPENSION AND EXPLUSION

The Head of School or the Board may impose a long-term suspension.

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against her.
- Upon determining that a student's action warrants a possible long-term suspension, the Head of School shall verbally inform the student that she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by BELA. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and/or her parent/guardian are notified in writing of the:
  - charges and a statement of the evidence
  - date, time and place of a hearing

- notice of the right at the hearing to:
  - be represented by legal counsel (at the student's/parent's own expense)
  - present evidence and question witnesses
- After the Head of School, the Board or a hearing officer designated by either of them hears the case, the Head of School or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm," as used in this law means a "firearm," as defined by 18 USC §921, and includes firearms and explosives. The Head of School shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Head of School shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

APPEALS

The Hearing Officer's decision to impose a long-term suspension or expulsion may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.

PROVISION OF SERVICES DURING REMOVAL

BELA will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law.

BELA will provide alternative instruction to students who are suspended. The School will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing. Alternative instruction for suspended students will be of sufficient

duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, BELA does not have to, but may, provide alternative instruction for expelled students.

BELA will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the general curriculum of BELA. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Instruction will take place in one of the following locations: the child's home, a contracted facility or a suspension room at BELA. One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Head of School shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Head of School shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

OFF CAMPUS DISCIPLINE POLICY

At BELA, the discipline policy will be the same off of campus as it is on campus, including on the school bus or any other means of student transportation, and is applicable to all off-site trips as well as to stores that students may visit on the way to or from school. In that way, BELA will maintain a "door-to-door" discipline policy, which begins when students leave their home to come to school, and ends when they reach home or their final destination after school. These policies extend to acceptable use for social networking sites, including, but not limited to Facebook). Students are also responsible for following the school's Code of Conduct and Disciplinary Policy when engaged in off-campus activities that impact the educational environment, such as through social media websites. Consequences for cyberbullying, for example, will be similar to those for bullying on campus

OTHER

In addition to disciplinary actions provided for elsewhere in this Policy, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities. Where appropriate, School officials also will contact law enforcement agencies.

R09c- Special Education Policy

Discipline of Students with Disabilities

Generally
In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that BELA, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. BELA will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement regarding:

1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2) The commission of any fraction resulting from the student's disability.

Provision of Services During Removal
Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. BELA will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but according to the CSE does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of her IEP. In these cases, School personnel, in consultation with the child's special education teacher, will make the service determination.

During any removal for drug or weapons offenses pursuant to 34 CFR §300.520(a)(2), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior has been determined by the CSE to not be a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to dangerousness, weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

R-09d - Dress Code

BELA students will all wear a common uniform, which will be mandatory. At BELA the uniform serves the following purposes: it unifies us around our core values of Scholarship, Sisterhood, Strength, and Service and it removes unnecessary distractions with regard to fashion choices focusing students on BELA's college preparatory academic program. The BELA uniform presents a professional image, promotes Sisterhood, and supports safety by allowing outsiders to be easily identified.

Specific uniform guidelines have been developed and the BELA uniform can be purchased at the Ideal Uniform Store. The website is: http://www.idealuniform.com/ and the sales contact is Jack Kassab: jack@idealuniform.com or 347-476-2165.

Uniforms will be as follows:

Item	Store / Expectation
Navy Blazer: will have school crest embroidered on chest pocket. 	http://www.idealuniform.com/Rifle-Kaynee-School-Uniform-Unisex-Blazer-Youth-Sizes Store: Available at Ideal Uniform Store and will be customized with the BELA crest. Expectation: Blazers must be worn at all times, in the hallways and in the classrooms (unless otherwise instructed by staff)
Grey Pleated Skirt:	http://www.idealuniform.com/School-Uniform-Girls-Solid-Kick-Pleat-Skirt-7-20 Store: Skirts are available at Ideal Uniform Store. Expectation: Skirts must be of appropriate length, and skirts may not be rolled up to shorten length.

	
Grey Straight leg pant: 	http://www.idealuniform.com/Dickies-School-Uniform-Girls-Stretch-Flare-Bottom-Pant-Junior-Sizes Store: Grey straight leg pants are available at Ideal Uniform Store. Expectation: Pant legs may not be rolled and must fit appropriately (not tight fitting).
White button down shirt (peter pan collar): 	http://www.idealuniform.com/department.aspx?dept_id=100335 Store: White uniform blouse available at Ideal Uniform Store. Expectation: Blouse must be tucked in and buttoned to the top 2 buttons. Any item worn under the shirt should not be visible through uniform clothing.
Navy tights or crew socks (if choose to	https://www.idealuniform.com/Ideal-

wear skirt)	Brand-Girls-School-Uniform-Nylon-Tights-Adult-Sizes Store: Tights and socks are available at Ideal Uniform Store. Expectation: No leggings or footless tights, no patterns or other colors.
Solid black athletic shoes with black laces. Solid black flats or loafers.	Expectation: Laces/straps/buckles must be tied/affixed.
Any BELA t-shirt for P.E. class	For example: 
Navy track pants for P.E. class: 	http://www.idealuniform.com/MJ-Sofee-School-Uniform-Kids-Unisex-Track-Suit-Pants Available at Ideal Uniform Store.
Navy mesh shorts for P.E. class:	https://www.idealuniform.com/MJ-Sofee-100-Pollyester-Mesh-Shorts

	Available at Ideal Uniform Store.

Uniform Guidelines

- Uniforms are to be worn everyday
- Hats or other head covering are not allowed (exception for religious purposes)
- All students must wear flat, closed toed shoes. Heels are not allowed.
- Jewelry must meet appropriate requirements and not be excessively flashy or big.

BELA will allow our students to express their individuality through any creative hairstyles, nail polish or other non-uniform related flourishes that can help them feel at home and comfortable in the required dress-code.

Uniform issues will be dealt with swiftly and efficiently and will not result in students losing instructional time. The Head of School and the Dean of Student Support will observe compliance with the uniform policy upon entry to the School each morning. Students who are not in compliance with the uniform policy will be given a verbal warning and replacement uniforms will be on hand at the School.

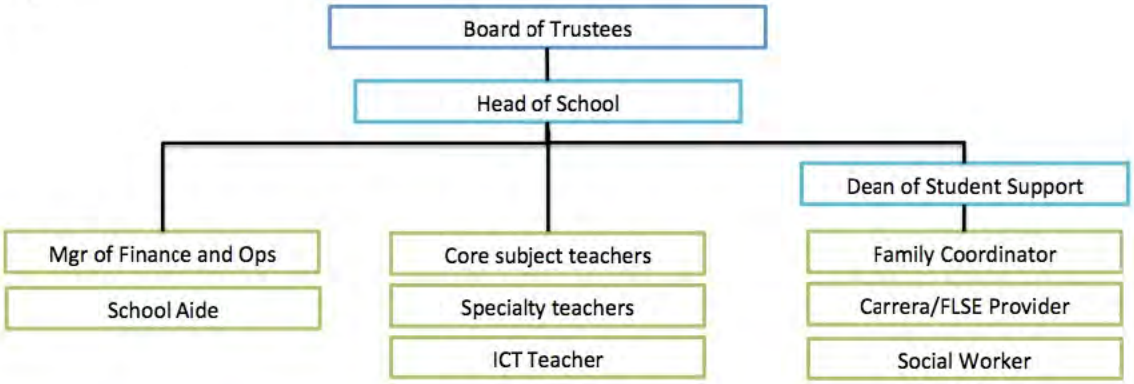
For students who are unable to afford additional uniforms, BELA will have extra ones available so that no student is wanting for or penalized for not being able to meet the additional expense.

R10 - School Management and Leadership

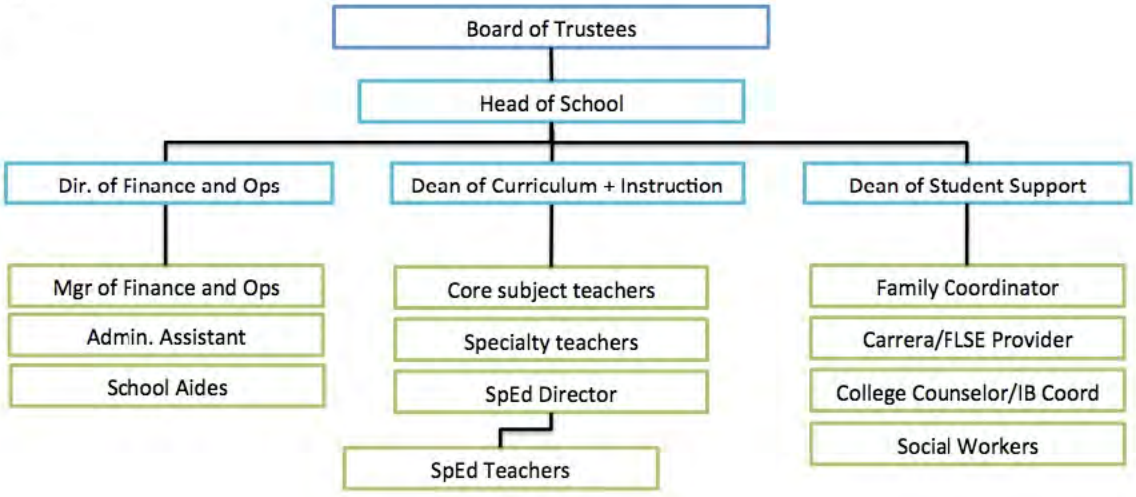
a. Organizational Chart

Replicating a common model seen in highly effective single-sex schools the co-founders visited, the Head of School will report directly to the Board of Trustees and be the single point of accountability for the School. In Year 1, the Head of School will supervise all aspects of the academic program and the Dean of Student Support (DSS) will manage the social emotional learning program. Starting in Year 2, the Head of School and Dean of Curriculum and Instruction (DCI) will share the responsibility of overseeing curriculum, instruction, achievement data, teacher evaluation, and teacher coaching. In Year 3, the addition of the Director of Finance and Operations will complete the leadership team.

Year 1:



Year 5:



BELA does not intend to contract or partner with an entity for management or educational services.

b. School Leadership and Management Structure

Reporting structure: The Head of School will be responsible for all aspects of BELA and will report directly to the Board of Trustees. This structure will ensure a coherent vision for the School and clear lines of accountability between the school staff and the Board. The Dean of Curriculum and Instruction will oversee curriculum, instruction, coach and evaluate teachers and coordinate RTI implementation. The Dean of Student Support will oversee the social emotional learning program, manage social workers, the Carrera Family Life and Sexuality Educators (FLSE) and oversee the implementation of Leadership Academy. The Director of Finance and Operations will oversee financial planning and reporting, accounting, HR, and operations. This structure will maximize the expertise of each leader in their particular area. (Note: The Head of School will directly manage the academic program until the Dean of Curriculum and Instruction starts in Year 2 and will work closely with the Manager of Finance and Operations until the Director of Finance and Operations starts in Year 3.)

The three Deans/Directors will all report to the Head of School. The Head of School will hold each Dean/Director accountable for the area they oversee, and will supervise, coach, and evaluate these three people. With only three direct reports, the Head of School will be able to work closely with each of these three leaders to help them excel as professionals and achieve the goals of their particular focus.

Rationale for choosing this structure: Each staff member will report to the Dean/Director who oversees their area, as mapped in the organizational charts above. The Dean/Director of each area is responsible for supervising, coaching, and evaluating the staff that report to them. Reporting lines are clearly delineated to ensure accountability for all staff members while also ensuring all staff members can access the support and supervision they need to excel.

BELA chose this management structure based on other high performing independent and traditional public single sex schools they visited with a similar structure including: Ann Richards School for Young Women Leaders, Laurel School, Hathaway Brown, and Columbus School for Girls.

Management practices: Together the Head of School, Dean of Student Support, Dean of Curriculum and Instruction, and Director of Finance and Operations will compose the leadership team. The Leadership Team will meet regularly to ensure coherent planning and strategy across all areas of the school.

The leadership team will work with the Board of Trustees to set annual goals for the School based on the School's charter and informed by the completion of the prior programmatic audit and identified areas of remediation. As mentioned in R05f, the board may determine to hire outside consultants to provide support and training towards identified goals. The leadership

team and Board will review progress to goals at monthly meetings, and at a minimum quarterly, using a dashboard the School will develop that will capture student enrollment and attendance, student demographics, student culture and behavior data such as suspensions, formative and summative assessment data, financial and operational data and any other data requested by the Board. Use of a common dashboard will allow the Board and leadership team to have a common tool to assess School health and quickly identify areas of success and challenge and make key organizational decisions.

Evaluation of Head of School: The Board of Trustees will carry out an annual evaluation of the Head of School that uses key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The evaluation will include a 360 review of the Head of School to capture staff feedback on the Head of School's effectiveness. The Head of School will create a Professional Growth Plan (PGP), a targeted set of measurable and attainable goals, with the Board Chair to be regularly reviewed. Should the goals of the Head of School within the professional growth plan not be realized, the Board chair will establish an action plan with the Head of School to include mentoring, increased monitoring, leadership consultants, and a timeline for improvement. The Academic and Executive Committee of the Board will be apprised of progress or the lack thereof.

Evaluation of Leadership Team: All staff will create a PGP in collaboration with the Head of School, DCI, DFO and/or DSS to be regularly reviewed. During the school's start-up period, the Head of School will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all non-instructional staff that align to their job functions. Aspects of Bambrick-Santoyo's Leverage Leadership will be employed in the evaluation of staff in instructional leadership positions. [1]

School leader selection: The BELA Board of Trustees has selected Nicia Fullwood, one of the applicants of this charter proposal, to assume the role of Head of School. Nicia's experience as an educator and School administrator of an all-girls high school serving girls from Bedford-Stuyvesant has made her uniquely qualified to serve as BELA's founding Head of School. Her qualifications include experience as a successful NYC high school math teacher, NYCDOE administrator for two innovative schools within the Urban Assembly network, Math for America School Leadership Fellow, founding program director for the Children's Aid Society Carrera Adolescent Pregnancy Prevention program, and leadership and management training at Harvard Graduate School of Education. Nicia's commitment to educating young women of color has led her to visit dozens of schools across the country and have conversations with charter school leaders such as Uncommon co-founder Evan Rudall in an effort to understand what is the best model for the young women of Bedford-Stuyvesant. Her experience working in

[1] Bambrick-Santoyo, P. (2012). Leverage Leadership: A Practical Guide to Building Excellent Schools. San Francisco: Jossey-Bass.

traditional public schools will be invaluable in understanding the intricacies of recruitment, developing relationships with district leadership, as well as district reporting systems. She has affiliated herself with an all-girls principals advisory group, which is a small group of leaders from across the country, who serve as critical thought partners and a resource for best practices in girls education. Nicia's dedication to girls education, operational and instructional leadership experience as well as her experience developing and managing a successful start-up program makes her well qualified to be BELA's Head of School.

R-11 - Personnel

a. Staffing Chart and Rationale

	FTE				
ADMINISTRATIVE PERSONNEL FTE	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Executive Management	**1**	**1**	**1**	**1**	**1**
Head of School	*1*	*1*	*1*	*1*	*1*
Instructional Management	**0**	**0**	**0**	**0**	**0**
Deans, Directors & Coordinators	**1**	**2**	**2**	**2**	**2**
Dean of Student Support	*1*	*1*	*1*	*1*	*1*
Dean of Curriculum and Instruction		*1*	*1*	*1*	*1*
CFO / Director of Finance	**0**	**0**	**1**	**1**	**1**
Director of Finance and Operations			*1*	*1*	*1*
Operation / Business Manager	**1**	**1**	**1**	**1**	**1**
Manager of Finance and Operations	*1*	*1*	*1*	*1*	*1*
Administrative Staff	**1**	**2**	**2**	**2**	**2**
Family Coordinator	*1*	*1*	*1*	*1*	*1*
Administrative Assistant		*1*	*1*	*1*	*1*
Alumni Coordinator				*.25*	*.5*
TOTAL ADMINISTRATIVE STAFF	**4**	**6**	**7**	**7.25**	**7.5**

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	**4**	**8**	**12**	**16**	**16**
Humanities Teacher (Gr. 9-10)	*2*	*4*	*4*	*4*	*4*
ELA Teacher (Gr. 11-12)			*1*	*2*	*2*
Social Studies Teacher (Gr. 11-12)			*1*	*2*	*2*
Math Teacher	*1*	*2*	*3*	*4*	*4*
Science Teacher	*1*	*2*	*3*	*4*	*4*
Teachers - SPED	**1.25**	**3**	**4.5**	**6**	**6**
Special Education Director			*.5*	*1*	*1*
Special Education Provider	*.25*	*1*	*1*	*1*	*1*
CTT Teacher	*1*	*2*	*3*	*4*	*4*
Substitute Teachers	**0**	**0**	**0**	**0**	**0**
Teaching Assistants	**0**	**0**	**0**	**0**	**0**
Specialty Teachers	**1**	**2**	**5.5**	**7.5**	**7.5**
STEAM Teacher			*1.5*	*2*	*2*
Latin Teacher	*.5*	*1*	*1.5*	*2*	*2*
PE Teacher	*.5*	*1*	*1.5*	*2*	*2*
Media Literacy Teacher			*.5*	*.5*	*.5*
Arts/Music Teacher			*.5*	*1*	*1*
Aides	**1**	**1**	**1.5**	**2**	**2**

School Aide	*1*	*1*	*1.5*	*2*	*2*
Therapists & Counselors	**1.5**	**4**	**5.5**	**7**	**7**
College Counselor/IB Coordinator		*1*	*1*	*1*	*1*
Social Worker	*1*	*2*	*3*	*4*	*4*
Carrera/FLSE Provider	*.5*	*1*	*1.5*	*2*	*2*
Other	**0**	**0**	**0**	**0**	**0**
TOTAL INSTRUCTIONAL	**8.75**	**18.0**	**29**	**38.5**	**38.5**

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0	0	0	0	0
Librarian	0	0	0	0	0
Custodian	0	0	0	0	0
Security	0	0	0	0	0
Other	0	0	0	0	0
TOTAL NON-INSTRUCTIONAL	**0**	**0**	**0**	**0**	**0**

TOTAL PERSONNEL SERVICE FTE	**12.75**	**24**	**36**	**45.75**	**46**

Administrative Personnel

- Leadership team: The Head of School and Dean of Student Support (Year 1) will be joined by the Dean of Curriculum and Instruction (Year 2) and Director of Finance and Operations (Year 3), growing the school's leadership as the school grows in size.
- Operations and Administrative support: Manager of Finance and Operations and Family Coordinator will be joined by an Administrative Assistant (Year 2).
- Alumni: The Alumni Coordinator will start as .25 in Year 4 to develop relationships with BELA's first graduating class and grow by .25 FTE per year up to 1 FTE as the alumni pool grows.

Instructional Personnel

- Core subject teachers: Mapping to the academic program, each grade will have two Humanities Teachers (Grades 9 and 10) or one Social Studies and one English Teacher (Grades 11-12), one Math Teacher, and one Science Teacher.
    - In Year 1 and 2, the Math and Science Teachers for each grade will also teach two sections of STEAM each. In Year 1 and 2, the Humanities Teachers will also teach two sections of Media Literacy each. In Year 3 and forward, STEAM and Media Literacy teachers will start (see Specialty Teachers below).
    - The grade 11 and grade 12 English and social studies teachers will also teach one section of IB Theory of Knowledge each.
- Special education staff: Consistent with CSD16 special education demographics, BELA is planning to have one section of each grade be an CTT section with an CTT Teacher. Starting at .25 FTE in Year 1 and as 1 FTE in Year 2 and forward, a Special Education Provider will help provide additional services for students. In Year 1, the CTT Teacher will coordinate special education services for all students and manage special education

compliance. In Year 2, the Dean of Curriculum and Instruction will assume these responsibilities. In Year 3, a Special Education Director will be added to assume these responsibilities.

- Specialty teachers: Latin and PE will each require .5 FTE per grade. In Year 3, Art/Music Teacher will start (.5 FTE in Year 3 and 1 FTE in Year 4 and forward) to provide art and music elective options for grade 11 and 12 students. In Year 3, 1.5 FTE STEAM Teachers will take over teaching all STEAM sections, growing to 2 FTE in Year 4 and forward. In Year 3, a .5 FTE Media Literacy Teacher will be added to teach Media Literacy for Grade 9.
- Aides: The school will utilize 1 Aide in Year 1 and 2, 1.5 in Year 3, and 2 in Year 4 and forward.
- Therapists and Counselors: Each grade will have 1 FTE social worker and .5 FTE Carrera/FLSE Provider. A 1 FTE College Counselor/IB Coordinator will start in Year 2.

Non-Instructional Personnel

- BELA will not need to employ any non-instructional personnel directly if in a NYC DOE public facility.

b. Qualifications and Responsibilities

Head of School
Responsibilities • Sets the vision for the school; responsible for managing academic program and organizational viability to achieve the school's vision and goals • Monitors academic and organizational data; responsible for ensuring the success of the school's academic program, organizational viability, and financial stability • Is the primary liaison with the Board of Trustees, the school's authorizer, NYSED, and NYC DOE; responsible for all reporting to governing bodies • Ensures that the school is in compliance with the school's approved charter, Board policies, its authorizer's and NYSED regulations, and all other applicable governmental laws and regulations • Communicates the vision of the school to the public; represents the school to elected officials, parents, community members, and the general public; manages press and communications • Oversees staff recruitment and retention; manages all hiring and firing of staff • Monitors performance of all staff and coordinates professional development with Dean of Curriculum and Instruction • Builds a highly functioning leadership team and fosters a collaborative culture among the school's leadership team • Leads all fundraising initiatives • Assume instructional, financial, and operational responsibilities as needed
Qualifications • Minimum five (5) years professional experience in urban education, at least

three of which have been in a supervisory role
- Master's Degree or higher in in Educational Leadership, Law, Business, or other related field
- Demonstrated ability to manage people and programs to achieve organizational goals
- Demonstrated understanding of instructional practice, assessment, finance, and operations
- Demonstrated ability to build relationships with stakeholders from a variety of backgrounds
- Demonstrated ability to effectively communicate the vision of the school; exceptional written and verbal communication skills
- Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Dean of Student Support
Responsibilities • Builds a positive, supportive school culture among students, staff, and parents • Acts as primary liaison for families; work with families of students with behavioral and attendance issues • Implements discipline system for all students • Coordinates leadership and social-emotional programming, including BELA Academy, Leadership Academy, Carrera/FLSE Program, oversees college counseling and clubs • Coordinates school events, including field trips and ceremonies • Manages student recruitment, including outreach efforts, information sessions, school tours, and other initiatives • Act as primary alumni liaison and coordinates alumni programming • Builds strong partnerships with CBOs, feeder schools, and other organizations • Supervises staff • Supervises students during meals
Qualifications • Minimum five (5) years professional experience in urban education, serving as a counselor or social worker • Bachelor's degree or higher • Demonstrated understanding of issues affecting the social-emotional well-being of high-need teenage women living in urban environments • Experience coordinating leadership programming • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Dean of Curriculum and Instruction (Year 2)
Responsibilities

- Ensures school attains strong academic achievement as outlined in its charter
- Manages academic program, including instructional planning, curriculum, instructional materials, and implementation
- Oversees student academic programs, including STEAM Pathways, IB Program, and BELA Academy
- Monitors student achievement; adjusts academic program based on data cycle and student need; coordinates reporting on academic data for instructional staff
- Trains, supervises, coaches, and evaluates all instructional staff; develops customized professional development plans for instructional staff
- Provides recommendations to the Head of School on recruitment, retention, hiring and firing decisions
- Oversees special education services, with the Director of Special Education, and ELL services

Qualifications

- Minimum four (4) years teaching in urban education; minimum two (2) years supervisory experience
- Master's Degree in Education required
- Demonstrated understanding of instructional practice, including curriculum development, delivery of instruction, and assessment of student performance
- Demonstrated ability to coach and evaluate teaching staff effectively
- Exceptional written and verbal communication skills
- Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Director of Finance and Operations (Year 3)

Responsibilities

- Ensures strong financial planning; manages creation and monitoring of budget; coordinates annual audit
- Posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents
- Oversees financial and operational reporting to Board of Directors and authorizer
- Maintain proper accounting controls and processes
- Handles human resources administration, including new hire and end of employment paperwork
- Manages payroll, including coordination with payroll service, distribution of W-2s and 1099s, and timesheet management; track all days off
- Manages benefits, including selection and management of benefits vendors and plans; manage each employee's enrollment in appropriate benefit plans; coordinate between benefit vendors and employees as needed
- Manages school insurance, including selection and management of insurance vendors and plans

- Manages all compliance responsibilities, including Titles I-V, teacher certification and fingerprinting, safety, fire drills, health, technology, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Acts as primary liaison for vendors and consultants, including bookkeeping and technology vendors
- Oversees organizational branding and marketing
- Oversees main office and supervises operations staff

Qualifications

- At least three (3) years professional operations experience in a charter school; minimum two (2) years supervisory experience
- Bachelor's degree or higher in Business, Administration, or related field
- Demonstrated ability to manage finances and human resources of an organization
- Demonstrated knowledge of charter school compliance
- Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Manager of Finance and Operations

Responsibilities

- Assists with finance, HR, compliance, and other operations tasks as needed
- Provides financial and operational reporting for Board of Directors and authorizer
- Provides reporting for compliance, including Titles I-V, teacher certification and fingerprinting, school meals, safety, fire drills, health, technology, and lottery
- Ensures a safe and welcome school environment; manage all facility needs, including preparation of new classrooms each year
- Purchases all materials and equipment
- Manages technology
- Manages school meals program and student transportation
- Supports student recruitment, application, lottery, and enrollment processes
- Supports maintenance of information in student information system; maintains student applications for lottery

Qualifications

- Bachelor's degree or higher in Business, Administration, or related field
- At least one (1) year experience in a charter school or similar school setting
- Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Family Coordinator

Responsibilities

- Addresses concerns from families as appropriate, with Dean of Student Support
- Responsible for family engagement, including organizing school events and

ceremonies, with Dean of Student Support; act as primary liaison for Family Association • Coordinates school-family communications, including mailings or reminder phone calls • Maintains student files and ensures accurate data in student information system, including enrollment, transfer, and withdrawals • Coordinates with families to manage student transportation, meals, and uniforms • Tracks student attendance and meals; maintain student records • Coordinates school tours, submission of applications, and other student recruitment activities • Maintains a welcoming main office
Qualifications • Demonstrated record of success in prior administrative, secretarial, or office manager role in a school setting • Demonstrated ability to build strong relationships with families from different backgrounds • Belief in and alignment with BELA's mission and core beliefs

Administrative Assistant (Year 2)
Responsibilities • Responds to general school inquiries via phone, in person, and email • Helps with school-family communications, including mailings or reminder phone calls • Tracks student attendance and meals; maintain student records • Provides general administrative support to leadership
Qualifications • Demonstrated record of success in an administrative, secretarial, or office manager capacity • Strong organizational and customer service skills • Belief in and alignment with BELA's mission and core beliefs

Alumni Coordinator (Year 4)
Responsibilities • Lead efforts to establish an engaged network of student, teacher and staff alumni to provide support to students and ensure their smooth transition to and success in college • Facilitate establishment of mentoring relationships for and among student and teacher alumni • Develop and manage alumni communications via social media including resource blasts, job opportunities, volunteer opportunities, promotion of success stories among students, teachers, staff, program, etc.

- Conduct mid-semester check-ins with college freshman to provide support and connect students to appropriate resources
- Schedule mid-semester student cohort sessions with alumni at local schools

Qualifications

- Bachelor's degree required
- Ability to establish a positive rapport with students, parents, and college representatives
- Understanding of the barriers facing first-generation college students
- Demonstrated understanding of issues facing teenage women, especially in urban environments
- Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Subject-Area Teacher

Responsibilities

- Provides excellent instruction to all students using effective instructional methods and learning materials
- Plans student learning and monitor student achievement based on long and short-term goals and program objectives
- Manages the classroom in a positive manner, keeps students on task, and establishes cooperative relationships with students
- Attends, participates, and facilitates team meetings, professional development, and co-planning
- Communicates and collaborates with peers, sharing student work, methodologies, and
  strategies as well as coordinating lesson topics with other teachers
- Communicates regularly with families regarding the academic performance and behavior of students
- Prepares, administers, and reviews all required student assessments
- Teaches one section of Leadership Academy

Department Chair (Year 3) - Additional Responsibilities

- Serves as an instructional coach to respective department
- Leads weekly professional development meetings for respective department
- Oversees vertical alignment of curriculum

Lower/Upper Academy Dean (Year 3) - Additional Responsibilities

- Manages RTI process for respective Academy
- Leads weekly professional development meetings for respective Academy
- Coordinates grade-level community service projects within Leadership Academy curriculum

Qualifications

- Minimum Bachelor's degree in subject area to be taught; Master's Degree preferred

- Minimum of two years teaching experience in an urban public school
- Proven track-record of maximizing student achievement and differentiating instruction
- Commitment to collaboration and professional growth
- Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Special Education Director (Year 3)
Responsibilities • Manages Response to Intervention program • Serves as liaison to the district's Committee on Special Education (CSE) • Reviews student records to identify students with IEPs; coordinate with CSE and families to develop and/or modify IEPS as necessary • Ensures that all students with IEPs receive adequate services • Evaluates Special Education Services and provide reports and strategic intervention suggestions where necessary • Manages 504 process • Ensures school is in full compliance with all mandated laws and regulations • Collaborates with Dean of Curriculum and Instruction to train all staff in the effective teaching of at-risk students • Maintains secure and confidential records of students with IEPs; ensure FERPA requirements relating to student record privacy
Qualifications • Master's Degree in Education plus certification in Special Education • Minimum two years special education experience in an urban public school • Demonstrated understanding of CSE and IEP referral and development processes • Strong back ground in managing special education staff • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

CTT Teacher and Special Education Provider
Responsibilities • Team teaches with general education teachers in inclusive environments • As necessary, provides push-in to general population classrooms to support at-risk students and pull-out small groups or individuals for targeted instruction • Monitors student progress towards IEP goals • Conducts specialized assessment as needed • Assists with the modification of lesson plans to ensure that the needs of all students are met • Participates in all required IEP meetings and reviews • Identifies students in need of assistance and participate in the Response to Intervention (RTI) process

• Maintains active and accurate student records
Qualifications • Master's Degree in Special Education and appropriate certification • Minimum one (1) year experience providing special education services • Demonstrated success of raising achievement for at- risk students • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Carrera/FLSE Provider
Responsibilities • Teaches holistic sexuality education to adolescents based on the Carrera FLSE curriculum, emphasizing sexual literacy, puberty, decision-making, body image, abstinence, and roles and relationship • Provides confidential individual counseling and follow-up on an on-going basis • Refers and collaborates with mental health team in the program model • Refers and collaborates with medical team to ensure comprehensive and continual reproductive health services • Conducts FLSE educational workshops for participants' parents • Maintains confidential and secured recording of health counseling, case notes and profiles in unique Carrera database system • Assists in conducting testing and other data collection for program monitoring and evaluation • Year 1: Teach each section of Leadership Academy once per week
Qualifications • Have two years experience as a family life educator and/or an adolescent sexuality educator and/or counselor • Be dedicated to working with youth and have long-term engagement and communication skills with students in middle and high school • Be a results-driven educator with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions • Demonstrate ability to work with students of a variety of abilities, including those with special needs and low skill levels in a heterogeneously grouped classroom setting • Posses a proven ability to work well with families and community members • Be committed to providing holistic, comprehensive and age/stage appropriate sexual and reproductive health education. • Have at least two years of urban teaching experience. Special Education background preferred • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

Social Worker
Responsibilities • Provides mandated counseling services pursuant to students' IEPs • Provides "at-risk" counseling for students referred by staff or self-referred, for those students whose behavior, school progress, or mental or physical impairment indicates a need for assistance • Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues • Develops behavior plans for those students who require such plans • Develops and reviews service plans in consultation with students, their families, and school staff, and performing follow-up assessing the quantity and quality of service provided • Supports school staff in addressing issues such as suspected child abuse and neglect. Trains school staff in their role as mandated reporters; acting as school liaison with Administration for Children's Services • Trains staff on compliance with the Dignity for All Students Act as needed • Addresses emergency situations impacting students, such as leading group counseling sessions that provide support in areas such as grief, stress, or chemical dependency • Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures • Maintains case history records and prepares reports • Provides transitional support to alumni coordinator • Year 1 and 2: Teaches each section of Leadership Academy once per week
Qualifications • Masters degree or higher in School Counseling or Social Work • Appropriate New York State Certification • Minimum three (3) years experience working as a school counselor in an urban public or charter school • Demonstrated understanding of issues facing teenage women, especially in urban environments • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

School Aide
Responsibilities • Supervising student arrivals, dismissal and late arrivals • Supervising visitor arrivals and departures • Monitoring student transitions in the hallways and throughout the school building and effectively communicating with appropriate staff about student behavior • Monitoring student bathrooms to ensure student compliance with school safety

rules and effectively communicating with appropriate staff about student behavior • Supervising students as needed during meals, dismissal, and school-wide meetings • Assisting in the coordination of special events (often after regular school hours) • Assisting with unpacking/checking of materials • Making copies and distributing materials to classes or students
Qualifications • Ability to establish a positive rapport with students and staff • Strong attention to detail • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

College Counselor/IB Coordinator (Year 2)
Responsibilities • Collaboratively works with faculty to design and implement IB Diploma program, external exams, mock exams and all related activities • Monitors the development and review of the school's scope and sequence documents to ensure that the documents are in line with the I.B. requirements • Supervises and coordinate all aspects of the Diploma Program including a development plan for continued improvement of the Diploma Program; serve as liaison with the I.B.O. • Maintains documentation of the Secondary School implementation of the Diploma Program • Promotes a college-going culture and planning college awareness activities and tours; develops a long-term vision around the importance of a college education and the necessary choices and actions students must take to position themselves for admittance to college • Partners with grade level teachers to deliver academic services and "college knowledge" content; actively contributes to, or in some instances, teaches the grade level seminar classes focused on acquisition of skills, behaviors and attitudes and contextual information related to college success • Creates a resource rich environment for students and teachers as it pertains to college readiness and educational, career and life planning • Contacts and involves families in the college admission process early and regularly • Collaborates with families to assist students with educational, career, and life planning • Meets with students, individually and in groups, to talk about academic progress and to develop academic, career and personal/social skills, goals and plans • Develop and organize a new College Launch program for graduated seniors providing essential resources and information needed to ensure a successful

transition to college • Maintains and updates the handbooks, handouts, and forms important to the College Counseling program • Creates a calendar and scheduling college workshops and information sessions for families, including workshops, college visits, etc. • Conducts outreach to local and national colleges, college access organizations, and other related organizations
Qualifications • Bachelor's degree required • Ability to establish a positive rapport with students, parents, and college representatives • Understanding of the barriers facing first-generation college students • Appropriate New York State Certification • Demonstrated understanding of issues facing teenage women, especially in urban environments • Belief in and alignment with BELA's mission, core beliefs, and educational philosophy

c. Staff Recruitment and Retention

Recruitment

The leaders of BELA are committed to finding a diverse and talented staff, in line with the mission, and the specific program. BELA will post for job openings on websites and in leading national publications, encourage all staff to network and be involved in securing the most qualified individuals, and attend hiring fairs in and around the New York area.

BELA strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Head of School, DCI, and DSS to locate and recruit the best-qualified candidates to meet the school's educational needs. All BELA positions will be posted publically and will include a job description and minimum requirements. All postings will include the following wording*: "As an equal opportunity employer, BELA hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability."* All applicant's resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references, which will be checked and will be required to provide FBI clearances upon hire. BELA's hiring process will include the following phases:

- **Submission of Resume and Cover letter**: All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at BELA.
- **Interview**: BELA's interview will help the Head of School, DCI, DSS, or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school's staff; and b) will fit into BELA's unique culture and environment. The interview

phases consist of a pre screening phone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with BELA's instructional philosophy and culture. Select candidates will be invited for a formal interview. BELA will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria.

- **Demonstration Lesson**: Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s). Time will be reserved between lessons, if applicable, for the candidate to debrief with BELA leadership and receive feedback.
- **Checking References**: BELA will call references provided by the employee, which must include a former employer.
- **Offering Employment**: BELA will offer employment through a hire offer memo/contract and a phone call. BELA's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will. The candidate is expected to sign the contract. Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by BELA. Any falsification of information and/or documentation will result in the individual not being hired, or immediately terminated.
- **Fingerprinting**: All employees must first clear the fingerprint screening and criminal background check process.
- **Making an offer:** The candidate must sign an offer letter/contract accepting the position, with the understanding that the position is considered "at will". Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by BELA. Any falsification of information and/or documentation will result in the individual not being hired, or immediately terminated.

While the Board has final hiring and firing authority, the Head of School, Dean of Curriculum and Instruction, Dean of School Support and the Director of Finance and Operations have the day-to-day authority to hire staff members. However, they may delegate all or any aspect of the hiring process to other administrators, leaders and/or committees.

Staff Retention

BELA is committed to retaining successful teachers and keeping them in the classroom where their instructional talents can be maximized. BELA has built several mechanisms for retention of high-quality teachers into its school design. Some of these mechanisms are echoed by the findings of the TeachPlus Working Group on Public Charter Schools, a research paper on the issue of teacher retention.[1]

Respect for Teacher Time and Planning: BELA's school day and calendar respect and protect teacher planning and professional time. Teachers have 4 hours per week of planning and

[1]http://www.teachplus.org/uploads/Documents/1340224253_WhyAreMyTeachersLeaving062012.pdf.

collaboration time in Years 1-2, which increases to 9 hours per week in Years 3. Teachers also have 3 to 4.5 hours per week of professional development on Wednesdays, when students are released early, and four full-day professional development days during the year. The calendar includes a 15-day Summer Institute for staff orientation and planning period before school starts.

Minimal Extra Duties: BELA believes that the vast majority of teacher time should be used for planning, instruction, assessment, and feedback. Teachers will not be required to perform administrative tasks; specifically, they will not be asked to perform other tasks such as hallway supervision, lunch duty, or detention monitoring. Administrative staff will perform these tasks.

Culture of Mutual Feedback and Coaching: BELA believes that teachers who are coached by a peer or more experienced teacher who does not have an evaluative role are more open feedback. BELA's staffing plan allows for intervisitations to allow for teachers to earn from one another and create a culture of coaching and feedback. BELA also intends to conduct regular anonymous surveys among its teachers, in order to identify areas of satisfaction and areas where teachers would like to see change or improvement.

Travel Fellowships: Modeled off of successful practices employed by the Young Women's Leadership Network, BELA will also offer two competitive travel fellowships of $4,000 each to teachers, with the number of fellowships rising to four in Year 2, five in Year 3, and six after Year 4. These Fellowships are only open to teachers, counselors, and junior level staff. Staff will submit an application explaining what the stipend will be used for, which will be reviewed by the Head of School and Board of Trustees. Fellowships may be used to pay for plane tickets, hotel accommodations, admissions to attractions or other travel costs. BELA will require the use of these travel fellowships for professional growth purposes, such as a Social Studies teacher traveling abroad, or a teacher choosing to attend a language immersion program to improve foreign language skills.

Fair Compensation: BELA's average starting teacher salary the equivalent of 10% above the NYC DOE salary schedule for a third year teacher with a Master's Degree. BELA anticipates that this starting salary will allow it to be a competitive candidate for the services of experienced, educated teachers who wish to teach in New York City. BELA will match up to 4% of an employee's contribution to their retirement plan for employees.

R11D – Personnel Policies

Equal Opportunity Employer

BELA will employ qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, sexual orientation, veteran status, age, marital status, genetic characteristic or disability. This Equal Opportunity policy applies to all aspects and phases of employment at BELA, including recruitment, hiring, training, promotion, demotion, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

BELA will comply with the Americans with Disabilities Act, and all local and state laws prohibiting discrimination against qualified individuals with disabilities. Therefore, we are committed to:

- Hiring on the basis of qualifications, ensuring that people with disabilities are treated equally in all phases of the application and hiring process;
- Making necessary accommodations, within reason, to enable a person with a disability to fulfill the job requirements;
- Protect a disabled person's right to confidentiality; and
- Being in full compliance with all applicable laws, including those protecting employee benefits.

In addition, BELA will make reasonable accommodations for any employee's religious beliefs and/or practices.

At-Will Employment

Employees at BELA are generally considered "at will," and will be contracted thusly. There may be certain employees with which the Board may decide to enter into "non-at-will" contract. "At will" employees may terminate their employment, or the school may terminate their employment with or without cause.

No personnel is authorized to modify this policy for any employee, nor to make any representations to employees or applicants concerning the terms or conditions of employment with BELA that are inconsistent with our policy on "at will" employment, other than the Board of Trustees.

This policy may not be modified in any way by any statements contained in the employee Handbook, or any other materials provided to employees in connection with their employment at BELA. Additionally, no documents or any employment practices shall create an express or implied contract of employment for a definite period, nor imply or express any type of contract concerning terms or conditions of employment.

Hiring Process

BELA strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Head of School, DCI, and DSS to locate and recruit the best-qualified candidates to meet the school's educational needs. All BELA positions will be posted publically and will include a job description with a job description and minimum requirements. All postings will include the following wording*: "As an equal opportunity employer, BELA hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability."* All applicant's resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references, which will be checked and will be required to provide FBI clearances upon hire. BELA's hiring process will include the following phases:

1. **Submission of Resume and Cover letter**: All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at BELA.
2. **Interview**: BELA's interview will help the Head of School, DCI, DSS, or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school's staff; and b) will fit into BELA's unique culture and environment. The interview phases consist of a pre screening phone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with BELA's instructional philosophy and culture. Select candidates will be invited for a formal interview. BELA will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria.
3. **Demonstration Lesson**: Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s). Time will be reserved between lessons, if applicable, for the candidate to debrief with BELA leadership and receive feedback.
4. **Checking References**: BELA will call references provided by the employee, which must include a former employer.
5. **Offering Employment**: BELA will offer employment through a hire offer memo/contract and a phone call. BELA's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will. The candidate is expected to sign the contract. Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by BELA. Any falsification of information and/or documentation will result in the individual not being hired, or immediately terminated.
6. **Fingerprinting**: All employees must first clear the fingerprint screening and criminal background check process.

Employment Status

BELA shall employ individuals and classify them as Full-time or Part-time, according to the following guidelines:

- Full-time employees are regularly scheduled to work at least 40 hours per week, for the calendar year or the academic year, as specified in their contract. They are compensated a flat rate, regardless of any variation in their hours worked. They are eligible for all benefits that BELA provides, including health benefits and a 401k or 403B. Full-time employees are generally exempt from any overtime pay.
- Part-time employees are scheduled to work less than 40 hours per week, whether on a specified on-going basis, or a temporary as-needed basis. Part-time employees will receive any and all benefits that BELA is legally obligated to provide, but in general, they are not entitled to the benefits in the health plan or the 401k or 403B. A change in part- time to full-time status requires the approval of the Head of School, and a new contract will be generated.

All employees will receive letters of employment, regardless of full- or part-time status. BELA will verify that all employees are legally eligible to work in the USA. All employees will complete an I-9 form, and any other required documents as determined by the Director of Finance and Operations.

Benefits

BELA will provide a comprehensive and competitive benefits package, including medical, dental and vision insurance. The plan will be available to full-time employees, (and their eligible dependents), who are not contracted on a temporary, substitute or 1099 basis. All health insurance may be subject to monthly premiums deducted from employees' paychecks.

BELA will establish a 401k or 403B-retirement plan for full-time employees, and BELA will aim to match each employee's contribution up to 4% in our initial charter. While BELA will budget for this expense, it is not guaranteed and will be at the sole discretion of BELA.

Employees asked to travel to a conference, professional development, or other event in support of BELA, will be reimbursed for travel and accommodations, and provided with a suitable per diem for meals. With the exception of emergency or unforeseen circumstances, all travel and meal expenses should be pre-approved.

Disability

Employees may be eligible for short-term disability insurance, as required by law. Short-term disability insurance is designed to cover employees who will be out for more than 7 days due to a non-occupational illness, injury or pregnancy. Employees must notify the Head of School or Director of Finance and Operations in the event of a short-term disability, and provide the school with a written doctor's note. Benefits are calculated as

a percentage of salary, for up to 26 weeks. During this time, employees will continue to be provided with medical coverage. The Head of School or Director of Finance and Operations must be notified when the employee is expected to return, and kept up-to-date regarding the employee's status. A doctor's certificate of health is required to return to work.

Fingerprinting/Criminal Background Check

All faculty, staff and independent contractors at BELA must pass a criminal background check and a fingerprint background check as a condition of their employment. In addition, all substitute teachers must pass a criminal and fingerprint background check as well. Consultants or volunteers who spend significant time in the building will be subjected to the same criminal and fingerprint background check. Parents and/or volunteers who spend significant time in the building will be expected to pass a criminal and fingerprint background check as well. Any parent or volunteer who does not have a consistent presence in the building or at events will not be required to pass background checks, as they are not exposed with regularity to the school community. No employee of BELA is exempt, and their hiring is considered conditional until the background checks are completed. There is absolutely no exemption to this policy whatsoever.

Attendance, Absences and Leaves

In addition to holidays and other scheduled days off, BELA will grant a specified number of paid leave days, which may include personal days, sick days, and bereavement time. Where possible, employees of BELA should notify the school in advance, and assist in preparing lessons and/or work to be completed by others. Last minute absences should be reported by telephone, no later than 6 am, unless in the case of an emergency. Any employee who is absent for 3 or more days without contacting the school will be assumed to have voluntarily vacated their position at BELA. Excessive absence or tardiness will result in appropriate disciplinary action, and may lead to termination if left uncorrected.

Types of Leave

- Vacation, Sick and Personal Leave: Full-time employees other than teachers are entitled to 10 paid days of leave in years one through five; 15 in years five through ten; and 20 thereafter. Teachers receive 10 paid days of leave per year, along with scheduled holidays. Vacation and personal leave should be scheduled/approved in advance. Sick leave may be scheduled in advance where appropriate, or called in in the event of illness. Vacation days will not carry over to the following school year. Half days of leave may be scheduled. Additional sick days may also be granted for cancer screenings, blood donation and bone marrow transplants. Requests should be made to the Head of School.
- Military Leave**:** Members of the US Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave for

military service, training or related obligations under the Unified Services Employment and Re-employment Act (USERRA). Spouses of military members may be granted additional days off, until such time as the Family Medical leave Act affords them under law. As BELA will have fewer than 50 employees in our initial years, we will not be subjected to the Family Medical Leave Act. At such time as our number of employees reaches/surpasses 50, BELA will abide by all regulations of the Family Medical leave act.

- Parenting: Reasonable accommodations for parenting leave beyond an employee's allotment of days will be made on an individual basis. This would include breastfeeding mothers. Breastfeeding mothers will also be entitled to breaks for the specific purpose of expressing milk for a child for a period of up to 3 years after the birth of the child.
- Jury/Witness Duty: Employees will be excused from work for required jury duty. Employees must notify their supervisor in advance, and present proof of jury or witness service, or any other required court appearance.
- Bereavement: Employees who work 20 hours or more may be granted up to 3 days of bereavement, following the death of a loved one or family member.
- Voting: Employees who are eligible to vote will be entitled to do so, and accommodations will be made to their schedule if and where necessary.

Termination

BELA employees are generally considered "at will," with the exception of certain employees with which the Board may decide to enter into a "non-at-will" contract. "At will" employees may terminate their employment, or the school may terminate their employment with or without cause. Offenses that could result in immediate termination include:

- Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence of drugs and/or alcohol;
- Falsifying records;
- Theft;
- Sexual harassment;
- Willfully damaging any school equipment or employee property;
- Insubordination;
- Fighting or provoking a fight on school premises; and
- Absence for three consecutive days without notice, which will be considered a voluntary resignation.
- Carrying concealed weapons on school or property or any school event;
- Treating a student in an inappropriate or cruel manner; and
- Failure to perform job responsibilities and/or poor job performance.

Grievance Process

Should a dispute arise that involves employment at BELA, or the implementation of the school's personnel policies, and following good faith efforts by school leaders to provide resolution to such conflicts, then employees may submit a complaint through the grievance process:

- Informal Efforts
- Formal Complaint to the Head of School or Board of Trustees
- Formal Complaint to Authorizers

Final Pay

Any employee who leaves BELA for any reason is entitled to all pay that is due to them, with the following guidelines and expectations:

- Employees will be advised about the Consolidated Omnibus Reconciliation Act (COBRA), which enables them to continue health care coverage for themselves and their dependents for eighteen months, at their own expense.
- An employee who leaves for any reason must relinquish all keys, IDs or security cards, and any borrowed school property, such as laptops, office materials and supplies. Failure to return items may result in the delay of any final pay owed to the employee.
- No records or information, (including computer files and/or other digital information), may be taken by an exiting employee without written consent of the Head of School.
- The final date an employee works is not the date that the employee his receives his final pay, unless approved by the Head of School.
- The Head of School, at their sole discretion, would determine any severance package.

Exit Interviews

All employees will be actively encouraged to participate in an exit interview, regardless of the circumstances surrounding their leaving BELA. Topics may include:

- Reason for leaving;
- Insurance and medical coverage (COBRA);
- Options for employee's 401k or 403B, where appropriate;
- Mailing address;
- Any issues the employee/employer may wish to discuss, that may support or assist either party in their future endeavors.

Anti-Discrimination/Anti-Harassment

The leaders of BELA are committed to creating a workplace free of bias, prejudice and harassment. BELA specifically prohibits verbal, physical or visual harassment based on

an individual's race, color, religion, nationality, ancestry, age, physical or mental ability, marital status, medical condition, sex, pregnancy, sexual orientation, veteran status or any category protected by law. Any behavior that has the purpose or effect of creating an intimidating, hostile or offensive environment is strictly prohibited. Harassment may include epithets, slurs, stereotyping, threatening or intimidating acts, including acts purported to be 'pranks' or 'jokes', and written material that denigrates or shows hostility towards another community member in any of the above groups.

Workplace Violence

BELA will strive to maintain a safe workplace. As such, all employees will be required to understand and adhere to the following policies with regards to violence in school:

- Employees are prohibited from making threats or engaging in any acts of aggression or violence. Prohibited conduct includes, but is not limited to, the following: possessing guns, knives, or other weapons on BELA premises or while performing work for BELA off-premises; striking, attempting to strike or threatening to strike a supervisor, fellow employee, client, visitor or any other person affiliated with BELA; threatening or intimidating a supervisor, fellow employee, client, visitor or any other person affiliated with BELA.
- Reporting Procedures: Any potentially dangerous situation or violation of this policy must be reported immediately to the Head of School or Director of Finance and Operations. All reported incidents will be promptly investigated. BELA will strive to keep the identity of individuals making reports as confidential as possible, consistent with the need to conduct an adequate review and investigation.
- Risk Reduction Measure: While BELA does not expect employees to be skilled at identifying potentially dangerous persons, they are expected to exercise good judgment, and to inform leaders if any individual exhibits potentially dangerous behavior. Such behavior may include discussing weapons or bringing them to the workplace, displaying overt signs of hostility or anger, or making threatening remarks.
- Enforcement: Any employee who engages in workplace violence or who fails to follow this policy's reporting procedures will be subject to disciplinary action, up to and including unpaid suspension and termination of employment. Additionally, acts or threats of violence may be reported to the proper authorities and fully prosecuted.

Emergencies

All staff at BELA will be urged to familiarize themselves with the building and the location of fire prevention apparatus. Employees are expected to report any potential fire to administrators and/or emergency personnel where necessary.

Employees will be expected to participate in first aid training and CPR, when offered by the school. It is the duty of every employee at BELA to immediately report any accident or injury occurring on the BELA premises so that arrangements can be made for medical or first aid treatment. This policy will be in place for any BELA sanctioned event or trip as well.

Calls to 911 should be made in extreme emergencies, giving the location, names of individuals involved, and location. All employees are expected to remain at that location to assist in any way they can, until an adequate response to the situation has been maintained.

Additional information regarding handling extreme cases of emergency, such as a lockdown, will be found in the Employee Handbook. Employee Handbooks will be created by the Director of Finance and Operations, and made available to all employees.

Social Media

BELA recognizes that social media will be used by many of our employees, and respects the right of our employees to use social media. Social media includes, but is not limited to:

- Social networking sites (e.g., Facebook, LinkedIn)
- Video and photo-sharing sites (e.g., Flickr, Instagram, YouTube, Vine).
- Micro-blogging sites (e.g., Twitter)
- Blogs, including personal blogs and blogs hosted by traditional media publications
- Forums and message boards (e.g., Reddit)
- Wikis or other sites editable by users (e.g., Wikipedia)
- Instant messenger programs (e.g., Gchat)

For the protection of our school community, BELA will not allow staff to do any of the following:

- Post or display comments about co-workers or supervisors that are obscene, threatening, intimidating, harassing, or are otherwise in violation of BELA's policies against discrimination, harassment, retaliation, or workplace violence
- Disclose confidential personal or business information concerning BELA's employees, students, parents, guardians, funders, and donors, or otherwise violate our Confidentiality Policy.
- Post any content that claims to represent the official views of BELA or to speak for BELA.

Employees must direct all media inquiries to the Head of School or Director of Finance and Operations.

Drug-Free Workplace

BELA is committed to creating and maintaining a drug-free workplace. The manufacture, possession, sale and/or distribution of any controlled substance are strictly prohibited. This policy is also in effect for any BELA events or trips. Or where the interests of BELA are in any way affected. Any employee suspected of being under the influence of alcohol or any controlled substance may be asked to submit to testing. All results will be kept confidential. A positive test result may result in termination, or the employee being asked to complete an appropriate rehabilitation program as a condition of their continued employment.

Employees convicted of any controlled substance violations must inform the Head of School within five business days of the aforementioned conviction.

All employees may be subject to information sessions regarding alcohol and drug abuse, and will be actively encouraged to seek treatment with qualified medical professionals or a treatment program. The Head of School may use His or Her discretion in granting any paid or unpaid lead for treatment. However, seeking treatment is not a guarantee that any employee will avoid disciplinary procedures or termination for violations of this policy.

Smoke-Free Workplace

All facilities inhabited by BELA are smoke-free environments.

OSHA

BELA will comply with the federal Occupational Safety and Health Act (OSHA), requiring employers to provide a safe working environment for all staff members, regardless of title, status or classification. (The law does not cover indent contractors). Compliance with OSHA rules will ensure a safe workplace free of hazards that may cause death or serious physical injury ("recognized hazards"). Duty to provide a safe working environment will extend beyond the four walls of our school: all school-sponsored events will be in safe environments as well. All adequate training to use tools and/or equipment will be provided.

Whistleblower

BELA requires its directors, officers, employees and volunteers, as well as all persons who provide the Corporation with contracted services, (each, a “Protected Person”), to observe high standards of business and personal ethics in the performance of their duties on the Corporation’s behalf. As employees and representatives of the Corporation, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities, and are required to comply with all applicable laws and regulations. In accordance with the New York State Not-for-Profit Corporation Law §715-b, no trustee, officer, employee, or volunteer who reports actions he/she believes,

in good faith, are fraudulent, illegal or against policy will suffer intimidation, harassment, discrimination or other retaliation, or, in the case of employees, adverse employment action.

The objectives of this Whistleblower Policy are to encourage and enable Protected Persons, without fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis, so that the Corporation can address and correct inappropriate conduct and actions. **This Policy shall be disseminated in writing to all staff members.**

This policy is not intended as a vehicle for reporting violations of the Corporation's applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination, or any other form of unlawful harassment, all of which should be dealt with in accordance with the Corporation's Personnel Policies and Procedures, as it is those Corporation's Personnel Policies and Procedures that are applicable to such matters.

- **Reporting Responsibility:** It is the responsibility of all Protected Persons to report, in good faith, any concerns they may have regarding actual or suspected activities which may be illegal or in violation of the Corporation's policies with respect to fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, and misuse of the Corporation's assets, as well as any violations or suspected violations of high business and personal ethical standards, as such standards relate to the Corporation (each, a "Concern"), in accordance with this Whistleblower Policy.
- **Procedures for Reporting:** Procedures to address concerns brought up by Protected Persons will be carried out by the Director of Finance and Operations with the support of the Head of School and overseen by the Board Chair. Procedures will include:
    1. documenting reported Violations;
    2. working with legal counsel to decide whether the reported Violation requires review by the Board or should be directed to another person or department;
    3. keeping the Board informed of the progress of the investigation;
    4. interviewing employees;
    5. requesting and reviewing relevant documents, and/or requesting that an auditor or counsel investigate the complaint; and
    6. preparing a written record of the reported violation and its disposition, to be retained for a specified period of time.
- The procedures for implementation of this Policy shall include a process for communicating with Protected Persons about the Concern, to the extent that the Protected Person's identity is disclosed, and to the extent consistent with any privacy or confidentiality limitations.

- **No Retaliation:** No Protected Person who in good faith reports a Concern shall suffer intimidation, harassment, retaliation, discrimination or adverse employment consequence because of such report. Any employee of the Corporation who retaliates against someone who has reported a Concern in good faith is subject to discipline, up to and including termination of employment. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the Corporation and its employees, nor does it change the fact that employees of the Corporation are employees at will. Nothing contained herein is intended to provide any Protected Person with any additional rights or causes of action, other than those provided by law.

Reporting Concerns: Any Concerns should be reported as soon as shall be practicable to the Chair of the board. Any questions with regard to the scope, interpretation or operation of this Whistleblower Policy should also be directed to the Compliance Officer on the board.

- **Compliance Officer:** The Compliance Officer is responsible for investigating and resolving all reported Concerns, and shall advise the Audit Committee (and, if the Compliance Officer deems it appropriate, the Executive Director), of all reported Concerns. The Compliance Officer shall report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.
- **Accounting and Auditing Matters:** The Audit Committee of the Board of Directors shall address all reported Concerns regarding corporate accounting practices, internal controls or auditing ("Accounting Concerns"). The Compliance Officer shall immediately notify the Audit Committee and Board Chair of any Accounting Concern and shall work with the committee until its resolution. Promptly upon receipt, the Audit Committee shall evaluate whether a Concern constitutes an Accounting Concern and, if so, shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Audit Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.
- **Investigations:** The Compliance Officer may delegate the responsibility to investigate a reported Concern, whether an Accounting Concern or otherwise, to one or more employees of the Corporation or to any other individual, including persons not employed by the Corporation. However, the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of an employee who reported the Concern anonymously, or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Concern shall be determined by the Audit Committee in its sole discretion,

and the Corporation and its employees shall cooperate as necessary in connection with any such investigation.

- **Acting in Good Faith:** Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. Any allegations that prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
- **Confidentiality:** The Corporation takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any person reporting a Concern to report it to the Board.

An Audit Committee, led by the Compliance Office, will be established in our first year of operation.

In reporting a Concern, a Protected Person may request that such report be treated in a confidential manner (including that the Corporation take reasonable steps to ensure that the identity of the reporting person remains anonymous). Concerns may also be reported on an anonymous basis. Reports of Concerns will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

- **Handling of Reported Concerns:** The Compliance Officer will acknowledge receipt of each reported Concern within five business days, but only to the extent that the reporting person's identity is disclosed, or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Audit Committee, and appropriate corrective action will be taken if warranted by the investigation.
- **Records**: The Audit Committee will retain, on a strictly confidential basis, for a period of seven years (or otherwise as required under the Corporation's record retention policies in effect from time to time) all records relating to any reported Concern and to the investigation and resolution thereof. All such records are confidential to the Corporation and such records will be considered privileged and confidential.

Code of Ethics

BELA trustees, officers and employees shall at all times be in compliance with the following code of ethics:

- The Board shall conduct and direct the affairs of BELA, and exercise all such powers subject to all applicable laws, the BELA Charter, and by-laws. The Board may delegate the management of the activities of BELA to others, so long as the affairs of BELA are exercised under the Board's ultimate jurisdiction.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board, and in any committee of the Board, except that a Trustee shall be

excused from the discussion and vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee; (D) in the case of the school leaders' evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.

- BELA shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which BELA is a party, and in which one or more of the Trustees has a material financial interest.
- Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or a Board committee for authorization, approval or ratification, shall make a prompt, full, and frank disclosure of such person's interest prior to its acting on such contract or transaction.
- Trustees representing any not-for-profit corporation proposing to do business with BELA shall disclose the nature and extent of such business propositions.
- No trustee, officer or employee of a for-profit corporation having a business relationship with BELA shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
    - Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys.
    - Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school.
    - Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.
- Trustees, officers or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees shall not accept any gift or privilege in connection with BELA worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of BELA.

Performance Evaluation

The Head of School, (or other appropriate school leader at the Head of School's discretion), will work with each BELA teacher/staff member to establish individual professional development goals and define the ways in which progress will be supported, monitored, and documented. Professional development goals may be shared with other members of the teaching/staff community at the discretion of the Head of School. Progress towards meeting established goals should be monitored, supported, and documented by the Teacher, Head of School, and educational colleague

through such means as informal observations, formal observations, coaching meetings, and teacher/staff reflections. All documentation related to performance will be added to the teacher/staff personnel files at the end of each school year. All employees shall have the right to make written objections to any observation or review findings to state any areas of disagreement. These written objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Evaluation of school leaders, teachers and staff is outlined more specifically as follows:

Evaluation of School Leader: The Board of Trustees will carry out an annual evaluation of the Head of School that uses key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The Head of School will create a Professional Growth Plan (PGP), a targeted set of measurable and attainable goals, with the Board Chair to be regularly reviewed. Should the goals of the Head of School within the professional growth plan not be realized, the Board chair will establish an action plan with the Head of School to include mentoring, increased monitoring, leadership consultants, and a timeline for improvement. The Executive Committee of the Board will be apprised of progress or the lack thereof.

Evaluation of Teachers: BELA will use the Danielson Framework for Teaching for teacher evaluation at the school. The Framework is aligned to BELA's mission and is an approved rubric for teacher evaluation for NYCDOE. Through BELA's instructional support model (see R-08), teachers receive frequent, consistent, non-evaluative feedback through weekly informal observations from the Instructional Support Leaders. This formative data will be used to guide improvement of teachers' instructional and planning practices leading up to two formal evaluations by the Head of School and Dean of Curriculum and Instruction each school year. Each formal observation will entail 1) a pre-observation conference in which the teacher discusses his or her growth goals and how it will be demonstrated within the formal observation, 2) a formal classroom observation, 3) a post-observation reflection and self-assessment by the teacher, 4) a post-observation conference in which the evaluator and teacher discuss evaluation scores and next steps. Individual student-level and class-level assessment data from internal and external sources will be utilized to evaluate teacher performance 5) the Head of School or Dean of Curriculum and Instruction's summative evaluation including notes from the post observation conference. In addition to summative data from interim benchmark assessments, mock Regents exams, and performance-based assessments will provide additional data points for teacher evaluation. BELA will also comply with reporting procedures of the NYSED's Teacher-Student Data Linkage initiative, which will use student Regents exam scores to link student growth data to individual teachers. The Head of School and Dean of Curriculum and Instruction will utilize the data to celebrate student performance and encourage the sharing of best practices for effective teachers and take swift action to mobilize instructional coaching support for teachers in which

data indicates lack of sufficient student growth. In the event that student data indicates regression of learning in an individual teacher's class, despite the above supports, the Dean of Curriculum and Instruction will immediately place the teacher on an improvement plan and notify the teacher that next steps may include a recommendation to the Head of School for termination. Ultimately, teachers' annual renewal of their position will largely be based on performance on the two formal evaluations and student end-of-year assessments or Regents exam results.

Evaluation of Non-teaching Staff: All staff will create a PGP in collaboration with the Head of School, DCI, and/or DSS to be regularly reviewed. During the school's start-up period, the Head of School will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all non-instructional staff. Aspects of Bambrick-Santoyo's Leverage Leadership will be employed in the evaluation of staff in leadership positions.[1]

Reporting Responsibilities

All BELA employees are mandated to report suspected child abuse or neglect. It will be made clear that we need not be sure that abuse/neglect is happening; it is enough to suspect it.

The following examples of "Red Flags" should be reported immediately:

- A child who talks about wanting to cause injury to herself, or displays any signs of suicidal behavior;
- Any injury mark or bruise that seems suspicious, and for which there is not a logical explanation;
- Acting out any inappropriate sexual behavior;
- A child who expresses fear or concern about going home, or seeing any particular member of their family or personal community;

After a verbal report, a written report should be prepared using the Confidential Report of an Allegation of Child Abuse. Once complete, the same staff member is required to report the suspicion to the Association of Children's Services (ACS) in consultation with the Head of School. A child suspected of suffering abuse should not be allowed to leave the school building without express permission of the Head of School, or, in their absence, the Dean of Student Support.

[1] Bambrick-Santoyo, P. (2012). Leverage Leadership: A Practical Guide to Building Excellent Schools. San Francisco: Jossey-Bass.

In addition, employees are mandated to report suspected abuse in an "educational setting", meaning any school building or vehicle that is being used to transport students to school, or any school event. The Head of School should be notified, so that they may file a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

All BELA employees are required to protect the confidentiality of any and all records containing information pertaining to students. The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Act (IDEA), and state privacy laws and regulations, protect the confidentiality of student records. Any disclosure by an employee of confidential student information requires the expressed consent of the Head of School, and must be permitted by law.

All records will be kept in a safe and locked location, and only individuals who are granted access for legitimate reasons will be permitted to see these records. In addition, employees who access to the social security numbers of school employees are required to keep this information confidential, except for legitimate business reasons.

School Calendar and Holidays

BELA will produce a new calendar annually, that complies with New York State Education Law surrounding attendance requirements. While BELA has discretion regarding the exact dates of required attendance, it is expected that all staff will be in attendance on the indicated dates, unless a leave day is being used.

Weather Days and other Closings

BELA may be closed in the event of inclement weather, or other situations beyond the school's control. A process of parent notification will be designed and implemented to ensure the timeliness of information. Any day where NYC DOE schools are closed will mean that BELA is automatically closed as well. The Head of School will use His or Her discretion in determining whether missed days of school need to be made up, as well as determining the date of any make up days.

R12 - Partner Organizations

Request is not applicable; BELA is not partnering with any entity or entities.

R13- Governance

a. Education Corporation Board Roles and Responsibilities

The roles and responsibilities of the education corporation's board of trustees (the "Board") are as follows:

- The Board will, by vote of its members be consistent with the provisions of its by-laws, select the Head of School. Other staff members will be selected by the Head of School and/or his or her designee(s);
- The Board will, by vote of its members be consistent with the provisions of its by-laws, select any partnering organization(s) or management organizations (BELA has no current intentions to enter into any such partnering or management relationships);
- The Board will, on a consistent basis, monitor the School's academic performance, operational effectiveness and fiscal performance. It will take such action(s) as it deems necessary to gather information and act on it in support of the School and its mission;
- The Board will, on an annual basis, evaluate the performance of the Head of School (and any partner or management organization(s) and hold them accountable for achievement of the school's mission and goals;
- The Board will hear complaints in accordance with the School's complaint policy, and engage in the student disciplinary process as set forth in the School's discipline policy.

b. Education Corporation Board Design

As set forth in the Board's by-laws, the design of the education corporation will involve the following elements; Please note the reasons for each:

- There will be between 5 and 15 trustees. 5 trustees is the minimum allowable under Section 226 of the New York Education Law and 15 seems to BELA's founders to be the maximum number that would be workable. The founders want to reserve to the Board the discretion to set the exact number;
- The Board's officer positions will be the Chairperson, Secretary, and Treasurer. The founders consider these to be the core functions needed to manage the work of the Board. The Treasurer will have responsibility for fiscal matters as described in the by-laws; The Secretary will have responsibility for Board minutes and records as described in the by-laws; and the Chairperson will preside over meetings and perform such other functions as are delegated by the Board;
- The Board will have the following standing committees:
    - Executive Committee (required under New York Education Law Section 226): Chaired by the Board Chair, will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the

Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.

- Finance Committee (essential for responsible fiscal stewardship of the organization): Chaired by the Treasurer, the finance committee reviews the school's budget and additional financial information about the school's ongoing financial position and makes the larger Board aware of areas of concern and/or makes recommendations pertaining to Board decision making around finances. The Treasurer with the involvement of the Head of School chairs the Finance committee.

- Academic Committee (essential for the academic stewardship of the organization): works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Head of School in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: a) advising the board on the core values and activities of scholarship that define the School's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) adopting procedures of board approved academic policies; d) protecting and enhancing the quality of the School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the Head of School to monitor and advance the quality of all academic activities.

- Facilities Committee (essential for the planning and implementation of the School's private facilities, should that be necessary): works to secure, renovate and maintain a private facility for the School should that be necessary. We understand that an appropriate public facility space may not be available. Accordingly we are prepared to pursue a private facility, should an appropriate public facility not be available.

- The Board may choose to delegate authority to any committees, officers, employees and/or contractors as it sees fit;

- At each of its regular board meetings, the Board will solicit information from the school's leadership. It will also seek information, as needed from other sources such as staff and/or contractors;

- Consistent with applicable law and the by-laws, the Board will meet monthly at the School. Committees will meet on a regular basis, as needed to effectively perform their respective functions;

- In accordance with the Open Meetings Law, if a Board meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting;
- The Board will continually attend to the recruitment of new trustees; when vacancies occur or additional members are sought, an ad hoc Nominating Committee will be formed. That committee will seek to identify and vet candidates and present them to the Board for review and possible approval;
- New Trustees will receive Board policies and other key documents. They will be provided with training and orientation as well;
- The School will engage in ongoing Board training, provided by outside experts.

c. Stakeholder Participation

Parents and school staff, including teachers, will be integral parts of BELA's tight-knit community. The School will create many ways for each stakeholder group to provide input and participate in the governance of the education corporation. All are welcome at meetings of the Board and their voices can be heard during the public comment portion of those meetings. The School will administer staff and family surveys, in addition to the one administered annually by the NYC DOE, to gather feedback and stakeholder input. The results of the surveys will be shared with the Board and discussed during board meetings.

R13d - Board By-laws

By-Laws
of
Brooklyn Emerging Leaders Academy Charter High School

ARTICLE I

Name and Office

Section 1. Name. This Corporation is a charitable, educational and non-profit corporation and shall be known as the "Brooklyn Emerging Leaders Academy Charter High School," herein referred to as the "School."

Section 2. Office. The School shall have its Head of School office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof. The School may establish offices in such other place or places as it may deem necessary or appropriate in the conduct of its business.

ARTICLE II

Board of Trustees

Section 1. Authority. The business and affairs of the School shall be managed and controlled under the general direction of the board of trustees of the School (the "Board of Trustees" and each member thereof, a "Trustee") in accordance with the purposes and limitations set forth herein and in the Charter, dated as of _____ between the School and the Board of Trustees of the State University of New York, and as approved by the New York State Board of Regents on_____.

Section 2. Powers. The Board of Trustees of the School shall:

A. Ensure the academic, financial and operational success of the School, set policy, and take ultimate responsibility for the management of the affairs, property and business of the School;

B. Designate an Executive Committee, a Finance Committee, an Academic Committee and the other standing committees designated under Articles IV and V hereof by resolution passed by a majority vote of the entire Board of Trustees no later than its third meeting, each committee to consist of three (3) or more Trustees. The Chairperson of the Board of Trustees may designate one or more Trustees as alternate members of any standing committee, and such alternate members may replace any absent or disqualified member at any meeting of such

committee. A Trustee may serve on more than one committee. Each standing committee shall serve at the pleasure of the Board of Trustees, and shall have such name(s) as may be determined from time to time by resolution adopted by a majority vote of the Board of Trustees. Each committee shall follow the notice provisions of the New York Open Meetings Law and keep regular minutes of its meetings, if any, and report the same to the full Board of Trustees;

C. Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees;

D. Hire and remove the Head of School and approve the hiring of the teachers;

E. Monitor budgeting, regulatory, financial, compliance, and academic performance with respect to the School; and

F. Remove a Trustee for cause by a majority vote of the Board of Trustees in accordance with the New York Education Law.

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which the School is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition. The Board of Trustees shall be composed as follows:

A. Those individuals who are named as Proposed Trustees in the application to operate the School, submitted to the Charter School Institute on January 22, 2016 (the "Application")

B. Additional Trustees from among individuals of high moral character who are leaders in the School's community or in the nation, and who have evidenced sincere concern for the welfare of children and the improvement of education. Each Trustee shall be at least eighteen (18) years of age; provided, however, that one Trustee may be below eighteen (18) years of age but not less than thirteen (13) years of age and such Trustee shall be an ex-officio and non-voting Trustee. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. In all cases, non-voting Trustees shall not be counted for purposes of quorum.

Section 4. Term of Office. Trustees, other than the ex-officio members named in Section 3(A) and 3(B), will be elected to serve terms of two (2) years dating from the day of their election and extending to the date of the annual meeting of the Trustees two (2) years thereafter. All Trustees shall be eligible for re-election.

Section 5. Number of Trustees. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be at least five (5), but in no event shall the entire Board consist of more than fifteen (15) Trustees.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to the School, but by resolution of the Board of Trustees, reasonable expenses may be reimbursed.

Section 8. Meetings. The Board of Trustees shall meet monthly at the School on dates to be determined by the Board of Trustees. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or in his or her absence, the next Senior Trustee, or upon a majority vote of the Trustees, a majority vote of the Executive Committee or three (3) Trustees. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business, including meetings of committees and subcommittees will be open to the general public. The Board of Trustees may invite public comment during such meetings but the Board of Trustees may, at its discretion, limit public comments to three (3) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees. Consistent with the Open Meetings Law of New York, trustees may participate in any meeting or committee meeting of the Board of Trustees via videoconferencing equipment. Any trustees participating in this way shall count for purposes of quorum and for voting.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open Meetings Law of New York, as amended from time to time. No action for the appropriation of public monies shall be made in executive session. The Board of Trustees may vote while in executive session on matters related to the reason for such a session and when a vote is taken, minutes of the executive session shall be take and made public in accordance with the Open Meetings Law of New York.

Section 11. Notices. Notice of all meetings of the Board of Trustees shall be mailed to all Trustees at least five (5) days but not more than ten (10) days prior to the date set for such meeting to the usual address of every Trustee. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting. An annual or other waiver of notice in writing, signed by the person or persons entitled to such notice and filed with the records of the meeting, whether before or after the time stated therein, shall be equivalent to the giving of such notice. In addition, if a Trustee who does not receive notice attends a

meeting without objection, or approves the minutes of such a meeting, the notice will be deemed waived and consent to the meeting given.

Section 12. Notice to the General Public. In accordance with the Open Meetings Law, if a Board of Trustees' meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the entire number of Trustees, represented in person or via video conferencing equipment, shall constitute a quorum. A quorum is required for the transaction of business of the School at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote, unless these By-Laws or the laws of the State of New York require a greater number.

Section 15. Intentionally Omitted.

Section 16. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

ARTICLE III

Officers

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers; any two (2) offices can be held by one (1) Trustee, except no one (1) Trustee may hold the offices of Chairperson and Secretary at the same time:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The Chairperson of the Board of Trustees shall appoint members of special committees, if any.

He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees or Executive Committee.

Section 2. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee and Executive Committee meetings. He or she shall be custodian of the records and the seal of the School and affix and attest the seal to all documents to be executed on behalf of the School under its seal. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees or the Executive Committee.

Section 3. Treasurer. The Treasurer shall have the custody of the funds and securities of the School and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to the School, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of the School in such depositories as may be designated by the Board of Trustees or the Executive Committee. The Treasurer shall disburse the funds of the School as may be ordered by the Board of Trustees, or the Executive Committee, taking proper vouchers for the disbursements, and shall render to the Chairperson, the Board of Trustees, and the Executive Committee, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of the School, provided that routine transactions may be delegated to the staff of the School. The Treasurer will work with Victory Schools to accomplish the aforementioned duties in accordance with the contractually-established delegation of certain such duties to Victory Schools. The Treasurer shall perform such other duties as the Board of Trustees or the Executive Committee may from time to time prescribe or require.

ARTICLE IV

Committees:

The Board of Trustees, by resolution adopted by a majority of the entire board, may designate from among its members an Executive Committee, a Finance Committee, an Academic Committee and other standing committees, each consisting of three (3) or more directors with the exception of the Executive Committee, which must consist of five (5) members, and each of which to the extent provided herein or in the resolution shall have all the authority of the board, except that no such committee shall have authority as to the following matters:

(1) The submission to members of any action that requires membership approval under the New York Not-For-Profit Corporation Law,

(2) The filling of vacancies in the board of trustees for serving on the board or in any committee,

(3) The amendment or repeal of the by-laws, or the adoption of new by-laws,

(4) The amendment or repeal of any resolution of the board of trustees which by its terms shall not be so amendable or repealable, and

(5) The removal from office of any member of the Board of Trustees or the Executive Committee or any other committee.

Executive Committee of the Board of Trustees

Section 1. Appointment. There shall be an Executive Committee of the Board of Trustees, which committee shall consist of the Chairperson of the Board of Trustees, who shall preside at all meetings; one (1) other officer of the Board of Trustees; and not less than one (1) other Trustee, elected by the full Board of Trustees.

Section 2. Quorum. A majority of the members of the Executive Committee shall constitute a quorum.

Section 3. Powers. The Executive Committee shall have and may exercise such powers of the Board of Trustees in the management of the business and affairs of the School as are delegated to the Executive Committee by the Board of Trustees. The Executive Committee shall inform the Board of Trustees of all of its actions at the next meeting of the Board of Trustees.

Section 4. Meetings. Meetings of the Executive Committee may be called at any time by the Chairperson of the Board of Trustees or a majority vote of the members of the Executive Committee.

Section 5. Notice. Notice of all meetings of the Executive Committee shall be given by either written notice, facsimile, telegraph or other means of electronic transmission to all Trustees. Notice shall be transmitted at least five (5) days but not more than ten (10) days prior to such meeting. A waiver of notice in writing, signed by the person or persons entitled to such notice and filed with the records of the meeting, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Notice to the general public as set forth in Article II, Section 12 shall also be given and the record-keeping and other provisions of the Open Meetings Law followed.

ARTICLE V

Standing Committees

Section 1. Finance Committee. The Finance Committee shall review the regular budget and other fiscal reports to be submitted to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee.

Section 2. Academic Committee. The Academic Committee shall be vested with the responsibility of analyzing student assessment data and monitoring the implementation of Brooklyn Emerging Leaders Academy Charter High School's curriculum.

ARTICLE VI

Advisory Committee

There shall be an Advisory Committee which exists to provide special assistance to the Board of Trustees with special projects and initiatives as needed. Non-trustee Advisors shall be selected by majority vote of the Board of Trustees; Advisors shall serve at the sole discretion of the Board of Trustees, providing advice to the extent required by the Board and shall not be compensated for their services, or given voting rights on the Board of Trustees. Advisors shall agree orally or in writing to maintain the confidentiality of all non-public information received in connection with his or her activities as an Advisor.

ARTICLE VII

Head of School

Section 1. Selection. A Head of School shall be appointed and employed by the Board of Trustees.

Section 2. Powers. The Head of School shall be responsible for the enrollment, safety, education and behavior of students; for implementing the vision of the Board of Trustees as regards the hiring, training, promotion and dismissal of teachers; for parent involvement, parent communication and parent satisfaction; and for relations with the community as a whole, and may not hire or dismiss a teacher without board approval. The Head of School shall submit to the Board of Trustees, at every regularly scheduled meeting and as requested, a full report on the condition and progress of her responsibilities.

ARTICLE VIII

General Provisions

Section. 1. Fiscal Year. The fiscal year of the School shall be from July 1 through June 30. The fiscal year of the School may be changed by majority vote of the Board of Trustees.

Section. 2. Books, List and Records. The School shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees, the Executive Committee and other standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When the School receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, the School will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the Head of School of the School or his or her designee; (3) upon timely receipt of such an appeal, the School will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. The School also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. The School may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

ARTICLE IX

Amendments

Section 1. Amendments. These By-Laws may be amended, altered or repealed by the Board of Trustees by a three-fourths (3/4) vote of those Trustees present at a duly organized meeting of the Board of Trustees, after approval of such amendment, alteration or repeal by the Charter Schools Institute/SUNY or statement by it that such approval is not required, provided that those present constitute a quorum and further provided that notice of the meeting shall give notice of the proposed repeal, alteration or amendment of the By-Laws as a purpose of the meeting.

R13e - Code of Ethics

Brooklyn Emerging Leaders Academy Charter High School (the "School") recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the School's Board of Trustees ("Board") (each member a "Trustee" and collectively, "Trustees") and the School's staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School's goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the "Code of Ethics") consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School.[1] This Code of Ethics shall be incorporated by reference into the School's duly adopted by-laws (the "By-laws") (See R13d). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School**. The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School's charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. **Makeup of the Board**. All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee's Family.

3. **Representation before the Board**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.[2]

4. **Representation before the Board for a Contingent Fee**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the

[1] General Municipal Law § 806(2).
[2] General Municipal Law § 805-a(1)(c).

compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered. [3]

5. **Participation in Board Discussions and Votes**. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a potential Conflict of Interest (as defined in the Board's Conflict of Interest Policy (the "Conflict of Interest Policy") and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

6. **Confidential Information**. No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.[4]

7. **Self-Dealing Transactions**. A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of The School shall engage in any Self-Dealing Transactions, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

8. **Loans**. The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.

9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter.[5] Such disclosure shall include all relevant and material facts known to such

[3] General Municipal Law § 805-a(1)(d).
[4] General Municipal Law § 805-a(1)(b).
[5] General Municipal Law § 803.

person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.

10. **Not-for-Profit Disclosure**. Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.

11. **Business Relationship with the School**. No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the Exceptions to Conflicts of Interest set forth in the Conflict of Interest Policy and the approval of such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy.

12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.[6]

13. **Private Employment**. A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.[7]

14. **Future Employment**. A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.[8]

15. **Educational Management Organization**. In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business

[6] General Municipal Law § 806(1)(a).
[7] *Id.*
[8] *Id.*

relationship with the School serve as a voting member of the Board for the duration of such business relationship

16. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.

17. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

18. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

19. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth $75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.[9]

20. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.

21. **Related Party Transactions.** The School has not had, nor does it anticipate having, any related party transactions that have occurred or may occur as a result of a less than arm's length relationship with a related party. The School has established requirements and procedures in its By-laws to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.

[9] General Municipal Law§ 805(a)(1)(a).

R13f - Complaint Policy

Except as described below, any individual or group may bring a complaint to the School's attention. A complaint should include a detailed written statement of the nature of the complaint including the names of the individuals involved and the time, date, and place the incidents and/or actions at issue occurred; an allegation referring to the specific term of the charter or provision of law that the School has violated, what response, if any, was received from the School thus far, what relief the complainant is seeking, and the name, address, and phone number of the complainant.

If a complaint is made regarding a staff member at BELA, it will first be the responsibility of the Head of School to address the complaint to the satisfaction of the Board and the complainant. The Board will serve as the appeals body for any complaints not satisfactorily resolved or that involve the Head of School directly in the complaint. Complaints must be submitted to the Board at least one week prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board will act on the complaint and provide a final response to the complaint within thirty (30) days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required.

The complaint process is guided by Education Law Section 2855(4)(2)(d). An individual or group (a complainant) may bring a complaint alleging a violation of the school's charter, the New York Charter Schools Act of 1998 (Charter Schools Act), or other applicable law relating to the management or operation of the charter school to the school's Board.

Consistent with Section 2855(4) of the Charter Schools Act, if the complainant is alleging a violation of law or of the School's charter and determines that the Board has not adequately addressed the complaint, the complainant has the right to present the complaint to the school's authorizing entity, the New York City Department of Education, which will review the complaint and investigate as appropriate. If after bringing the complaint to the authorizing entity, the complainant determines the authorizing entity has not adequately addressed the complaint, and the complaint alleges a violation of the law or of the School's charter, the complainant may present the complaint to the State Board of Regents, which will review the complaint and investigate as appropriate. The determination of the Board of Regents shall be final.

R14 – District Relations

BELA will build a strong relationship with the New York City Department of Education, and has received tremendous support from leaders and residents of CSD 16. CEC CSD 16 President Nequan McLean and Community Board 3 Chair Tremaine Wright independently shared that many students go to high school outside of CSD 16 because their options are limited and of low-quality, and so the addition of a high-quality public school would be of great benefit to families in CSD 16.

BELA seeks to be a genuine partner to the district in educating students in Bedford-Stuyvesant. Our-cofounders have established a collaborative relationship with Community Education Council of CSD 16, allowing for an open dialogue on needs in the district and how BELA can best support the educational needs of CSD 16 students. CEC 16 has communicated the shared goals for CSD 16 to BELA:

From: **Nequan McLean** [redacted]
Date: Mon, Jan 4, 2016 at 8:21 AM
Subject: Re: BELA invitation to submit full proposal and REQUEST
To: Nicia Fullwood [redacted]

Hi Nicia,

Happy New Year!!! Congratulations sure.

Commitment to the Community
Schools should be true partners in education, which means not simply meeting legal requirements but developing a specific plan to support overall District education goals. One example is the Uncommon Impact Grant, in which Uncommon Schools shares its best practices with traditional public schools. Another example is cooperation in co-located buildings. If the Charter School is providing a service to its teachers, such as a shuttle to the train at night, the Charter should consider sharing that resource with the teachers from the traditional public school.

Commitment to Teaching all Students
Schools should reflect the District. For example, over 22% of District Students have Integrated Education Plans. We also have one of the highest concentrations of homeless students and students in living in homes with multiple families and these students also have special needs. Schools should seek to actively engage and enroll these students and track their success by including questions about special educational needs and housing status on school application forms. In addition, every effort should be made to retain these students, regardless of the overall impact on test performance.

Commitment to Regular Reporting
Schools should provide quarterly reports to the CEC, in the same way they report to the State, with statistics on the children being served. This should include data on the number of students with special needs that are being served, transfer reports and other pertinent data as to ensure that the school is truly serving the whole District 16 community.

Best Regards,
The Members of the Community Education Council for District 16

On Mon, Jan 4, 2016 at 8:07 AM, Nicia Fullwood <[redacted] wrote:
> Dear President McLean and CEC Executive Committee,
>
> Hope your 2016 is off to a great start!
>
> Shannon and I are thrilled to share with you that we were invited to submit a Round 2 application: full proposal to the SUNY Charter School Institute. The deadline to submit the full proposal is in a few short weeks so we've been busy most of the holiday preparing a lengthy document.
>
> Request: At the December CEC meeting the committee spoke about creating standard goals for schools seeking to establish within the district. We know they're in the development stages, but we'd love to include them in our accountability plan to the state. Is this ok? If so, is this the correct language? If you have additional language, could you please share?
>
> 1. Commitment to community
> 2. Commitment to teaching all students
> 3. Commitment to sharing/reporting information with CEC16 (not sure about the wording on this one)
>
> Looking forward to your email response.
>
> Nicia and Shannon

The Community Education Council of CSD 16 has also provided a letter of support for BELA, demonstrating the explicit support we have received from the local Community School District (see R15e – Evidence of Community Support).

BELA's Dean of Student Support and Head of School will continue to cultivate these relationships throughout our charter term and pursue the goals shared by the Community School District, including:

- Demonstrate commitment to serving all students; actively engage, enroll, and retain FRPL students, homeless students, students with IEPs, English Language Learners, students who are behind or struggling academically, and students who exhibit behavior problems, with the aim of BELA's demographic population reflecting that of CSD 16
- Be transparent by observing all public reporting requirements, including publicly posting board meeting announcements, board meeting minutes, annual reports, and audits
- Maintain open, honest, and regular communication with the New York City Department of Education and Community Education Council of CSD 16
- Build strong relationships with area traditional public schools and community based organizations to support BELA's student recruitment efforts and identify opportunities for collaboration
- Share resources where appropriate, especially with other co-located schools
- Maintain respectful and collegial relationships with the Principals and other staff of other CSD 16 high schools at school fairs, when discussing transfers of student records, and in all other contexts
- Build an active parent community and Family Association, respond to parent concerns, and support parent initiatives to build a strong school community
- Actively reach out to discuss BELA's challenges with affected groups and collaborate on solutions

There are many low-performing schools in the Bedford-Stuyvesant area, as outlined in R01 - Community Need and Proposed School Impact. BELA is interested in partnering with struggling schools to share best practices and innovations with the aim of promoting student achievement for all students. Potential opportunities for collaboration with low-performing schools include:

- Open Door Policy: BELA is committed to sharing best practices and resources. Thus, as we do with parents, BELA will have an open door policy for district teachers and instructional leaders
- Showcase events: At the end of each trimester, students will publicly showcase their work to their families and the community. District teachers and school leaders will be invited to the showcase events.
- Planning professional development opportunities together with staff from other schools and sharing resources where appropriate
- Collaborating on college fairs and other college prep opportunities

Our Dean of Student Support and Head of School will continue conversations with local school leaders to identify how we can partner together to share best practices and innovations.

R15 - Student Demand, Community Support, Recruitment and Retention

a. General Student Population

Our co-founders were inspired to create a college-preparatory high school for girls at the urging of parents in the Bedford-Stuyvesant community. Our co-founders Nicia Fullwood and Shannon Riley both worked with many Bedford-Stuyvesant families in their roles as educators in nearby schools. Many families have pleaded with our co-founders to help expand educational opportunity in Bedford-Stuyvesant. BELA is proposed to meet the demand of these families.

Over the past year, we have engaged in an ongoing dialogue with community members about how a school can meet the needs of the teenage girls of Bedford-Stuyvesant. Through our extensive outreach efforts, we have heard from many voices – families, parents, community leaders, students, education advocates, and more – who have helped inspire BELA's creation and inform BELA's school model.

Sadly, Bedford-Stuyvesant's public high schools have consistently failed to meet the needs of families. With a high school graduation rate below 50%, CSD 16 does not currently provide sufficient preparation for college and career. Local residents have demanded better. Michelle Adams, a member of a local parent education advocacy committee, described, "There are a bunch of failing schools around us. A neighborhood is more than where you live, it's where you go to school, and we want kids to have a camaraderie and pride in being from District 16."[1]

Parents have expressed their dissatisfaction with their feet and voices. Demographic data indicates high attrition rates between 8th and 9th grade in CSD traditional public schools, and local news media and elected officials confirm parent demand for other options. Moreover for the 2015-16 school year, an estimated 1,940 families applied for just 644 seats in CSD 16 charter schools.[2] With three applicants for every charter school seat in the CSD 16, parents are making their demand heard.

Bedford-Stuyvesant parents have demanded Gifted and Talented and other innovative programs for their children in recent CSD 16 Community Education Council meetings and a recent Bedford-Stuyvesant Parent Committee survey. The survey results indicated that parents are looking for warm, diverse programs that incorporate art, science, and technology. BELA's IB program, rigorous academics, and STEAM focus will provide an innovative, in-demand school to this community.

We have received a tremendously positive response from parents, students, elected officials, and other community members to BELA's school model. Families are eager for an educational option that incorporates challenging instruction and caring support.

[1] https://www.dnainfo.com/new-york/20151029/bed-stuy/bed-stuy-parents-form-committee-improve-school-options

[2] http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf

Student demand has been demonstrated through many conversations, emails, and messages, including:

Online venues: We have received over 100 comments of support and feedback submitted through a survey on our website, over 600 "likes" and many messages of support on our Facebook page, over 130 followers on our Instagram page, and dozens of emails of support. Many families have expressed their strong desire to enroll their children at BELA. Some highlights include:

> "As a Brooklyn resident and Uncle of two young nieces (who also live in Brooklyn), there's a huge need for a school that helps shape young girls into successful women. I fully support the idea and would love to see this become a reality. Please keep me posted on your progress. Good luck!" – **TT, Brooklyn resident**
>
> "Being a parent of two girls who attended an all girls high school I strongly support and know the impact of single sex high schools. Young women are empowered by the opportunities provided during these formative educational learning years in all aspects of their development." – **JO, parent**
>
> "As an educator resident of the Bed-Stuy community for the past two years, I am very excited about this opportunity for the young women of this neighborhood. Any school with Nicia and Shannon at the helm will be amazing, and the mission statement looks spot on. It's such a treat to watch the young women in the video (whom I taught) talk about how their experience in an all-girls school set them up for success. I'm sharing the info widely with families in the community, and look forward to hearing more about this project as it develops." – **M, Bedford-Stuyvesant resident**
>
> "I am a BedStuy homeowner. I love what you are doing with BELA!" –**BK, CSD 16 resident and parent**

In-person focus groups and presentations: We hosted ten focus groups over the past year to discuss our school program directly with parents and students who live in the area or attend similar schools. Together we directly reached over 400 people through these in-person meetings, allowing us to gauge interest in BELA, discuss design elements, and hear directly from families about their educational needs. We found that it was most effective to partner with local community based organizations and present to their constituents than try to convene meetings on our own, as BELA is not yet a known entity in the community. We heard both positive and skeptical feedback, all of which we considered as we refined our School model over the last year. Families repeatedly reiterated their desire for academically rigorous high schools in CSD 16 that also provide support services for high-need learners and expressed their strong interest in sending their daughters to our proposed school. Highlights include:

Macon Library	March 4, 2015: This session was attended by five community members. **Many participants were supportive of the school model.**

Response 15-2

	November 3, 2015: We presented the school model to 15 community members (parents, students, and educators). Participant feedback included early discussions about post secondary plans, working technology, and uniforms.
Bedford Library	November 19, 2015: Attended by five parents in the district. Integrating technology in the curriculum, college credit courses, and a uniform school summarizes the feedback given by the parents. **All parents agreed that the high school options in CSD 16 were limited, and were supportive of a school model that incorporated sexuality education.**
Board member's Brooklyn Residence	April 11, 2015: This small focus group with female students currently attending an all-girls school and residents of Bedford Stuyvesant allowed us to discuss and explore components of our proposed school model with our target student population. **Majority of students said they would have selected an all-girls high school in their neighborhood if it was an option.**
Mt. Lebanon Baptist Church	May 3, 2015: This presentation was attended by over 200 local congregants. **Many congregants were supportive of an all-girls school and expressed gratitude that support was being offered to the young women within the community.** January 17, 2016: We shared an update on the progress of BELA with over 200 local congregants and invited them to learn more about the school model after service. **Several attendees expressed their intention to support BELA as the school is needed in the community to service the young women who are in crisis and need the support of a holistic school program.**
Bedford Stuyvesant New Beginnings Charter School	October 23, 2015: This information session was attended by 17 8th grade students and 3 staff members interested in learning more about a potential high school option. **Many students highlighted wanting to attend a school with extracurricular activities, close proximity to their home, and advanced courses, like BELA.** December 8, 2015: We facilitated a focus group that was attended by 10 young women in both the 7th and 8th grade. They were excited to learn about a school with a focus on science and technology, and also discussed how it is important to them that their teachers are patient and available for when they have a question or need help understanding a new concept. Several girls also mentioned that they would prefer not to have to travel far for high school. **The students in the 8th grade, who are currently applying to high school, discussed how there is a need for high schools in CSD 16 because as they were researching the neighborhood high schools they felt it was limited.**

St. John's Bread and Life	October 28, 2015: We presented the school model to 45 Bread and Life clients and then had a focus group with 15 clients whose children or grandchildren could be potential BELA students. Client feedback included strategies for developing sisterhood, teaching students how to be responsible with technology, wanting their children to have learning experiences outside of the classroom and 100% of the clients wanted their children to have caring and respectful teachers. **A local parent shared he was thinking of relocating his family because he was unsatisfied with the school options in the district and was supportive of BELA as a strong local option.**
Cornerstone Baptist Church	January 10, 2015: We presented and shared information on the school model to the congregation of Cornerstone Baptist Church. Pastor Aker commented on how he was supported us partnering with the church community. **Several parents shared their disappointment with the special education services at their daughters' current schools and were impressed with the special education services offered at BELA.**

Surveys: We distributed paper surveys for focus group participants to share what elements were important for them in a high school. Many parents and community members shared their concerns about the lack of quality options in the neighborhood, expressing dissatisfaction with the limited technology being used in existing schools and the need for schools with a focus on sexuality education and social-emotional support. Many parents, after hearing about the BELA school model, thought BELA would fill a void in the existing options and expressed an interest in receiving updates on the progress of BELA, including the application process.

Through local CBOs and community groups: We have discussed our proposed school with many local CBOs, community groups, and schools and secured enthusiastic letters of support from St. John's Bread and Life, Providence House, Inc., Cornerstone Baptist Church, the National Coalition of Girls' Schools, Girls Inc. of NYC, and Children's Aid Society (please see R15e – Evidence of Community Support). These groups understand the needs of local and high-need families very well, and their support demonstrates BELA will be able to provide the excellent education and supportive environment our students will need to succeed.

Through elected representatives: We have received strong support from elected officials and local elected bodies and have secured letters of support from New York Senator Martin Dilan, Brooklyn Borough President Eric Adams, and Community Education Council 16 (please see R15e – Evidence of Community Support). We value their understanding of their constituents and believe their support demonstrates the value BELA will provide to the community.

Through school relationships: We have intentionally fostered relationships with local middle schools that will act as feeder schools to BELA. School staff members at two nearby schools have expressed their desire to build a feeder relationship with BELA, demonstrating that our school model will meet the demand of their families.

Bedford Stuyvesant New Beginnings Charter School	In a meeting on October 2, 2015, the Principal and Guidance Counselor were supportive of BELA's school model and said it would offer a strong high school option for the school's families. They said many parents preferred to keep their children in CSD 16 in a charter school, and many had asked specifically about all-girls high school options, demonstrating the demand for BELA in the area. **We received a letter of support from Bedford Stuyvesant New Beginnings Charter School** (please see R15e – Evidence of Community Support).
PS. 308 Clara Cardwell	On November 24, 2015, prior to the PTA meeting where we were presenting the BELA school model to parents, we met with Interim Acting Principal Rodriguez. She was excited to learn about a new high school option, and expressed her support for a high school with a STEAM focus. **She shared her confidence that BELA would be a great option for the young women at PS 308** (please see R15e – Evidence of Community Support). PTA President Gale and Treasurer Ms. Kemba Boothe invited BELA co-founders to present at the November 24, 2015 PTA meeting. At the meeting, parents were interested in a district-charter partnership with the recruitment of 8th grade students as well as collaborating on parent and community engagement events. **We received a letter of support from the PTA at PS 308.**

Given the high level of interest in our proposed school and the enthusiastic support we have received, we are confident families will actively seek to enroll their children in BELA.

b. Target Population Enrollment

BELA is deeply committed to serving all students. BELA anticipates the demographics of our female students will reflect the Bedford-Stuyvesant neighborhood – vast majority young women of color, vast majority in poverty, with approximately 22% of students with disabilities and approximately 4% English Language Learners. According to the NYSED calculator, BELA's enrollment targets for high-need populations will be:

Recruitment	**Year 1**		**Year 2**		**Year 3**		**Year 4 and forward**	
# students	*100*		*200*		*290*		*371*	
Economically Disadvantaged	84.7%	87.0	83.2%	168.6	81.6%	238.7	79.5%	297.0
English Language Learners	3.7%	3.8	3.8%	7.6	3.6%	10.5	3.1%	11.7
Students with Disabilities	22.4%	23.0	22.9%	46.4	22.0%	64.3	20.8%	77.9

According to the NYSED calculator, BELA's retention targets for high-need populations will be:

Retention	**Year 1**	**Year 2**	**Year 3**	**Year 4 and forward**

# students	100		200		290		371	
Economically Disadvantaged	86.3%	75.0	88.1%	148.6	87.8%	209.6	86.4%	256.5
English Language Learners	88.8%	3.4	86.2%	6.6	86.6%	9.1	86.1%	10.1
Students with Disabilities	85.6%	19.7	86.6%	40.2	83.9%	54.0	82.3%	64.1

The Board of Trustees will continually review-disaggregated enrollment, attrition, retention and achievement data for each subgroup of students in order to monitor the School's progress in serving the needs of all student subgroups and modify out recruitment and retention strategies as needed.

Recruitment

The School has designed a multi-pronged approach to meet overall enrollment and retention goals, and to meet or exceed the target rates for ELLs, SWDs and FRPL students. BELA continues to expand the network built among community residents and parents, organizations, and elected officials (see R03g). If chartered, BELA will engage in a rigorous marketing strategy including direct mailing, publicity in local newspapers such as Brooklyn Daily Eagle and other media outlets, presentations at local meetings, and, once space is secured, open houses and school tours. More detailed descriptions of our recruitment efforts for particular subgroups are described below.

General Recruitment

- Hold information sessions and, once BELA is in operation, host school tours. Information sessions and tours will be publicized using flyers, advertisements, social media, and contact with community organizations, in multiple languages. While BELA will give first preference to students in CSD 16, the school will also conduct outreach sessions in neighboring school districts as needed to reach its enrollment targets. At school tours, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.
- Continue to conduct outreach at potential feeder middle schools, including Bedford Stuyvesant New Beginnings Charter School and P.S. 308, where we have developed positive relationships through the outreach process, to provide information about BELA's program and explain the application process.
- Continue to cultivate relationships with community centers and on-the-ground Community Based Organizations (CBOs) that serve students who would be eligible to attend BELA or their parents. We have begun developing relationships with St. John's Bread and Life, Providence House, Inc., Bedford Stuyvesant Family Health Center, St. John the Baptist Parish, Mt. Lebanon Baptist Church, Cornerstone Baptist Church, Girls Inc. of NYC., Brooklyn Community Services, and Bedford Stuyvesant Parent Committee and will continue to deepen these relationships and expand our outreach to additional organizations that serve our target demographic.
- Make announcements at meetings of the Community Board and Community Education Council.

- Continue outreach to middle school leaders, parent coordinators, PTA leaders, and guidance counselors, promoting BELA as an alternative to leaving the district for high school. If possible, BELA will hold an information session for parents at each district middle school, or for multiple schools at once.

Low-income students

- Distribute flyers at local public housing complexes
- Present at NYCHA housing tenant association meetings such as Brevoort and Sumner Housing
- Utilize the SCO Family of Services to recruit students who are in foster care.
- Cultivate relationships with local public assistance providers and food banks.
- Conduct outreach at local free health care providers and shelters.
- Continue developing relations with CSD 16 middle schools in order to recruit students

Students with Disabilities

- Implement in its recruitment efforts strategies to attract and interest special needs students and their families. To date, these efforts have included meetings with community-based organizations, local public education leaders, community health centers, and outreach to tenant's associations that serve a comparable special education population.
- Continue to meet with local elected officials to provide information and raise awareness, hold public meetings at local recreation centers, hold open-house sessions in the community geared towards parents and families of special education students, continue outreach to community based organizations and tenants associations by conducting neighborhood walks and letter campaigns, and distribute materials that describe BELA's special education program printed in English and Spanish, the primary languages spoken in the community.
- Develop a relationship with New York Advocates for Children, a group that supports students who are at-risk for school-based discrimination and academic failure
- Continue to work with Special Education faculty at Fordham University to enlist support strategies to recruit SWDs
- Foster a relationship with the Committee on Special Education (CSE) for CSD 16

English Language Learners

- All recruitment and application materials will be printed in both English and Spanish
- BELA will advertise in local newspapers, including non-English newspapers;
- BELA will reach out to the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment
- We will cultivate relationships with organizations that serve recent immigrants;
- BELA relationships with community-based organizations and tenant associations will continue to inform our multi-lingual outreach efforts, the translation of materials and

identification of individuals who work with or provide services to families whose children are classified as ELL students
- BELA staff will conduct outreach to ELL coordinators and teachers of CSD 16 middle schools
- The school will make available to parents and families of ELL students all marketing and outreach materials in the family's native language.

Retention

The School's strong educational program will be a key retention mechanism for target subgroups. BELA will provide an instructional program that is research-based, effective, organized, inclusive, differentiated, and comprehensive (see R05 and R07). Furthermore, BELA's college-preparatory program is designed to support student success in high school and college including programs such as Latin, STEAM pathways and IB (please see R02b).

BELA will evaluate each student's performance in academic and content areas to measure the student's progress in core subjects and provide academic interventions and modifications to the instructional program to ensure all students are achieving and progressing (see R05f). Carefully tracked progress monitoring assessments, a well-developed system of RTI referrals, and targeted academic interventions are mechanisms that ensure all students develop academically. Once identified, efforts to support students who make delayed progress are established until students maintain a pace of improvement that will enable them to reach grade-level standards. BELA will use the NWEA Measures of Academic Progress Assessment as well as regular in-house formative and interim assessments to revise pacing, differentiate lessons, remediate skills or content, group students, select students for interventions, and progress, and communicate with students, parents, and families (please see R05 – Curriculum and Instructional Design).

Additionally, to promote student retention, the school will monitor attendance to ensure students are engaged in the academics and educational supports offered by BELA. At BELA, there will be: clear core values, an inspirational school motto, a focus on building relationships and community, traditions and ceremonies, a clear philosophy regarding behavior, and a safe environment (please see R09 – Culture and Discipline). The school will have a Director of Student Support and a social worker for each cohort to monitor and implement student services, support, culture, satisfaction, and engagement (please see R11 - Personnel).

We will also support retention efforts by involving parents and families meaningfully in the school community by engaging in frequent parent-teacher conferences, back to school nights, new student and parent orientations, and an active Family Association. Our extensive family involvement programs signal our recognition that parents and families are key partners in the success of students and school. Additionally the school will provide an exit survey to departing families in order to understand and address causes of attrition.

c. Evidence of Student Demand

Please see R15c – Evidence of Student Demand.

d. Community Support

BELA is designed to be a school for and from the Bedford-Stuyvesant Community. Our co-founders have worked closely with community leaders, local elected officials, community organizations, and schools to understand the needs of the community and ensure BELA is designed to meet the needs of the community.

The Bedford-Stuyvesant community has expressed enthusiastic support for the proposed school. Community leaders and residents are eager for a rigorous college-preparatory high school with increased support services to meet the needs of learners in Bedford-Stuyvesant.

Support from Elected Officials:

New York Senator Martin Dilan	We met with State Senator Dilan on October 28th and shared information about the proposed school. The Senator stated that he supports parent choice. He encouraged us to conduct outreach to the boards of the NYCHA developments in CSD 16 to ensure, despite the changing demographics within Bedford Stuyvesant, we continue to serve the neediest population of students. **We received a letter of support from the Senator.**
Office of the Brooklyn Borough President Eric Adams	At the meeting with Deputy Borough President Diana Regan on October 29th, she emphasized the need for a "pipeline education" within the Brooklyn districts and that parents not only having choice, but better choices. She encouraged us to consider an IB program as its comprehensive model complements BELA's approach. Furthermore, she suggested that we consider aligning with the offices current education initiatives: digital learning and renewable and sustainable energy. **We received a letter of support from the Brooklyn Borough President.**

Support from Local Elected Bodies:

CEC CSD 16 President Nequan McLean	We met with CEC 16 President Nequan McLean on October 27, 2015. Mr. McLean shared that many students go to high school outside of CSD 16 because their options are limited and of low-quality, and many parents are disappointed by the program offerings available in local schools. **Mr. McLean was supportive of the school model and invited us to present** at the November 17th CEC meeting.
CEC CSD 16	We have attended four CEC meetings this fall, allowing us to dialogue with CEC 16 council members and parents in the community about the needs of the community and how BELA can meet those needs. At the meetings, parents have petitioned to have gifted and talented programs within CSD 16 and after we presented the BELA school model to CEC 16 we further

	discussed with parents our plan for recruiting and retaining students with IEP's and our active efforts on looking for private space. We also discussed with several parents the social and emotional support that will be available at BELA. Many parents expressed the need for this social and emotional support, not only for their child but for their peers as well. We look forward to hearing the vision and strategic plan the acting superintendent for CEC 16 will share at the February meeting. **We secured a letter of support from Community Education Council 16.**

Support from Community Based Organizations and Schools:

St. John's Bread and Life	During our initial meeting with Tony Butler, Executive Director of St. John's Bread and Life, on January 19, 2015, he described the need for 'quality schools'. Mr. Butler stated, 'We provide services to children and families in District 16 who can definitely benefit from the opportunity BELA will provide.' He is looking forward to partner and collaborate with BELA. **We received a letter of support from St. John's Bread for Life.**
Providence House, Inc.	Sister Janet Kinney, the Executive Director of Providence House, Inc., a non-profit organization serving women who are homeless and/or recently released from prison, has served the Brooklyn community for many years, and discussed the importance of building relationships early on with local elected officials. Sister Janet also states that, 'the academic program BELA is seeking to offer is solid in both its core and advanced courses, as well as diversified in providing STEAM pathways which are critical classes for all students in today's world.' After learning about the BELA school model in a meeting on January 16, 2015, Sister Janet joined the BELA Board of Trustees. **We received a letter of support from Providence House, Inc.**
Cornerstone Baptist Church	We met with Rev. Aker and Rev. Fraley to discuss the proposed school on December 13, 2015. Both are committed to creating opportunities for the members of their congregation and community. **BELA has received a letter of support from the church.**
Mt. Lebanon Baptist Church	As a religious leader in the community, father of two young daughters, and a former educator, Pastor Lee reiterated the importance of building community and developing a mentorship program in our meeting on March 24, 2015. Pastor Lee invited us to present before his congregation on May 3, 2015 and January 17, 2016. **Pastor Lee wrote a letter in support of BELA.**
National Coalition of Girls' Schools	We had a phone conversation with Olivia Haas, Director of Strategic Communications and Research, on November 17, 2015. We had an opportunity to discuss the resources provided by NCGS such as current research about single sex education, advocacy, as well as access to a network of schools looking for partnerships. **NCGS wrote a letter**

	supporting BELA.
Girls Inc. of NYC.	Pam Maraldo is the Executive Director for the Girls Inc. of New York City. On October 13, 2015, we had a phone conversation to discuss a partnership. After discussing the BELA school model and its alignment to the mission of Girls Inc., Ms. Maraldo was interested in partnering and co-authoring grants to support a data analytics elective, college trips, and the BELA Academy summer intensive. **We received a letter of support from Girls Inc. of NYC.**
Children's Aid Society	Dr. Michael Carrera, founder of the Children's Aid Society Carrera program, is a member of the BELA Board of Trustees. The Carrera program model is designed to create a healthy environment where young people can identify their gifts and talents and begin the process towards robust growth and development. BELA will be replicating the Carrera model with the support of CAS and Dr. Carrera. **We received a letter of support from Children's Aid Society.**
Bedford Stuyvesant Family Health Center	We presented the school model to the Director or Marketing, Louis Giammarino, on February 18, 2015, specifically discussing the medical component of the school model. There is alignment with BELA's and BSFHC focus on preventative care, and **Mr. Giammarino expressed support for our model.**
Brooklyn Community Services	In our meeting on October 2, 2015, Chief Operating Officer Farris, a longtime resident of Bedford-Stuyvesant, expressed the need for additional options for parents. She was interested in our STEAM focus and opportunities to integrate their middle school after school all girls architecture program into the BELA school model. We are currently discussing an elective option and recruitment strategies with the J. Max Bond Center at the City College of New York, and **BCS has expressed support for BELA.**
Bedford Stuyvesant New Beginnings Charter School	Silbia Pagan, the Director of Instruction, shared that BELA would enhance the school options in CSD 16 and was especially supportive of BELA's service learning component. **BSNBCS wrote a letter of support for BELA.**
PS 308 Clara Caldwell	On November 24, 2015, prior to the PTA meeting where we were presenting the BELA school model to parents, we met with Interim Acting Principal Rodriguez. She was excited to learn about a new high school option, and expressed her support for a high school with a STEAM focus. **She shared her confidence that BELA would be a great option for the young women at PS 308** In an email dated December 14, 2015, **Ms. Boothe expressed her excitement for the school and having PS 308 as a partner school and we received a letter of support from the PTA at PS 308.**

Though BELA has received broad support from the community, several of our supporters expressed reservations regarding what space BELA would be cited in. Many stakeholders, specifically those residing in CSD16, have expressed that they would not support BELA pursuing a co-located public facility and have encouraged BELA to look for private space. We have heard these concerns and we are prepared to pursue a private facility if we are unable to find an appropriate public facility where BELA could co-locate with the support of the community.

R15c – Evidence of Student Demand

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- Sampling of online survey responses
- Email of support from Bedford-Stuyvesant resident and PS 308 PTA Treasurer Kemba Boothe
- Sign-in sheet from information session at Macon Library
- Sampling of surveys from information session at Macon Library
- Sign-in sheet from information session at Mt. Lebanon Baptist Church (2)
- Sampling of surveys from information session at Bedford Stuyvesant New Beginnings Charter School
- Sampling of surveys from information session at St. John's Bread and Life
- Sign-in sheet from information session at Cornerstone Baptist Church
- Selection of parent surveys
- Selection of student surveys
- Selection of parent petitions
- Letter from Bedford-Stuyvesant parent Aquila Ruff
- Letter from Bedford-Stuyvesant resident and PS 308 PTA Treasurer Kemba Boothe
- Letter from parent Jaye Whitaker

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Inbox
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Sent Mail
Drafts
Spam (2)
Google Voice
Notes
Survey Monkey
Survey Responses
Website
Website Comments
YouTube
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☐ ☆	Jaye	(no subject) - From: Jaye < [redacted] Subject: Message Body: How amazing is it that not only did the
☐ ☆	Charles I. Buckley	Your Endeavor - From: Charles I. Buckley < [redacted] Subject: Your Endeavor Message Body: Wishing
☐ ☆	Sean, me (2)	Good luck to BELA - Dear Sean, Thank you for your supportive message. We agree! The timing is perfect with the First
☐ ☆	Michael, me (2)	(no subject) - Dear Mr. O'Neill, Thank you for your supportive message. We look forward to keeping you posted on
☐ ☆	Patrick, me (2)	Belahs - Dear Mr. Finnegan, Thank you for your supportive message. We're glad the mission of the school
☐ ☆	Antoinette, me (2)	Important - Dear Ms. Antoinette, Thank you for your supportive message. We look forward to keeping you posted on
☐ ☆	Andrea, me (2)	Bravo! - Dear Ms. Scola, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Harvey, me (2)	Scholarship - Dear Barnett Family, Thank you for your supportive messages. We agree. Too often, education is about
☐ ☆	Margaret, me (2)	Comment - Dear Ms. Margaret, Thank you for your supportive message. Yes, we received your survey. Also, THANK
☐ ☆	Natalie, me (2)	(no subject) - Dear Ms. Diggs, Thank you for your supportive message. We hope you'll continue to pray for us.
☐ ☆	Harvey & Denise Barnett	Service - From: Harvey & Denise Barnett < [redacted] Subject: Service Message Body:
☐ ☆	Harvey & Denise Barnett	strength - From: Harvey & Denise Barnett [redacted] ubject: strength Message Body:
☐ ☆	Harvey & Denise Barnett	Sisterhood - From: Harvey & Denise Barnett [redacted] ubject: Sisterhood Message Body
☐ ☆	Lori, me, Lori (3)	The future is BELA! - So happy to support! The girls here were talking about it and they are supportive and happy for you
☐ ☆	Sarah, me, Sarah (3)	Best of luck! - My pleasure! Let me know if I can be a character reference for Nicia, as a former colleague...Shannon
☐ ☆	Patricia, me (2)	Great Project - Dear Ms. Lapham, Thank you for your supportive message. We're glad you enjoyed the website in
☐ ☆	Joan, me (2)	Amazing! - Dear Ms. McAdam Sutch, Thank you for your supportive message. We look forward to keeping you posted
☐ ☆	Greg, me (2)	Bela - Dear Mr. Gannon, Thank you for your supportive message and sharing just how powerful education can be
☐ ☆	Evelyn, me (2)	What a wonder ideal! - Dear Ms. Williams, Thank you for your supportive message. We're so grateful your friend shared
☐ ☆	John, me, John (3)	Ideas...the Sciences - Yes - keep me advised of the good works you are doing....and with NGSS too... Website application I
☐ ☆	Nancy, me (2)	(no subject) - Dear Ms. Vincent. Thank you for your supportive message. We look forward to keeping you posted on our

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Sent Mail
Drafts
Spam (2)
Google Voice
Notes
Survey Monkey
Survey Responses
Website
Website Comments
YouTube
More

☐ ☆	Drew, me (2)	Huge Congrats! - Dear Mr. Zager, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Pamela, me (2)	(no subject) - Dear Ms. Linker, Thank you for your supportive message. We're glad you enjoyed our website. We
☐ ☆	Guy, me (2)	Congratulations - Dear Mr. Adami, Thank you for your supportive message. You are absolutely right. We believe in the
☐ ☆	Trenise, me (2)	(no subject) - Dear Ms. Holloway, Thank you for your supportive message. We look forward to including your comment
☐ ☆	Janet, me (2)	Filling an Educational Need - Dear Ms. Corbi, Thank you for your supportive message. You're right. Too often our children do
☐ ☆	diane, me (2)	Congratulations - Dear Ms. Diane, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Danny, Danny, me (4)	Support Initiative - Thank you! On Fri, Sep 25, 2015 at 10:25 PM, Danny Yee < [redacted] wrote: Dear Bela,
☐ ☆	Luke, me (2)	Leadership - Dear Mr. Kline, Thank you for your supportive message. Yes, we agree completely! We are excited to
☐ ☆	Alyssa, me (2)	Congratulations - Yay! Thanks of your support. xoxo Nicia and Shannon On Wed, Sep 23, 2015 at 11:42 AM, Alyssa Robbins
☐ ☆	Chelsey, me (2)	Congrats! - Dear Chelsey, Thank you for your message. Looking forward to keeping you posted. Best, Nicia and
☐ ☆	Annie, me (2)	Impressive! - Dear Ms. Tompkin, Thank you for your supportive message. Glad you enjoyed the video. All four girls
☐ ☆	Margaret, me (2)	Congrats Bela - Dear Ms. Maloney, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Jenny, me (2)	Service - Dear Ms. Garcia, Thank you for your message. Yes, EMPATHY! We completely agree and glad to hear the
☐ ☆	Emily, me (2)	Love your school design! - Dear Emily, Thank you for your supportive message. We look forward to keeping you posted on ou
☐ ☆	Carol, me (2)	Comment - Dear Carol and Scott, Thank you for your supportive message. We look forward to keeping you posted on
☐ ☆	David, me (2)	BELA project - Dear Mr. Reynolds, Thank you for your supportive message. We look forward to including your remarks
☐ ☆	Jennifer, me (4)	Bela - Dear Mrs. Reynolds, Thank you for your supportive message. We've certainly had some challenges
☐ ☆	Kaitlyn, me (2)	Encouragement - Dear Kaitlyn, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Karen, me (2)	Kudos - Dear Karen, Thank you for your supportive message. Words cannot express our gratitude. We look

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Sent Mail
Drafts
Spam (2)
Google Voice
Notes
Survey Monkey
Survey Responses
Website
Website Comments
YouTube
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☐ ★	Marianna, me, Marianna (3)	Inbox very excited! - Dear Shannon and Nicia, I miss those girls, but it is so exciting to start to hear back from their
☐ ☆	leila.chakr., me (4)	New school year! - He's so adorable! Congrats on your new teaching gig! Yes, the experience will be invaluable.
☐ ☆	Megan, me (2)	My support! - Dear Megan, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Krystal, me (2)	This is AMAZING - Dear Krystal, This means so much. Thank you for your supportive message. If all goes well, I'll
☐ ☆	Briddell, me (2)	High Preparatory School - Dear Briddell, Thank you for your supportive message. We look forward to keeping you posted on o
☐ ☆	Kathleen, me (2)	(no subject) - Dear Ms. MacKnight, Thank you for your supportive message. We look forward to keeping you posted on
☐ ☆	Briana, me (2)	(no subject) - Dear Briana, Thank you for your supportive message. We hope all is going well in school. Send us some
☐ ☆	Iman, me (2)	Positive Vibes - Thanks Iman! Love ya Mo On Thu, Sep 24, 2015 at 10:19 PM, Iman James [redacted]
☐ ☆	Jim, me (2)	Bela - Dear Mr. Riley, This is Round 2 and we're coming for blood this time! We've put it all out on
☐ ☆	Connie, me, Connie (3)	BELLA Approach Video - Thanks for your kind reply. From: BELA Charter [redacted] Sent: Friday, Septe
☐ ☆	Charles, me, Joe (11)	BELA - You're welcome. It's a great thing you're doing. See you at the wedding! Sent from my
☐ ☆	Siobhan, me (2)	(no subject) - Siobhan, Thanks for the support and encouragement! We will be sure to keep you posted on all things
☐ ☆	Amaris, me (2)	An a girls education--nothing better - Hi Amaris, Thanks for the support! I didn't know you went to an all girls school, maybe yo
☐ ☆	Ann, me (2)	Awesome work! - Thanks for the support and kind words AM! Will be sure to keep you posted on all things BELA. Shannon
☐ ☆	Richard, me (2)	An important mission - Thank you Richard! Missing you at the office, and will be sure to keep you posted on all things BELA.
☐ ☆	William, me (2)	Congratulations - Dear Mr. Boni, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	sue, me (2)	additional subjects - Dear Sue, Thank you for your message. What great ideas you've presented to us. We've actually
☐ ☆	kenneth, me (2)	support - Dear Mr. Gardner, Thank you for your message and support. We look forward to keeping you posted on
☐ ☆	Dyer, me (4)	Exciting! - Dear Mara, I'm tearing up! Thank you. Nicia On Wed, Sep 23, 2015 at 12:15 PM, Mara Tucker <

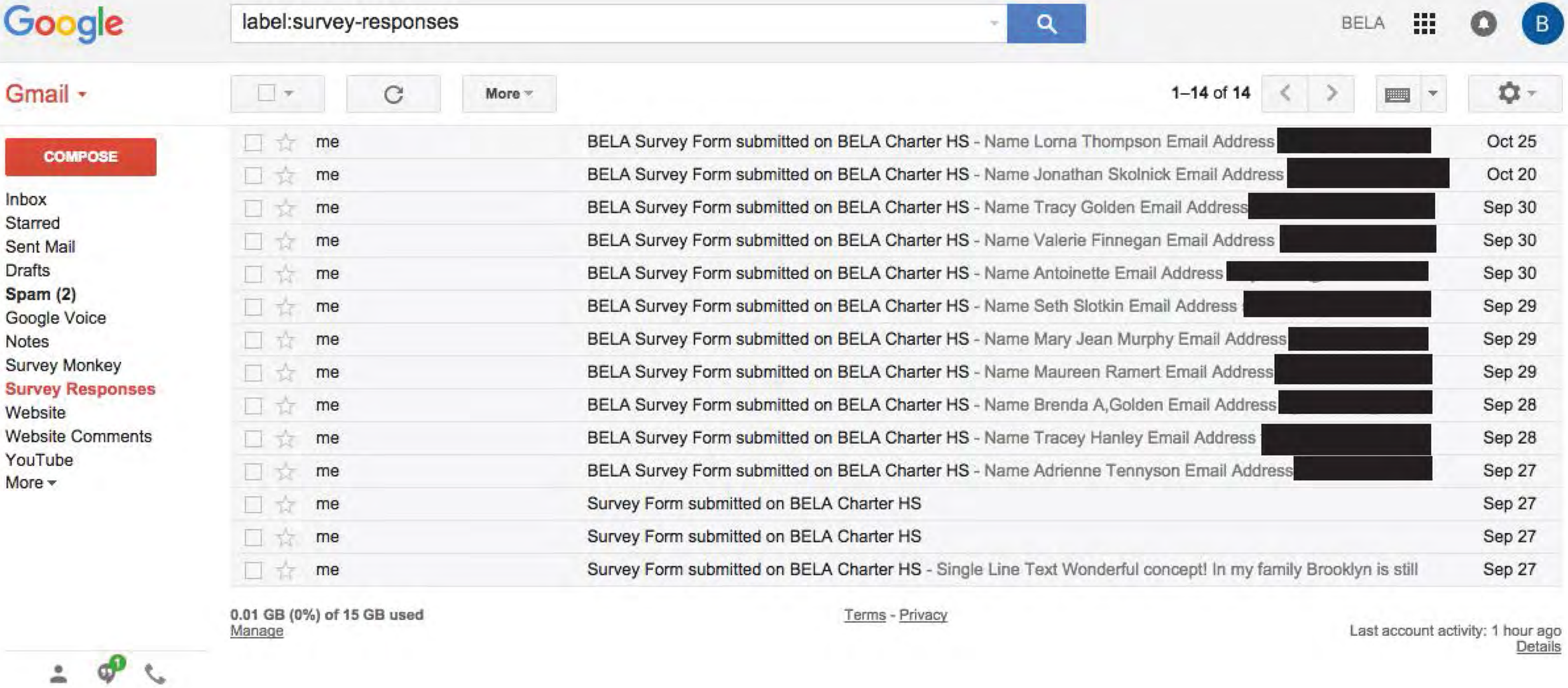
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Spam (2)
Google Voice
Notes
Survey Monkey
Survey Responses
Website
Website Comments
YouTube
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☐ ☆	Taryn, me (2)	Fantastic! - Dear Taryn, Thank you so much for your support. We look forward to keeping you posted on our progress
☐ ☆	Annikka, Mail, me (5)	Supportive - So, we just got emotional and there are a few tear drops on the keyboard! This message means so much
☐ ☆	Ruben, me (2)	Incredible - Dear Ruben, Thank you for your support. We look forward to keeping you posted on our progress. Best,
☐ ☆	Tamika, me (2)	(no subject) - Dear Ms. Stewart, We too believe in the power of partnerships. It takes not only one, but all us
☐ ☆	Arielle, me (2)	Terrific Plan - Dear Ms. Di Ciollo, Thank you for your kind words. We too believe BELA would be a great addition to
☐ ☆	dennis, me (2)	Charter School - Dear Mr. Suskind, Thank you so much for your support. We look forward to keeping you posted on our
☐ ☆	Reina, me (2)	Bravo - Dear Ms. Reina, Thank you for your supportive message. We look forward to keeping you posted on our
☐ ☆	Elisa, me (2)	Fantastic school proposal - Dear Elisa, Thank you for your supportive message. We certainly agree about the drive and confid
☐ ☆	Monika, me (2)	BELA's emphasis on service learning - Dear Ms. Sheikh, Thank you for your supportive message. We're happy to know we ha
☐ ☆	Leonard, me (2)	The Development of BELA - Dear Mr. Kaplan, Thank you for your supportive message. It was important for us to remain true t
☐ ☆	Nancy, me (2)	Feedback regarding BELA - Dear Nancy, Thank you for your supportive message. Our 9-12 model has certainly been challeng
☐ ☆	Lee, me (2)	Inspiration - Dear Lee Thank you so much for your supportive message and willingness to share our project with your
☐ ☆	Nancy, me (2)	BELA - Dear Nancy, Thank you so much for your kind words. We look forward to keeping you posted on our
☐ ☆	Corinne, me (2)	Educating Girls - Dear Ms. Martin, Thank you for your supportive message. We're glad you like the mission. Getting


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Gmail
More
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COMPOSE
Inbox
Starred
Sent Mail
Drafts
Spam (2)
Google Voice
Notes
Survey Monkey
Survey Responses
Website
Website Comments
YouTube
More
me BELA Survey Form submitted on BELA Charter HS - Name Lorna Thompson Email Address [redacted] Oct 25
me BELA Survey Form submitted on BELA Charter HS - Name Jonathan Skolnick Email Address [redacted] Oct 20
me BELA Survey Form submitted on BELA Charter HS - Name Tracy Golden Email Address [redacted] Sep 30
me BELA Survey Form submitted on BELA Charter HS - Name Valerie Finnegan Email Address [redacted] Sep 30
me BELA Survey Form submitted on BELA Charter HS - Name Antoinette Email Address [redacted] Sep 30
me BELA Survey Form submitted on BELA Charter HS - Name Seth Slotkin Email Address [redacted] Sep 29
me BELA Survey Form submitted on BELA Charter HS - Name Mary Jean Murphy Email Address [redacted] Sep 29
me BELA Survey Form submitted on BELA Charter HS - Name Maureen Ramert Email Address [redacted] Sep 29
me BELA Survey Form submitted on BELA Charter HS - Name Brenda A,Golden Email Address [redacted] Sep 28
me BELA Survey Form submitted on BELA Charter HS - Name Tracey Hanley Email Address [redacted] Sep 28
me BELA Survey Form submitted on BELA Charter HS - Name Adrienne Tennyson Email Address [redacted] Sep 27
me Survey Form submitted on BELA Charter HS Sep 27
me Survey Form submitted on BELA Charter HS Sep 27
me Survey Form submitted on BELA Charter HS - Single Line Text Wonderful concept! In my family Brooklyn is still Sep 27
0.01 GB (0%) of 15 GB used
Manage
Terms - Privacy
Last account activity: 1 hour ago
Details

Kemba Boothe

To: [redacted] Cc: Shannon more…

Re: BELA Letter of Intent

December 14, 2015 at 10:18 AM

Inbox – Gmail

Wonderful!, I'm excited to see this program made available for the kids of this community especially the wonderful girls, of your soon to be partner school, Clara Cardwell P.S 308. Thank you for keeping me informed. Hope to see and hear more good news from you soon.

> On Dec 14, 2015, at 10:09 AM, Nicia Monik Fullwood <[redacted]> wrote:
>
> Dear Ms. Boothe,
>
> Hope you had a wonderful weekend.
>
> Shannon and I are excited to share with you the Letter of Intent we submitted to the state last week. We'll be notified within the next two weeks about our status for submitting a Round 2 application.
>
> Thank you for your continued support and please feel free to share any feedback.
>
> Best,
>
> Nicia and Shannon
> <BELA LOI Final PDF.pdf>

BELA
Brooklyn Emerging Leaders Academy

A proposed all-girls high school for CSD 16, projected to open in Fall 2017

Information Session @ Brooklyn Public Library, Macon Branch – Tuesday November 3, 2015

Name	Email	School District	Are you a parent of a 6th/7th student?	Are you a 6th/7th grade student?
Annatee Bannister	[redacted]	16	yes	NO
* Leah DMulzac		16		
Magda Holland		13	~~No~~ 1st grade	
Vanessa Sophy-Petre		16		8
Candice Wal		16		
Malaika Sophy Perrett		16		Yes - 6th
* Patricia Parker		16	✓	✓
* Vanhester Wolfe Sophy-Pe		Two daughters attend Unity on Bed Stuy	✓	NO

11/3/15

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Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Vanhester Wolfe Saphy Perrett
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? X Yes ☐ No
4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☐ 17 X other Jamaica, Queens
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you enter your daughters name in a lottery to enroll in BELA, an all girls high school? X Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? X Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Regents / college prep / SAT
   2. 11th grade → 2 tracks = standard honors program
   3. by senior year - internships (paid)

- choice in schedule
- current school gets weekly report card (communication @ home)
- should have uniforms (especially in analysis school)
- life skills
- creative outlets

Start early - when set out do the way they can focus on SAT

1/13/15

BELA

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Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? _____
4. What's your current grade level? 6th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No
6. List 3 things you want in your high school:
   1. Art
   2. Fashion
   3. Baking
      - like to do homework on the computer on google classroom
      there is maybe to learn.
      teacher will give time to explain and
      Think about
      - technology

4. freedom to switch between classes
5. lockers

11/3/15

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9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11433
4. What's your current grade level? 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☐ No maybe
6. List 3 things you want in your high school:
   1. want to get out at 2pm and start at 8am current schedule is 7-4:45
   2. wear any shoes, but like the shoes, more relaxed on the uniform khaki, black, grey
   3. cannot eat breakfast b/c of public school challenging schedule when sharing with another school
   4. better homework .. not as much 7 homework everyday

currently attends: Unity Prep Charter School Monroe & Madison

11/3/15

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~~Parent~~ Survey community member

1. Name: Candice Watson
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No
4. What school district do you live in? ☐ 13 ☐ 15 ✓ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ✓ Yes ☐ No
6. Would you enter your daughters name in a lottery to enroll in BELA, an all girls high school? ✓ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ✓ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Vocational... fashion cosmetology
   2. Study abroad ✓✓
   3. teachers that care

Nov. 3rd – Macon

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Parent Survey

1. Name: Magda Homand
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No 1st grade girls
4. What school district do you live in? X 13 ☐ 15 ~~16~~ ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you enter your daughters name in a lottery to enroll in BELA, an all girls high school? ☐ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Reading comprehension
   2. homework – would prefer traditional
   3. no rewards systems

balance traditional & technology

- location there should be good schools in the community
- textbooks – either paper or digitally
- used to be PS93
- sports (bored fast)
- girls school → girls should be around boys to know that →

NOV 4th 3rd - Macon

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Parent Survey

1. Name: Analee Bannister
2. Email: _____
3. Are you a 6th or 7th grade parent? ☑ Yes ☐ No grandparent
4. What school district do you live in? ☐ 13 ☐ 15 ☑ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No It's the choice
6. Would you enter your daughters name in a lottery to enroll in BELA, an all girls high school? ☑ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. good education
   2. academic courses
   3. sports after school homework help

11/3/15

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~~Parent Survey~~ community member

1. Name: Patricia Parker
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you enter your daughters name in a lottery to enroll in BELA, an all girls high school? ☐ Yes ☐ No N/A
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. non-traditional - creativity
   2. diversity
   3.

* substitute teacher
- progressive & challenging
- never enough schools

← Good Shephard Services / CAMBA

May 3rd - Mt Lebanon Baptist Church

BELA Charter High School

A 9-12 **ALL GIRLS** High School focused on Art Design, Science, Math, Technology, and Engineering.

Proposed to open in CSD 16 (Bed-Stuy) in Fall 2016.

Printed Name	Signature	Email	Zip code
Theressa Wilkins	Theressa Wilkins	[redacted]	11216
Rhonda Greene	Rhonda Greene - Faithworks		11205
Monique Holaman - attorney (Senate)	Monique Holaman		11236
Felicia Thomas College	Felicia Thomas		11225
Thomas Cobb	Thomas Cobb		

Mission: BELA will prepare young women to be college and career ready through a rigorous academic curriculum and a comprehensive approach to character development. Through an extensive science, technology, engineering, art design, and math program, BELA's students will develop the skills to solve problems creatively and be courageous leaders within their career and community.

Personal Notes on the Sermon

Date: _____

Biblical Text: _____

Sermon Title: _____

Key points of the Sermon

1. Hi My name is Amber Martin. I am a 2008
2. graduate of Florida A&M University. I currently
   work for [redacted] and
3. Reside in the Bed-Stuy neighborhood. I am interested in helping out in any way possible

[redacted]

Main

[redacted]

How did the sermon speak to you personally?

May 3rd, Mt Lebanon Baptist Church

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Mt. Lebanon Baptist Church – Sunday, January 15, 2016

Name	Email
Marie Wilson	[redacted]
Joey Percy	
Anthony Toomer	
Nyasia Walker	
Aquila Ruff	
Earlene Greene	

10/23/15

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9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☐ Female ☑ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. No uniforms	**1.** AP and IB courses.
2. A variety of sports	**2.** Have a great grad rate.
3. A high school in reach.	**3.** A diverse H.S.

10/23/15

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Student Survey

1. Name: [redacted]
2. ☐ Female ☑ Male
3. What is your zip code? 11706
4. What's your current grade level? 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Boys and girls	1. Close to school
2. NO UNIFORM	2. Graduation rate (high)
3. AP classes	3.

10/23/15

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Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 8
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Steady academics	1. Lots of Clubs (Dance)
2. lots of Fied trips	2.
3. Lots of kids in my class	3.

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Student Survey

1. Name: [redacted]
2. ☐ Female ☑ Male
3. What is your zip code? 11233
4. ~~What's your current grade level?~~ 6
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. A lot of extra clubs to do. 2. High graduation rates 3.	1. How far it is 2. If I can get in 3. How well it teaches

10/23/15

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Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. College Credit Classes	1. Science Programs
2. Tutoring Sessions	2. Diversity
3. Exploring (taking trips based on subjects"	3. High graduation rate.

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Student Survey

1. Name [redacted]
2. ☐ Female ☐ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Boys and girls	1. Close to home
2. Many clubs	2. AP/IB courses
3. No uniforms	3. Variety of people

10/23/15

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Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Clubs	1. Grad rate
2. Ap classes	2. Safety
3. College readiness	3. Diversity

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Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8th Grade
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Variety of Clubs	1. Graduation Rate Diversity
2. Partnership with many programs	2. Academics
3. Student Government / Library	3. Track + Safety

4. Tutoring
5. Advanced Placement Courses

201-10123115

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Student Survey

1. Name: [redacted]
2. ☐ Female ☑ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Good Classes	1. Graduation Rate
2. Variety of Clubs/activites	2. Admissions method
3. Ap Courses	3. Distance

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Student Survey

1. Name: [redacted]
2. ☒ Female ☐ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Dance classes	1. graduation Rate
2. tutouring	2. location
3. pre med classes	3. hours

4. Dress codes

10/23/15

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Student Survey

1. Name: [redacted]
2. ■ Female ☐ Male
3. What is your zip code? 11206
4. ~~What's your current grade level?~~ 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ■ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Extra Curricular (Dance, Sing, Sports)	1. Graduation Rate
2. AP Courses	2. Safety (Comfortable)
3. Dress Code	3. Way they learn

10/23/15

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Student Survey

1. Name: [redacted]
2. ■ Female ☐ Male
3. What is your zip code? 11221
4. What's your current grade level? 8
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ■ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Pre-Med	1. SAT scores
2. Sciences	2. Graduation rate
3. Tennis	3. Dress code

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Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11378
4. What's your current grade level? 8th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☐ Yes ☑ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Ap courses	1. Graduation rate
2. extra activities	2. location
3. Sports	3. School day
	4. Dress code

10/28 - Focusgroup C Bread and Life

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Parent Survey

1. Name: Mary Smith
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No → Mother of 4 children 2 school aged boys
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Special education services
   2. children stay together (She has two younger sons and likes that they are in the same school)
   3. after school programming

10/28/15

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Parent Survey

1. Name: Ramon De La Cruz
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No - but a parent in the district (has a 7yr old daughter)
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. behavior management [redacted]
   2. cultural acceptance
   3. good teachers

10/28/15

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Parent Survey

less than a year

1. Name: Stanley Johnson
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other

keep away from boys

keep down pregnancy bad influence on drugs

5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Good teachers
   2. Safe / security
   3. curriculum opportunity to pick their own curriculum

10/28/15

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Parent Survey

1. Name: Knowledge Abdul Allah

2. Email: _____

3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No

Staten Island

4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☐ 17 ☐ other

clara Barton

5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No

6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No

7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No

8. List the top 3 things that you would like your child's high school to include:

   1. More cultivation
   2. value friends is like a marriage
   3. learn the basics.

learn how to read and write.

10/28/15

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Parent Survey

Right now the is focusing on boys

1. Name: Christina Day
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No 4 grandchildren 2-girls 2-boys
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. sisterhood
   2. gymnastics - Gabby Douglas
   3. Sports - soccer, basketball

10/28/15

help students w/ scholarship and not student loans

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Parent Survey

1. Name: Mr. Grayson attended Thomas Jefferson Jr/Sr School
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☐ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. - computers in 1st grade w/o using their brain cramming too much in their head
   2. - too much technology
   3. - teaching students how to take care of the earth and respect GOD & country

☒ boy & girl elementary 12 year old grandchildren

students are getting too much homework

- need to pay attention to the advancement

- make sure students are comfortable and can adapt and make modifications I was forced to retire b/c I could not work on a computer

10/28/15

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Parent Survey

1. Name: Mr. Irving
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No

learning math is the wave of the future so yes

4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. modern technology
   2. make it affordable
   3. advance studies -- if ~~you're not on~~ they don't want to go ~~particular track~~ have other options for students such as vocational

10/28/15

afterschool catholic school

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Parent Survey

1. Name: Ivonne Levy
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No — 1st, 11th, K, 4th 5th, 5th — develops lesbian
4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☒ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☐ Yes ☒ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. arts = singing, music, dancing, designing
   2. bilingual = Spanish, Japanese, Latin
   3. religion - morning prayer

research

math and reading - is the fundamental skill required to understand other subjects

10/28/15

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education should be built more on these principles

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Parent Survey

1. Name: Michael Williams
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No adults daughters
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☐ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Good teachers
   2. Students attending to be good kids no gangs or drugs
   3. computers / how they rank of other high schools the Yale of high schools

comp

10/28/15

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Parent Survey

1. Name: Christina ~~Catoheon~~ Callahan
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No — 5th grade daughter 18 yr old daughter
4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☐ 17 ☐ other — Queens 11238 Myrtle ave queens
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Caring teachers
   2. Not a revolving door
   3. have the push to make it interesting

I like the sisterhood how to be females and be themselves

discipline - teaching how to discipline themselves

- allow teachers to be creative + have autonomy
- teach how to set goals
- common core - I'm lost as a parent

it's about other strong females and the teachers teach them how to be strong maybe an etiquette

there are double standards and we have to learn how to overcome

it would be nice to have - school based on that

- heritage groups

- stop having parents write per prems for teachers to sufficiently despite being poor don't have we eat at the soup kitchen

10/28/15

- teachers be involved so they want to come to school
- program about pregnancy and condoms
- teach girls how to be mothers and respect children

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: James Norris

I lived 57 years [redacted]

2. Email: _____

2 daughters 13 years adult

3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No

4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other

5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No

6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No

7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No

8. List the top 3 things that you would like your child's high school to include:

- step team → depend on one another → set goals → built a community
- debate team
- spelling team

1. great curriculum
2. great sports - all soccer basketball tennis volleyball
3. trips, culture, black history

track field baseball

learn about black representatives in the neighborhood

- teach responsibility kindness teach what it means to be black in today's society

10/28/15

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Clearand Brown (CD)
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No
4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No if he had a daughter he would send
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Security (safety was a big concern for him)
   2. After school programming
   3. Well rounded curriculum - Social Justice

he said he would share things w his son who lives in the comm.

he enjoyed hearing about The BELA Service component

10/28/16

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Pamela (Did not want to share last name)
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. good teachers
   2. Extended day
   3. _____

Pamela talked about afterschool programs & how young people needs to stay busy & occupied

10/28/15

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Joanne (Did not want to share last name)
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No → has older daughter though, and said she would have considered an all girls school
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Special education services
   2. good principal
   3. _____

And is in favor of charter schools

10/28/15

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

• Suggested That The HS students Survey command volunteer @ bread and life

1. Name: Grace Arus → been born and raised in Bed Stuy 40+ yrs old
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Security
   2. Uniforms
   3. trips (She spoke about how lucky we are to live in NYC and that young people need to be exposed to all that is offered)

Brooklyn Emerging Leaders Academy

A proposed all-girls high school for CSD 16, projected to open in Fall 2017

Cornerstone Baptist Church Event – Sunday, January 10

Name	Email
Charlene Rymsha	[redacted]
Selwyn King	
Derek Cradle	
Terry Kavenel	
Tracy Totten	
Corinth Moultrie	
Quinterence Bell	
Takira Cross	
Travon Rapp	
Angel	
Denise Rivers	
Shanta Delaney	
Jazmyn Nathaniel	
Beverly Chisolm	
Shade Delaney	
Robinette McDougal	
Ollie F. Gables	

Brooklyn Emerging Leaders Academy

A proposed all-girls high school for CSD 16, projected to open in Fall 2017

Cornerstone Baptist Church Event – Sunday, January 10

Name	Email
Jaelyn Nathaniel	[redacted]
Kayla	
Karina Aker	
Tiffany Isaac	
Noah Rivers	
Valerie Rock	

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Yolanda Bryant
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☒ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. more activities baseball, basketball, ~~[illegible]~~ efe
   2. More one on one ~~to~~ 5 with teachers
   3. ~~more trips~~

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Kessiene Agho
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☑ No
4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☐ 17 ☑ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Computer Programs
   2. Vocational Programs
   3. Advanced Placement Courses

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Stephanie Corchado
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☑ No
4. What school district do you live in? ☐ 13 ☐ 15 ☑ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Academic (help when needed)
   2. & Service
   3. College prep

BEILA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: JOSE DURAN
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☑ No
4. What school district do you live in? ☐ 13 ☐ 15 ☑ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. Jobs
   2. Afterschool
   3. ScholarShips

10/28/15

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Ramon De La Cruz
2. Email: [redacted]
3. Are you a 6th or 7th grade parent? ☐ Yes ☒ No - but a parent in the district (has a 7yr old daughter)
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☒ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☒ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. behavior management [redacted]
   2. cultural acceptance
   3. good teachers

10/28/15

help students w/ scholarship and not student loans

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Mr. Grayson attended Thomas Jefferson Jr/Sr School
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No
4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☐ Yes ☐ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. - computers in 1st grade w/o using their brain cramming too much in their head
   2. - too much technology
   3. - teaching students how to take care of the earth and respect GOD & country

☒ boy & girl elementary 12 year old grandchildren

students are getting too much homework

- need to pay attention to the advancement

- make sure students are comfortable and can adapt and make modifications I was forced to retire b/c I could not work on a computer

10/28/15

afterschool catholic school

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: Ivonne Levy
2. Email: _____
3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No — 1st, 11th, K, 4th 5th, 5th — develops lesbian
4. What school district do you live in? ☐ 13 ☐ 15 ☐ 16 ☒ 17 ☐ other
5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☐ Yes ☐ No
6. Would you want your daughter to attend an all girls high school? ☐ Yes ☒ No
7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☐ Yes ☐ No
8. List the top 3 things that you would like your child's high school to include:
   1. arts = singing, music, dancing, designing
   2. bilingual = Spanish, Japanese, Latin
   3. religion - morning prayer

research

math and reading - is the fundamental skill required to understand other subjects

10/28/15

- teachers be involved so they want to come to school
- program about pregnancy and condoms
- teach girls how to be mothers and respect children

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Parent Survey

1. Name: James Norris

I lived 57 years [redacted]

2. Email: _____

2 daughters 13 years old

3. Are you a 6th or 7th grade parent? ☐ Yes ☐ No

4. What school district do you live in? ☐ 13 ☐ 15 ☒ 16 ☐ 17 ☐ other

5. Would Bedford Stuyvesant benefit from having an all girls college preparatory high school? ☑ Yes ☐ No

6. Would you want your daughter to attend an all girls high school? ☑ Yes ☐ No

7. Do you believe a school model focused on scholarship, sisterhood, service, and strength would be a desirable option for your daughter? ☑ Yes ☐ No

8. List the top 3 things that you would like your child's high school to include:

- step team → depend on one another → set goals → built a community
- debate team
- spelling team

1. great curriculum
2. great sports - all soccer basketball tennis volleyball
   track field baseball
3. trips, culture, black history
   learn about black representatives in the neighborhood

- teach responsibility kindness
- teach what it means to be black in today's society

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☒ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☒ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Que haya chicos	1. Que la School sea Bonita
2. Que haya personas Buena	2. Que las personas sean amable
3. Que haya Buena comida	3. Que la carrera tenga estilo para la Universidad

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. good enviornment	1. mixed / diverse ethnicity
2. lockers	2. extra Credit
3. Respectful staff	3. Sports classes

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name [redacted]
2. ☒ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Que hubiera tiempo para descansar	1. Que la escuela sea segura
2. Que la escuela sea grande	2. Que no salgamos tan tarde
3. Que las personas sean amables	3. Que den una buena educación.

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Nam[redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11385
4. What's your current grade level? 7
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	**List the top 3 criteria you are looking for in a high school:**
1. Dance/Gymnastics 2. College courses 3. Scholarships 5. All girl/Mixed School 6. NO dress codes	1. Safety 2. NO fights 3.

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7th grade
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. College Courses	1. good education
2. Basketball team	2. extra Curricualactiviftes
3. Sisterhood group	3. good teachers

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. nice people	1. safe school
2. a relaxing room for students (Stupid lounge)	2. medical program
3. Clean bathrooms	3. activites

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name [redacted] _____
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. After school	1. Safe School
2. Dance	2. Any open classes
3. Music Team	3. College Prep

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11221
4. What's your current grade level? 7th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. safe	1. Good education
2. nice people	2. Big lockers
3. Good education	3. No fighting

BEILA
Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Sci 8	1. Good teacher
2. Close to home.	2. Good students
3. Fun	3. No uniform

BEILA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☒ Female ☐ Male
3. What is your zip code? 11233
4. What's your current grade level? 6
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☒ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. BaseBall	1. Extra child classes
2. Basketball	2. top gransro classes
3. Sports	3. safty.

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7th
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. good Kind	1. learning
2. Nice people	2. Safe/location
3. Good teachers	3. Graduate to go to a good College

BELA

Brooklyn Emerging Leaders Academy

9-12 all girls Charter High School proposed to open in CSD 16 in Fall 2017

Student Survey

1. Name: [redacted]
2. ☑ Female ☐ Male
3. What is your zip code? 11206
4. What's your current grade level? 7
5. Would you attend an all girls school focused on scholarship, sisterhood, service, and strength? ☑ Yes ☐ No

List 3 things you want in your high school:	List the top 3 criteria you are looking for in a high school:
1. Good Kids	1. Good work,
2. Good teachers	2. Safe
3. Fun activites	3. Close to my location

Would you enroll your child at an all girls high school with an IB program and a focus on STEAM?

School projected to open in Fall 2017, CSD 16

Parent Name	Student Name	Current Grade Level
Karen Ayala	[redacted]	4
Madeline Varela		7
[illegible]		7
Salahebin Idris		7
Lourdes Paulino		7
Ana martinez		7
Runa Begum		7
Madeline Varela		7
Adald Flores		6
~~[illegible]~~		
Mona Khatun		7

Would you enroll your child at an all girls high school with an IB program and a focus on STEAM?

School projected to open in Fall 2017, CSD 16

Parent Name	Student Name	Current Grade Level	Email address
Lillymae	[redacted]	6	[redacted]
Dieynaba Dia		6	
Cynthia Fisher		6	
Elba Mendoza		6	
Shahin Esther		6	
Viviana Palacios		6	
ISEIda Martinez		6	
Stacy-Ann-Johnson		7	
Leslie Vasquez		7	

SUNY Charters School Institute
41 State Street
Albany, NY 12207

January 6, 2016

Dear Ms. Susan Miller Barker,

It is with great excitement that I write this letter on behalf of Nicia Fullwood and Shannon Riley and the proposed school, Brooklyn Emerging Leaders Academy. I am the mother of five children, and a resident of Bedford Stuyvesant, Brooklyn.

My daughters [redacted] attended the Urban Assembly Institute of Math and Science for Young Women and were introduced to both Shannon and Nicia when they started there in the 6th grade. They supported both [redacted] during their middle school years, and continued to work with [redacted] as she transitioned to high school at UAI. [redacted] is currently a first year student at the University of Buffalo. After first meeting Nicia and Shannon at the parent orientation for the CAS Carrera program, I knew that this would be a dynamic partnership. After learning that Nicia and Shannon were applying for a charter, I was thrilled at the thought that my two younger daughters, [redacted] who is in the 5th grade and [redacted] who is in the 5th grade, will have the opportunity to attend an all-girls school in the community.

As a parent, my priority continues to be ensuring that my children have the best educational experience possible. I am looking forward to seeing the partnership between BELA and the Bed-Stuy community flourish, and I am confident and inspired by the motivation and determination of Nicia and Shannon. I hope to one day send my daughters to their school.

Sincerely,

Aquila Ruff

Aquila Ruff

SUNY Charters School Institute
41 State Street
Albany, NY 12207

January 17, 2016

Dear Ms. Susan Miller Barker,

It is with great excitement that I write this letter in support of Brooklyn Emerging Leaders Academy Charter High School and the co-founders Nicia Fullwood and Shannon Riley. I am a member of the PS 308 Clara Cardwell PTA, and am aware of the needs of the students in the community. I live in Bedford Stuyvesant, and am an advocate for all students in my community.

I first met Nicia and Shannon after they presented to the CEC 16 on the proposed school. After hearing about their approach to student and person development, I was intrigued to learn more. As they were talking about the social and emotional support that would be offered at the school, I was specifically thinking of a group of young women attending PS 308 and how they *need* that support in order to thrive in high school.

As a middle school, it is important that PS 308 builds relationships with high schools so our students are aware of the high performing and quality options in the neighborhood. I personally believe that many of the young women at PS 308 will benefit from an all-girls environment and know that this is something that their families are looking for. We look forward to partnering with BELA and welcoming them to PS 308 to recruit students.

As a parent, my priority continues to be ensuring that my children and their peers have the best educational experience possible. I am looking forward to seeing the partnership between BELA and PS 308 flourish, and I am confident and inspired by the motivation and determination of Nicia and Shannon.

Sincerely,

Kemba Boothe
Kemba Boothe
PTA Treasurer

PTA President

PTA Sub-Secretary

SUNY Charters School Institute
41 State Street
Albany, NY 12207

January 6, 2016

Dear Ms. Susan Miller Barker,

It is with great pleasure that I write this letter in support of Brooklyn Emerging Leaders Academy, and the leadership team of Nicia Fullwood and Shannon Riley.

I have known the co-founders of the school for over 7 years. I first met Nicia and Shannon when my daughter [redacted] started as a 6th grader at the Urban Assembly Institute of Math and Science for Young Women. As a family, we chose this school because my husband and I thought our daughter would thrive in an all-girls environment. Nicia and Shannon both worked with the CAS Carrera program at the school, and have mentored my daughter through her middle and high school years; she is currently a freshman at East Stroudsburg University. [redacted] still has a personal relationship with both of them, and continues to keep them updated on her progress at college.

I have personally spent time with both Nicia and Shannon - whether on the 8th grade overnight trip or at the CAS Parent Family Life and Sexuality classes, and I am confident in their leadership and that they will no doubt create a school that will prepare students for bright futures.

As a former Bedford Stuyvesant resident, I understand the need for better school options in the district. As a parent, I am committed to ensuring that my children have the best educational experience possible. I moved out of the Bed-Stuy community due to the lack of options for my daughter. I was thrilled to hear that Nicia and Shannon identified CSD 16 in Bed-Stuy as the location for BELA. Bed-stuy is a vibrant community, and I am confident that the young women and community of Bed-Stuy will benefit greatly from this school.

I am very excited about the opportunity BELA will provide for the young women of Bed-Stuy and I look forward to supporting the success of BELA. I can be reached via email at [redacted] for further comment.

Sincerely,

Jaye Whitaker

R15e – Evidence of Community Support

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- Letter of Support from Girls Inc. of NYC
- Letter of Support from Children's Aid Society
- Letter of Support from Principal Pagan at New Beginnings Charter School
- Letter of support from PS 308 PTA Treasurer Ms. Kemba Boothe
- Email of support from PS 308 PTA Treasurer Ms. Kemba Boothe

MARTIN MALAVE DILAN
SENATOR, 18TH DISTRICT

ASSISTANT MINORITY LEADER
FOR POLICY AND ADMINISTRATION

MEMBER
LEGISLATIVE TASK FORCE ON DEMOGRAPHIC RESEARCH & REAPPORTIONMENT

MEMBER
NEW YORK METROPOLITAN TRANSPORTATION AUTHORITY CAPITAL REVIEW BOARD

THE SENATE
STATE OF NEW YORK
ALBANY 12247

RANKING MINORITY MEMBER
TRANSPORTATION

COMMITTEES
CIVIL SERVICE & PENSIONS
ELECTIONS
ENERGY & TELECOMMUNICATIONS
FINANCE
JUDICIARY
LABOR
RULES

November 16, 2015

Ms. Susan Miller Barker
Executive Director
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

Dear Ms. Barker:

I am pleased to provide this letter of support for Brooklyn Emerging Leaders Academy Charter High School (BELA). As a strong supporter of educational opportunities, I believe the mission and vision of this school addresses a need put forth by the community and enhances the school options offered in Community School District 16 located in Bedford Stuyvesant, Brooklyn.

In my conversations with co-founders Nicia Fullwood and Shannon Riley, I am confident that the school will benefit the young women in the community, as well as the community at large. The school model implements a service learning component that will allow the young women to engage with the community on a deeper level and instill in students the understanding that they are global citizens and have a responsibility to their community. The co-founders have demonstrated extensive community outreach and have developed meaningful partnerships with organizations indicating their willingness to collaborate and integrate feedback they receive into the school model.

The BELA school model is reflective of research and best practice, and I believe the schools four core values of sisterhood, scholarship, strength and service will give the young women of BELA the edge needed to attend top-tier colleges and universities, forging a path for the young people in their community.

I look forward to supporting the success of BELA and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,

Martin Malavé Dilan

ALBANY OFFICE: ROOM 711B • LEGISLATIVE OFFICE BUILDING • ALBANY, NEW YORK 12247 • (518) 455-2177 • FAX: (518) 426-6947
BROOKLYN OFFICE: 573 METROPOLITAN AVENUE • BROOKLYN, NEW YORK 11211 • (718) 573-1726 • FAX: (718) 573-2407
WEBSITE: DILAN.NYSENATE.GOV • E-MAIL: DILAN@NYSENATE.GOV

OFFICE OF THE BROOKLYN BOROUGH PRESIDENT

ERIC L. ADAMS
President

November 16, 2015

Susan Miller Barker
Executive Director
The State University of New York
Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Miller Barker:

I am writing in support of Brooklyn Emerging Leaders Academy Charter High School (BELA). As a strong supporter of educational opportunities, I believe the mission and vision of this school addresses a need put forth by the community and enhances the school options offered in Community School District 16, located in Bedford Stuyvesant, Brooklyn.

I am confident that this school will benefit the young women in the community, as well as the community-at-large. The school model implements a service learning component that will allow the young women to engage with the community on a deeper level, and will instill in students the understanding that they are global citizens and have a responsibility to their community. The co-founders have demonstrated extensive community outreach and have developed meaningful partnerships with organizations indicating their willingness to collaborate and integrate feedback they receive into the school model.

The BELA school model is reflective of research and best practice, and I believe the school's four core values of sisterhood, scholarship, strength, and service will give the young women of BELA the edge needed to attend top-tier colleges and universities, forging a path of success for the young people in their community.

I look forward to supporting the success of BELA and I hope that you will join me in this support.

Sincerely,

Eric L. Adams
Brooklyn Borough President

ELA/mm

COMMUNITY EDUCATION COUNCIL DISTRICT 16

President: NeQuan C. McLean
1st Vice President: Anna Shenk
2nd Vice President: Alteaha Chase
Recording Secretary: Barnabas Uba Shakur
Treasurer: Tonya L. Channell
BP Appointee: Ralph Yozzo
Council Member: Susanna Clarke

December 4, 2015

To Whom It May Concern,

The Community Education Council for District 16 met with the leaders of the Brooklyn Emerging Leaders Academy (BELA) on November 17, 2015. After review and consideration of their proposal for a grades 9-12 High School for girls in District 16 for the Fall of 2017, we are writing to convey our support of BELA.

While we are generally conservative in welcoming new Charter Schools to our District due to our District having an unusually high percentage of such schools, we do believe BELA is offering a unique and needed addition to the High School landscape. Their focus on art, design, science, math, technology and engineering for young women is a school choice option that parents are looking for.

Specifically, we appreciate BELA's leaders' statement that they would accept, accommodate and invest in young women who have Individualized Education Plans. We also value the fact that BELA's leaders initially sought to be a public school but were told there was not an opportunity for the school to be a public school at this time.

In closing, we are impressed with the past achievements of these leaders at Urban Assembly Schools and are hopeful that they will be able to bring a similarly effective and well-respected school to District 16.

Best Regards,
The Members of the Community Education Council for District 16

795 Lexington Avenue
Brooklyn NY 11221

T: 718 574 0058
F: 718 455 7796

Anthony Butler, MSW
Executive Director

Mary Tobin
Board Chair

The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

November 30, 2015

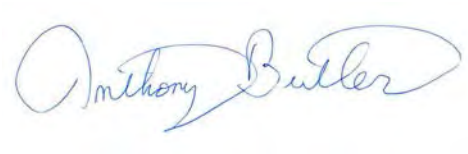
Dear Susan Miller Barker,

St. John's Bread and Life Program is located in Brooklyn, New York. As an Emergency Food Provider and Multi-Service Center, we respond to the needs of our neighbors in Bushwick and Bed-Stuy and through are unique Mobile Soup Kitchen in Queens as well. Serving over 850,000 meals annually and providing social services to over 25,000 guests we are well aware of the needs in the community.

As a community based organization we are delighted to offer our support to Brooklyn Emerging Leaders Academy Charter High School (BELA). We provide services to children and families in District 16 who can definitely benefit from the opportunity BELA will provide. We have come to value the importance of communities and schools working together. The collaboration built in educating young people could create learning environments in which work to ensure that children meet high academic standards, develop a sense of civic duty and community connection and obtain the capability for lifelong learning. When communities come together and share in this responsibility collaboration is built with not just the youths involved but also with parents and schools.

It is our belief that BELA Charter High School will form strong ties to the community allowing for wonderful academic prospects for students in District 16.

Sincerely,



Anthony Butler
Executive Director

PROVIDENCE HOUSE

Creating Communities
Transforming Lives

December 8, 2015

Nicia Fullwood
Shannon Riley
BELA – Brooklyn Emerging Leaders Academy

Dear Ms. Fullwood & Ms. Riley:

This is to affirm my support of your application to open a Charter High School for girls in CSD 16. As Executive Director of a nonprofit organization that serves women and children within Community Board 3, I can attest that there is a need for more options beyond the current educational facilities located in this district. Often students from the neighborhood are choosing educational opportunities outside the district because of the lack of choice. Further there is a need to assure that the neediest students within this area have the same opportunities that other students have in their home districts.

Having been a product of a single sex high school educational experience myself, I can attest to the value and transformative impact that BELA can have on the future of the young women that will attend this Academy. The academic program that you are seeking to offer is solid in both its core and advanced courses, as well as diversified in providing STEAM pathways which are critical classes for all students in today's world.

Thank you for the opportunity to help guide and shape the future of BELA. I look forward to assisting in its fruition as a school of excellence for young women in the Bedford Stuyvesant community.

Very truly yours,

Sister Janet Kinney, CSJ
Executive Director

Providence House, Inc. • 703 Lexington Avenue • Brooklyn, New York 11221
Phone: 718-455-0197 Fax: 718-455-0692 www.providencehouse.org

CORNERSTONE BAPTIST CHURCH
Lawrence E. Aker, III - Senior Pastor

January 19, 2016

The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

Dear Susan Miller Barker:

I am pleased to provide this letter of support for Brooklyn Emerging Leaders Academy Charter High School (BELA). As the Pastor of Cornerstone Baptist Church, located in Bedford Stuyvesant Brooklyn, I am a strong supporter of educational opportunities for the young people of my congregation. After learning more about the mission and vision of BELA, I believe the co-founders have listened to the needs and wants of the community.

In my conversations with co-founders Nicia Fullwood and Shannon Riley, I am confident that the school will benefit the young women in the community, as well as the community at large. They have visited the Cornerstone Baptist Church several times, and most recently engaged the community while creating BELA Hope Flags. Nicia and Shannon have demonstrated extensive community outreach and have developed meaningful partnerships with organizations indicating their willingness to collaborate and integrate feedback they receive into the school model.

The BELA school model is reflective of research and best practice, and I believe the schools four core values of sisterhood, scholarship, strength and service will give the young women of BELA the edge needed to attend top-tier colleges and universities, forging a path for the young people in their community.

I look forward to supporting the success of BELA, and I know they have the support of the Cornerstone Baptist Church congregation as well. I hope that you will join me in this support and please let me know if I can be of further assistance.

Sincerely,

Rev. Lawrence E. Aker, III

Rev. Lawrence E. Aker, III
Senior Pastor

Mount Lebanon Baptist Church

Rev. Shaun J. Lee, Pastor

A Ministry of Love

The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

Dear Susan Miller Barker,

I am pleased to write this letter in support of Brooklyn Emerging Leaders Academy Charter High School (BELA). As the pastor of Mt. Lebanon Baptist Church, located in Bedford Stuyvesant Brooklyn, I have welcomed co-founders Nicia Fullwood and Shannon Riley to speak before the congregation about the proposed school and they have invited us to join them in this journey.

I am a strong supporter of educational opportunities for the young people of my congregation and my community. Being a former school educator, my passion is to always seek and support educational endeavors that will strengthen the opportunities offered to young people and their families. In my conversations with Nicia and Shannon, I am confident that BELA will benefit the young women in the community, as well as the community at large. They have engaged the community in many ways, and have been actively seeking feedback on the school model. Also, they have developed meaningful partnerships with organizations indicating their willingness to collaborate and integrate feedback they receive into the school model.

The BELA school model is reflective of research and best practice, and I believe the schools four core values of sisterhood, scholarship, strength and service will give the young women of BELA the edge needed to attend top-tier colleges and universities, forging a path for the young people in their community.

I look forward to supporting the success of BELA, and I speak on behalf of the Mt. Lebanon Baptist Church community when I say they have our support. I hope that you will join me in this support and please let me know if I can be of further assistance.

Sincerely,

Pastor Shaun Lee

230 Decatur Street, Brooklyn, NY 11233 - Tel # (718) 493-8770 - Fax # (718) 756-0952 - email: info@mymlbc.org

National Coalition of Girls' Schools

ncgs

December 2, 2015

Ms. Susan Miller Barker
The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

Dear Ms. Barker:

The National Coalition of Girls' Schools pledges its support for the formation of the Brooklyn Emerging Leaders Academy Charter High School (BELA). We have reviewed the letter of intent, including the proposed target population/community served, and agree there is a strong need for an all-girls educational option for the underserved families located in the Bedford Stuyvesant area.

Brooklyn Emerging Leaders Academy Charter High School (BELA) meets the qualifications and has been accepted as a member of the National Coalition of Girls' Schools (NCGS). BELA will receive the full benefits of an NCGS membership—professional development and networking opportunities, cutting-edge research, and advocacy outreach—which reinforce the value and understanding of girls' schools and girls' education. In addition, GALA will gain access to the collective knowledge of 200 NCGS member schools throughout the United States, Canada, and abroad.

As the extensive research on the unique benefits and outcomes of all-girl environments indicate, girls' schools create a culture of achievement. Burch Ford, former President of the NCGS Board of Trustees, described the need for all-girls school best when she stated, "Girls' schools provide a psychological space for girls that doesn't exist elsewhere in our culture."

It is with great pleasure and excitement that NCGS supports the Brooklyn Emerging Leaders Academy Charter High School (BELA).

Sincerely,

Megan K. Murphy

Megan K. Murphy
Executive Director

Girls Incorporated
of New York City

120 Wall Street
Suite 1804
New York, NY 10005
Tel: (212) 531-7620
Fax: (212) 531-7622
www.girlsincnyc.org

Janurary 14, 2016

girls inc.®

Inspiring all girls to be strong, smart, and bold℠

Susan Miller Barker
Executive Director
The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

Dear Susan Miller Barker,

I am pleased to provide this letter of support for Brooklyn Emerging Leaders Academy Charter High School (BELA). As a strong supporter of educational opportunities and safe spaces for girls, I believe the mission and vision of this school addresses a need put forth by the community and enhances the school options offered in Community School District 16 located in Bedford Stuyvesant, Brooklyn.

In my conversations with co-founders Nicia Fullwood and Shannon Riley, I am confident that the school will benefit the young women in the community, as well as the community at large. The school model implements a service learning component that will allow the young women to engage with the community on a deeper level and instill in students the understanding that they are global citizens and have a responsibility to their community and to the world. The co-founders have demonstrated extensive community outreach and have developed meaningful partnerships with organizations indicating their willingness to collaborate and integrate feedback they receive into the school model. Their invovlement within the community will help further develop partnerships that will benefit both the community and the girls who attend the school.

The BELA school model is reflective of research and best practice, and I believe the schools four core values of sisterhood, scholarship, strength and service will give the young women of BELA the edge needed to attend top-tier colleges and universities, forging a path for the young people in their community.

I look forward to supporting the success of BELA and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,

Pamela J. Maraldo
Chief Executive Officer

CAS Carrera Adolescent Pregnancy Prevention Program
Dr. Michael A. Carrera
Director

January 17, 2016

Dear Ms. Susan Miller Barker,

It is with great excitement that I write this letter in support of Brooklyn Emerging Leaders Academy Charter High School and the school's co-founders Nicia Fullwood and Shannon Riley. As the Deputy Director for the Adolescence Division of the Children's Aid Society, I was thrilled to learn about this proposed charter school and how the founders will be replicating the CAS Carrera program at the school. The CAS Carrera program model is designed to create a healthy environment where young people can identify their gifts and talents and begin the process towards robust growth and development. I am confident that this program model will serve the needs of the young women of in the Bedford Stuyvesant neighborhood of Brooklyn.

I have known Nicia and Shannon as colleagues for the past 7 years. They both were instrumental in implementing the CAS Carrera program at the Urban Assembly Institute of Math and Science for Young Women, and Shannon continues to serve the young people at Children's Aid Society as a College Success social worker. I am confident in their leadership and inspired by their motivation and determination. In my conversations with both Nicia and Shannon, I believe the mission and vision of BELA addresses a need identified by the community and enhances the school options offered in Community School District 16.

Dr. Michael Carrera, founder of the CAS Carrera program, is a prospective member of the BELA Board of Trustees. With his guidance and support, he will ensure that the school model is grounded in research and best practice and mentor Nicia and Shannon as school leaders.

I look forward to supporting the success of BELA and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,

Greg Denizard
Deputy Director, Adolescence Division

A copy of the latest annual report filed by The Children's Aid Society may be obtained by contacting Children's Aid or the New York State Attorney Gen

BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

November 30, 2015

The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

Dear Susan Miller Barker,

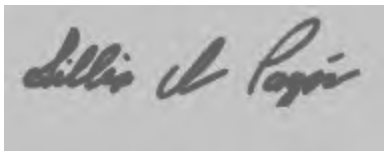
I am pleased to provide this letter of support for Brooklyn Emerging Leaders Academy Charter High School (BELA). As a strong supporter of high quality educational opportunities for scholars in this community, I believe the mission and vision of this school addresses a need put forth by the community and enhances the school options offered in Community School District 16 located in Bedford Stuyvesant, Brooklyn.

In my conversations with co-founders Nicia Fullwood and Shannon Riley, I am confident that the school will benefit the young women in the community, as well as the community at large. They shared with me that the school model implements a service learning component that will allow the young women to engage with the community on a deeper level and instill in students the understanding that they are global citizens and have a responsibility to their community.

As a school leader in CSD 16, I see the daily needs of students in our community. In our conversations, the co-founders of BELA have demonstrated an interest in real community engagement and a desire to create partnerships with organizations. This indicates their willingness to collaborate and integrate feedback they receive into the school model.

I look forward to supporting the success of BELA and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,



Silbia Pagan
Middle School Director of Instruction
Bedford Stuyvesant New Beginnings Charter School
82 Lewis Avenue, Brooklyn, NY 11206

SUNY Charters School Institute
41 State Street
Albany, NY 12207

January 17, 2016

Dear Ms. Susan Miller Barker,

It is with great excitement that I write this letter in support of Brooklyn Emerging Leaders Academy Charter High School and the co-founders Nicia Fullwood and Shannon Riley. I am a member of the PS 308 Clara Cardwell PTA, and am aware of the needs of the students in the community. I live in Bedford Stuyvesant, and am an advocate for all students in my community.

I first met Nicia and Shannon after they presented to the CEC 16 on the proposed school. After hearing about their approach to student and person development, I was intrigued to learn more. As they were talking about the social and emotional support that would be offered at the school, I was specifically thinking of a group of young women attending PS 308 and how they *need* that support in order to thrive in high school.

As a middle school, it is important that PS 308 builds relationships with high schools so our students are aware of the high performing and quality options in the neighborhood. I personally believe that many of the young women at PS 308 will benefit from an all-girls environment and know that this is something that their families are looking for. We look forward to partnering with BELA and welcoming them to PS 308 to recruit students.

As a parent, my priority continues to be ensuring that my children and their peers have the best educational experience possible. I am looking forward to seeing the partnership between BELA and PS 308 flourish, and I am confident and inspired by the motivation and determination of Nicia and Shannon.

Sincerely,

Kemba Boothe
Kemba Boothe
PTA Treasurer

PTA President

PTA Sub-Secretary

Kemba Boothe
To: [redacted] Cc: Shannon more…

Re: BELA Letter of Intent
December 14, 2015 at 10:18 AM
Inbox – Gmail

Wonderful!, I'm excited to see this program made available for the kids of this community especially the wonderful girls, of your soon to be partner school, Clara Cardwell P.S 308. Thank you for keeping me informed. Hope to see and hear more good news from you soon.

> On Dec 14, 2015, at 10:09 AM, Nicia Monik Fullwood <[redacted]> wrote:
>
> Dear Ms. Boothe,
>
> Hope you had a wonderful weekend.
>
> Shannon and I are excited to share with you the Letter of Intent we submitted to the state last week. We'll be notified within the next two weeks about our status for submitting a Round 2 application.
>
> Thank you for your continued support and please feel free to share any feedback.
>
> Best,
>
> Nicia and Shannon
> <BELA LOI Final PDF.pdf>

R15f - Admissions Policy

The School shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. BELA shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school.
In its first year of operation, BELA will accept applications for admission to 9th grade of which approximately 100 will be accepted. BELA will add one grade each year, until it reaches 12th grade. In subsequent years, BELA will accept 100 new 9th grade students. BELA will replace 9th and 10th graders lost to attrition, but generally will not replace 11th or 12th graders. However, if BELA determines its programs and design will properly serve additional 11th or 12th graders, and admitting those students is otherwise consistent with achieving the school's mission, BELA may elect to admit new students to grades 11 or 12. Such admission would be on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, and would be subject to space availability. In this event, such information will be included in the application and lottery materials and the Charter School Institute will be notified. BELA anticipates that it will reach capacity of approximately 371 students by the 4th year of operation. Should the school experience higher attrition than anticipated, BELA may enroll additional students to the extent supported by the school's maximum capacity.

Application Process, Publicity, and Outreach
Each year BELA will hold tours and voluntary information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at local middle schools, or at local organizations that serve middle school aged children and/or their parents. BELA will schedule information sessions beginning during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter and spring as the Board considers appropriate to meet BELA's target enrollment, as well as to ensure sufficient numbers of girls to meet the school's set-aside preference (see below). While BELA will give first preference to students in CSD 16, BELA will also conduct outreach in neighboring school districts. In addition to these preferences, BELA will actively seek the enrollment of children with special needs and ELLs.

Outreach sessions for students will be publicized using flyers, signage at the school and contact with community organizations. For school years after the first, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

BELA will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction

requiring an English translation. Given the proposed location of BELA and the surrounding demographics, the application will be available in English and Spanish, as well as other languages if the demographics of the neighborhood change. For any parent that requests assistance in completing the application, multi-lingual staff may assist. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Families interested in enrolling a child at BELA will be required to submit an application. Applications will be made available at parent information sessions and for pick up at the school and on BELA's website and may be made available by other means, provided application availability will be non-discriminatory. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. During or before each January of the upcoming academic year, BELA will advertise open registration. Families, if they choose to, may meet with staff and review the expectations of BELA.

Public Lottery

Student Population and Lottery Process: BELA is committed to serving CSD 16 and female students, and particularly those that are at risk for academic failure. Because of recent changes to NYSED rules regarding preference categories and eligibility for federal Charter Schools Program (CSP) funds, the School will not formally target admissions in favor of female students. This is, however, the category of students for which the school has been intentionally designed and seeks most to serve. Unless SUNY believes that such a preference would allow for CSP fund eligibility, BELA will instead engage in intensive recruiting and communications efforts to attract female students.

If there are fewer applicants than open seats, all applicants will be admitted. If there are more applicants than there are open seats, a lottery will be held. Admission preference shall be granted to applicants in the following manner:

1. Returning pupils (applicable in Year 2 and beyond, only);
2. Siblings of currently enrolled students;
3. Students who live in CSD 16;
4. Students who live in New York state outside of CSD 16;

Lottery Process: In the event that the number of student applicants to BELA exceeds capacity, a random selection lottery will be conducted by an entity unaffiliated with the school. This lottery will be held between April 2 and April 15, subject to circumstances beyond the reasonable control of the school, and all applications received on or before April 1 will be entered into the drawing. Letters announcing the date and location of the lottery will be mailed to all applicant families in both English and Spanish. The date of the lottery will also be listed on the student application.

After a name is drawn from the lottery it will be posted immediately to the school's lottery board, where seats will be reserved for families who qualify for the at risk preference. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or of their number on the waiting list. Parent/guardians of accepted students will be asked to return a postcard stating that they accept their placement.

A waiting list will be maintained of applications that were not selected from the lottery as well as applications submitted throughout the school year. These applications will be placed on the waiting list by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited.

This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to BELA pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. However, BELA may send an application or other information directly to families who have previously applied.

Enrollment: All admitted students will receive a BELA enrollment packet within three weeks of the admission lottery. BELA will encourage parents/guardians and students to sit with a school staff member to review the required enrollment papers. Parents whose first language is not English may be provided with a translator upon request. BELA will expect all enrollment packets to be returned to the Dean of Student Support within four weeks of notification of admission. Students who fail to return completed enrollment packets to the Dean of Student Support within four weeks of admission will forfeit their place in the school and BELA will replace the seat in accordance with the appropriate wait-list procedures. All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to BELA's Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. BELA may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at BELA) in order to promote and ensure contemplated enrollment in each grade at the school. The intentional provision of untruthful information at application, admission or enrollment will entitle BELA to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

Student transfer and/or withdrawal procedures: BELA will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from BELA will be asked to complete a request for student withdrawal form. BELA personnel will offer to meet with the family and discuss their reasons for withdrawing from BELA, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, BELA will ensure the timely transfer of any necessary school records to the student's new school.

BELA will not impose any arbitrary requirements for application beyond completion of the one-page BELA application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

R16 – Facilities

a. Facility Needs

BELA will seek a school facility in the Bedford-Stuyvesant area of Brooklyn (CSD 16). BELA will be a small school of no more than 100 students in four sections in each grade. BELA will require five classrooms plus one science lab per grade 9 and 10, and six classrooms plus one science lab per grade 11 and 12:

	Year 1	Year 2	Year 3	Year 4	Year 5
# students	*100*	*200*	*290*	*371*	*371*
# sections	*4*	*8*	*12*	*16*	*16*
# classrooms	5	10	16	22	22
# science labs	1	2	3	4	4

Based on the demographics of the surrounding area, BELA anticipates approximately 22% of students will require special education services and 4% of students will require ELL services. By providing one ICT section in each grade, many special education services will take place in regular classrooms. BELA hopes to have 1-2 small rooms to provide pull-out Special Education and English Language Learner services and conduct administrative and compliance functions.

	Year 1	Year 2	Year 3	Year 4	Year 5
SpEd/ELL services rooms/offices	1	2	2	2	2

BELA will need to provide a private office to each counselor/social worker on staff for counseling, plus one office for every 1-2 FLSE/Carrera Providers:

	Year 1	Year 2	Year 3	Year 4	Year 5
Counseling FTE	*1.5*	*3*	*4.5*	*6*	*6*
Counseling offices	1	2	4	5	5

BELA will also require offices for administrative personnel, who can share offices as needed:

	Year 1	Year 2	Year 3	Year 4	Year 5
Reception	1	1	1	1	1
Offices	3	4	5	5	5
Head of School FTE	*1*	*1*	*1*	*1*	*1*
Dean of Student Support FTE	*1*	*1*	*1*	*1*	*1*
Dean of Curriculum and Instruction FTE	*0*	*1*	*1*	*1*	*1*
Finance/Operations FTE	*1*	*1*	*2*	*2*	*2*

BELA students will require the use of a gym, cafeteria, and nurse on site. BELA also hopes to have access to a computer lab or other work space (to house 3D printers and other equipment

for STEAM and technology projects), library, staff workspace/lounge, auditorium space, and curriculum/supplies storage space.

b. Facility Selection

BELA is committed to exploring all potential options for the space to identify the facility that would best allow BELA to provide an excellent education to our students. Accordingly we will inquire with the New York City Department of Education to see if there is an appropriate public facility in CSD 16 where BELA could co-locate. Our founders and Board are deeply committed to the community and will engage fully in the NYC DOE's public citing hearings and procedures.

BELA has prepared our budget assuming the school will be cited in a public facility. The school has allocated funds for extended use permits for 35 days per year outside the DOE calendar when BELA will conduct instruction. The budget also anticipates spending up to $20,000 annually on painting and minor repairs of new classrooms. BELA will apply to the New York City Schools Chancellor to approve this expenditure. If the expenditure is not approved, BELA will redirect the funds to creating a comfortable and welcoming physical learning space through furniture, decorations, and other means.

We understand that an appropriate public facility space may not be available. As well, many stakeholders in the Bedford-Stuyvesant community have encouraged BELA to look for private space to minimize disruption to the nearby traditional public schools. Accordingly we are prepared to pursue a private facility, should an appropriate public facility not be available. Our board members Janet Kinney and Michael Lackwood have experience with facility development and lease negotiations, providing us the expertise needed to find and manage a private facility. Dennis Suskind has also agreed to serve as an advisor to the board on facilities. Dennis Suskind is a retired general partner of Goldman Sachs and has expertise in school facility management and expansion. He has extensive experience in real estate development, and is currently the Chair of the Building Committee at Marymount School of New York where they are in the process of building a 120,000 square foot building and renovating their campus. Dennis Suskind, Janet Kinney and Michael Lackwood will serve as the facilities committee for BELA.

Our initial research indicates that we would be able to find a private facility that is appropriate and affordable for the school. Over the past several months, BELA founders have consulted with two real estate brokerage firms, CPEX (Rich Novak) and Macon Realty (Charlene Gayle), to explore potential private space options. We have researched several potential options in the Bedford-Stuyvesant area, including:

- *Option 1:* 3 floors of 11,000 square feet each available. Price is $25 per square foot.
- *Option 2:* 3 floors of 5,133 square feet each available. Price is estimated to be between $20 and $30 per square foot.
- *Option 3:* ground floor of 17,000 square feet available. Price is estimated to be between $30 and $32 per square foot.

We have also drafted initial private facility budgets that indicate the additional 20% per-pupil revenue for private facility costs would cover these costs.

Should a public facility not be available, BELA's Board of Trustees and co-founders are prepared to begin the process of identifying and preparing a suitable private facility for BELA in Summer 2016 to ensure we are prepared to open for students and staff in Summer 2017. This will allow ample time for researching facilities, negotiating a lease, and conducting any necessary construction and physical improvements. In the meantime, our founders will continue to explore private facility options in the Bedford-Stuyvesant area to prepare for that possibility.

c. Facility Related Conflicts of Interest

No members of the BELA Board or any members of the BELA founding team are associated with any of the facility options currently being considered. If at any time there develops any actual or perceived conflict of interest surrounding BELA's facility, such potential conflict of interest will be disclosed to the SUNY Charter Schools Institute immediately.

d. Additional Facility Information

Request is not applicable.

R-17 - Food Services

The School will apply for and participate in the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs for students eligible there under. BELA intends to contract with the New York City Department of Education to provide food service to eligible students. However, BELA reserves the right to contract with another food service provider if such policy is set by its Board of Trustees. The School will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students as needed.

Regardless of whether the New York City Department of Education or another entity provides such food service, any and all revenues from the federal free and reduced-price breakfast, lunch and snack programs shall be used exclusively for the provision of services to students eligible there under as required by the terms of the program(s). Students not eligible under the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs shall be responsible for their own meal and snack needs. Students can opt to bring their own lunch and not partake in the school lunch program.

Day-to-day implementation of the School's food services shall be the responsibility of the Family Coordinator and supervised by the Finance/Operations Manager.

As part of the School's regular annual professional development of its leaders and instructional and non-instructional staff members, teachers will be informed of the School's Food Services Policy so that they may possess sufficient knowledge to inform students' families on the matter.

The School will inform students' parents of the School's Food Service Policy before students start school at BELA and at the start of each succeeding school year, so students and their families will be fully informed of their rights and choices when making school meal and snack arrangements for their children.

R-18 - Health Services

General Medical Services
The School will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the New York City Bureau of School Children and Adolescent Health (the "Bureau") will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in New York City public schools. The School will request these services from the Bureau in sufficient time to allow for inclusion of the requested services into the Bureau's and the New York City Department of Education's budgetary and staffing plans. Permanent, non-consumable and consumable facilities and supplies shall be provided by the School and Bureau as provided by applicable law and practice.

The School will store health records for enrolled students as required by law. While the School will be responsible for storage, the day-to-day maintenance of these records will be the responsibility of the health services staff of the Bureau.

Immunization: New York State law requires that each student entering a new school in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the fourteenth (14^{th}) day of school. The School will require all students to have all required immunizations and vaccinations as required by law. Before a child can be permitted to enter and attend school (subject to the fourteen day waiting period) parents or guardians must present documentation that their child has received all required doses of vaccines or that their child 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. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the charter school's student population. The School will grant variances from vaccinations as per §2164 of the Public Health Law. If a parent seeks to waive immunization requirements of his/her child, the School in consultation with the Bureau will make the waiver determination.

Vision Testing: All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

Defibrillator: BELA, in accordance with §917 of the Education Law, and in coordination with the Bureau, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in BELA and at any School-sponsored events at other locations.

Medication Delivery System Procedures
These requirements for the administration of medication in school will be communicated in the student-parent handbook and individual parent/student counseling.

- Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of BELA staff.
- Physician Orders: The School requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
    - Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
    - The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.
- Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions.
- OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported

daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage.

- Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time.

Storage of Medication: All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

R-19 - Transportation

Students attending BELA will receive transportation services for which they are eligible under §2853(4) (b) and §3635 of the Education law.

In the event the School is in session on days when New York City public schools are not in session, including any instances where the School requires student attendance for BELA Academy in the summer, test preparation, or Saturday school, the School will seek arrangements with the New York City Department of Education to provide transportation, at cost, pursuant to §2853(4) (b) of the Education Law. BELA has also anticipated the cost of a daily Metrocard for all students for 35 days outside the DOE calendar (20 in summer and 15 during the school year) in its budget. Parents or guardians of students ineligible for transportation under §2853(4) (b) or §3635 of the Education Law will be responsible to provide transportation for them.

Day-to-day implementation of the School's Transportation Services will be the responsibility of the Finance/Operations Manager or Family Coordinator, as decided by the Head of School.

As part of the School's regular annual professional development of its leaders and instructional and non-instructional staff members, teachers will be informed of the School's Transportation Policy so that they may possess sufficient knowledge to counsel students' families on the matter.

As well, the School will inform the parents of potential students of the School's Transportation Services Policy as part of its student enrollment outreach programs, so students and their families will be fully informed of their transportation rights and choices when considering BELA charter school.

Special education students often have different eligibility for transportation. Their Individual Education Program (IEP) dictates their eligibility. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation will become the responsibility of the child/s parents or guardian.

Parents of special education students seeking transportation services will be required to submit a written request each year, no later than April 1st, to the CSE, as the CSE is responsible for updating student records in the Department of Education Pupil Information System. Parents can contact the Office of Pupil Transportation's Customer Service Unit to check the student's transportation status. As a result, parents will have to make transportation requests prior to being admitted to BELA.

R20 - Insurance

BELA requested a quote from Austin & Co. for the School, including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property that align to the School being in DOE space, estimated payroll and total number of students served in Year 1. The annual premiums quotes below are included in the proposal budget.

AUSTIN & CO., INC.
Insurance Professionals

Premium Indication - Year 1

(This is a ballpark premium estimate and is subject to completed applications and underwriting review. Rates are subject to change.)

For: Brooklyn Emerging Leaders Academy Charter High School			11/9/15
	Coverage	Limits	Premium
	Property – Choice Form		
	Building	**0**	**$3,500**
	Business Personal Property (BPP) including	**250,000**	
	Improvements & Betterments,		
	Computer Hardware & Software		
	Replacement Cost & Agreed Value		
	Earthquake & Flood	1,000,000	
	Property Deductible:	*2,500*	
	Earthquake/Flood Deductible:	*25,000*	
	Equipment Breakdown	Included	
	Business Income with Extra Expense	750,000	
1	No Coinsurance Provision		
	Automobile		
	Hired and Non-Owned Liability	1,000,000	
	Hired Physical Damage	35,000	
	Crime		
	Employee Dishonesty including ERISA	350,000	
	Forgery	275,000	
	Computer Fraud	250,000	
	Money & Securities:		
	Inside the Premises	50,000	
	Outside the Premises	25,000	
	Directors & Officers		
	Including Educators Legal Liability	1,000,000	**$7,500**
	Internet Liability	Included	
	Workplace Violence	100,000 sublimit	
	Employment Practices Liability	1,000,000	
	Third Party Liability	Included	
2	**Retention:*	*15,000*	
	Fiduciary Liability	1,000,000	
	**Retention:*	*1,000*	
	Defense Costs are Outside the Limits		
	**Applies to both Indemnity & Defense Costs*		

Response 20-1

3	**General Liability[1]** Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment Employee Benefits Liability *Student Enrollment:* **Umbrella Liability[1]** Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment *Retention:* **Excess Educators Legal Liability[1]** Including Directors & Officers and Employment Practices Fiduciary Coverage *[1] Dividend Pending Approval*	1,000,000 3,000,000 Included Included Included ***100*** 10,000,000 10,000,000 Included Included *10,000* 10,000,000 3,000,000	**$5,000** **$3,000** **$2,000**
4	**Workers' Compensation & Employers' Liability** Estimated Payroll: Class 8868: School - Professional & Clerical Class 9101: School - All Other (maintenance, security, etc) Experience Modification *Workers' Compensation is Subject to Audit*	 **1,008,203** **0** *n/a*	**$7,800** *(not including dividend return)*
5	**Student Accident** Accident Medical Expense Accident Dental Expense *Deductible:* Type of Coverage	50,000 Included 0 Full Excess	**$1,300**
6	**Catastrophic Student Accident** Accident Medical Expense Accident Dental Expense *Deductible* Type of Coverage	1,000,000 Included 50,000 Full Excess	**$400**
Total Annual Estimated Premium		**$30,500**	

This Premium Indication does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

R-21 Fiscal Soundness

a. Budget Narrative

BELA has designed its budgets to be fiscally sound and aligned to the vision of the school.

During start-up, we conservatively anticipate BELA will receive half of $500,000 through the Charter Schools Program grant. We have budgeted for all anticipated costs to ensure a smooth opening, including salaries of key start-up staff and the necessary equipment, technology, and materials.

In each of the five operational years beyond the start-up period, BELA's budget reflects very conservative assumptions. The BELA financial plan relies entirely on per pupil funding and federal/state entitlements. We conservatively estimate no increases in either and include these conservative revenue estimates:

- Per pupil of $13,877: stays flat all five years
- Special education per pupil of $10,390: assume 22% of students will receive special education services and conservatively anticipate one-third of these students will fall into 20-60% category
- Title 1: assume 87% of students will be eligible for Title I (based on CSD 16 FRPL rate of 88.6%) and conservatively estimate $400 per student

Thus BELA will depend on predictable and certain revenue streams to fund its activities, and has budgeted revenue very conservatively.

No private fundraising is included in the budget to mitigate this risk further. The budgets are fully aligned with our proposed school design and will appropriately guide the school in allocating resources towards academic achievement and fulfilling our mission. We have incorporated all possible costs contemplated by our educational, fiscal, and operational program in the appropriate time period. BELA has budgeted generously for expenses that will ensure the school's academic excellence and organizational viability, including:

Staff Compensation:

- Ample FTE for instructional and programmatic staff to support BELA's robust academic and leadership programming
- Sufficient FTE for operational staff to ensure the organization runs smoothly and remains financially viable
- Competitive salaries for all positions, including an average starting teacher salary at the equivalent of 10% above the NYC DOE salary schedule for a third year teacher with a Master's Degree, and generous 4% annual salary increases to attract and retain top talent
- Sufficient compensation for four BELA Academy teachers ($5,000 for four weeks during summer) and two intercession teachers per grade ($1,000 per week-long intercession)
- No substitute teachers required as internal coverage will be provided

Academic program:

- Generous curriculum, textbook, and material budgets, all aligned to the academic program of the school and reflective of vendor quotes where applicable
    - Textbooks: $50,000 per new grade
    - Curriculum: $25,000 per new grade and $5,000 per returning grade; $17,500 FUSE science program start-up fee (Year 1) and $5K ongoing fee (Years 2 and forward)
    - Classroom supplies: $200 per student
    - Special education supplies: $5,000 per new grade
- All required IB application and program fees:
    - Application fee of $9,000 in Year 1 and candidate fee of $9,500 in Year 2
    - Once the IB program is implemented in Year 3, BELA will cover the student registration fee of $164 per participating student.
    - BELA will cover the fee of $133 per IB exam to ensure all students can access the IB program equally. We assume 25% of 11th and 12th grade students will pursue an IB diploma, requiring six classes with IB exams, while the remaining 25% of 11th and 12th grade students will take only the two required IB courses and exams (Theory of Knowledge and Latin).
- Ample funds for professional development:
    - $500 per instructional staff member for external professional development
    - $5,000 per year (Year 1 and 2) increasing to $10,000 per year (Year 3 and forward) for all-staff workshops
    - Competitive teacher travel fellowships for teachers to attend conferences and workshops of $4,000 each, increasing from three in Year 1 to six in Year 5 as the teaching staff grows
- Sufficient funds for NWEA MAP Assessment, DESSA Assessment, and other in-house testing

Technology:

- 1:1 technology: $700 for a laptop for every new student
- Full suite of SmartBoards, staff computers, a student information system, and software

Organizational Viability:

- Ample funds that increase as BELA grows ($1K per month during the Pre-Opening Period, increasing to $3K per month during Year 1 and then by 15% per year) for Charter School Business Management or other accounting services vendor to assist with bookkeeping, vendor payments, reporting, and other tasks as needed
- Additional contracted services including audit, legal support, payroll services, and technology support to support the financial and organizational health of the school
- Generous funding for both staff and student recruitment
- Furniture, equipment, office supplies, maintenance, insurance, and other operational expenses

All expenses were estimated by thorough research, including examination of the budgets and spending of other independent charter schools in New York City, research into pricing of items, and quotes from specific vendors with whom BELA intends to purchase items from.

BELA has structured each year's budget to allow a net income of approximately 10-15% of revenue every year. This will allow BELA to build up a healthy financial reserve over time, in addition to the $25,000 BELA will set aside in each Years 1-3 in an escrow account toward dissolution expenses. In the case of stalled or shortfalls in revenue, unanticipated expenses, or other deviations from this budget, this design will ensure the organization will have funds on hand to address the situation as needed while maintaining financially healthy.

The budget provided assumes BELA will be cited in public school facility and so does not include the 20% per pupil funding revenue for private facility, or any expenses associated with private facility management (rent, security staff, nurse, etc.). If BELA is unable to identify an appropriate public facility and pursues a private facility instead, BELA anticipates it will be able to use the additional 20% per pupil revenue to pay for private facility expenses without major changes to staffing, salaries, or other expenses. In this case, the school will prepare a revised budget for the Institute as required.

b. Financial Planning

The BELA Board and Leadership Team will develop and monitor the annual budget. Board members, including Michael Lackwood (Treasurer) and Stacy Dubov, have extensive experience preparing budgets and monitoring spending, and will lead BELA's Board in ensuring sound financial planning for the school. The Board's Finance Committee will work hand-in-hand with BELA staff to create the annual budget and monitor the organization's financial health.

In Years 1 and 2 as the school is starting, the Head of School with the support of the Operations Manager will act as the staff finance lead for the school. In Years 3 and forward, the Director of Finance and Operations will assume this role. In all years, CSBM or another accounting firm will provide bookkeeping, reporting, and budget support as needed, the cost of which is reflected in R21 – Budget Template.

The staff finance lead will be responsible for drafting the budget and cash flow projection and will incorporate feedback from the Leadership Team and Board Finance Committee before presenting a final draft to the BELA Board. BELA's Board of Directors will adopt an annual budget and cash flow projection, which will establish the school's spending priorities and the spending authority needed to operate the school. Sufficient time will be allocated for review and discussion of the budget to ensure the annual budget supports the programmatic priorities of the school and is fiscally sound. The annual schedule for establishing the budget will be:

- The staff finance lead drafts first budget: by April 1
- BELA Leadership Team and Board Finance Committee reviews and provides feedback: by May 1

- The staff finance lead incorporates feedback and completes final draft of budget: by June 1
- BELA Board reviews and adopts budget: by July 1
- BELA staff provides quarterly financial report to BELA Board: September Board meeting, December Board meeting, March Board meeting, June Board meeting

When determining the priority of each area of need, BELA will first consider the impact to student success, the impact to teacher quality and development, and the financial position and organizational health of the school.

The staff finance lead will ensure that the budget remains in balance throughout the year and will provide a budget-to-actual report and expense analysis to the Leadership Team, Finance Committee, and BELA Board as part of the quarterly financial reporting. This collaboration between staff and the Board will ensure the budget is regularly reviewed and, if needed, adjusted to reflect the actual and projected financial condition of the school. The staff finance lead will report on budget vs. actual results, and also forecast revenue and expense for the balance of each year such that both revenue and expenditures are managed proactively with a forward-looking view.

c. Fiscal Audits

BELA will conduct a fiscal audit annually, with the first audit performed for the audit period from start up period through the end of the first fiscal year, ending June 30th. The BELA Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Sufficient funds have been allocated for audit expenses every year in BELA's five year budget.

Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor.

The four main scheduled contained in the annual audit will be completed using the Institute's mandatory audit templates. A copy of the audit report and the auditor's Management Letter will be provided to the full Board and SUNY-CSI by the November 1 deadline and published along with the school's Annual Report.

d. Dissolution Procedures

In the event of closure or dissolution of BELA, the Board of Trustees and Head of School will manage the dissolution process in accordance with Education Law § 2851(2(t) and the school's closure plan, as outlined by the Institute. The Board may designate one or more trustees and/or school employees to assist with tasks related to the closure of the school as needed.

The Board Chair and Head of School shall provide notification to parents of children enrolled in BELA of the schools closure immediately. The Head of School will multiple host meetings to provide parents with information on the school's closure, transfer options, and school transfer processes within two weeks of the initial notification to parents. A list of students attending BELA will be sent to the local district. The Head of School and Family Coordinator will manage the process of transferring student records to the school district in which it is located and providing parents with a copy of such records.

The Board Chair and Head of School will manage the process of transferring the school's fixed assets to the school district where BELA is located.

BELA will set aside $25,000 in each Years 1-3 into an escrow account for dissolution expenses, including legal cost, final audit expenses, fixed asset transportation, and other expenses. This commitment is reflected in Request 21e – Budget Template.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only, the numbers are automatically populated using input from tab 3 OR 3.1.
5) Pre-OP Cash Flow 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 15_08A

R21f - Letters of Commitment

Request is not applicable.

R21g - Non-SUNY Financials

Request is not applicable.

R22 – Action Plan

	Person Responsible	Start Date	Projected Completion Date
Academic Program and School Administration			
Provide written notice to Institute that Head of School has been named within 5 days of the hire date	Board of Trustees	June 2016	July 2016
Develop curriculum and programming for BELA Academy	Head of School	March 2017	May 2017
Coordinate with assessment, curriculum, and education technology vendors to procure educational materials	Head of School	January 2017	August 2017
Develop curriculum and programming for school year	Head of School	January 2017	August 2017
Develop programming for BELA institute	Head of School	June 2017	July 2017
Recruit and hire appropriately qualified staff, including key leadership positions	Head of School and Dean of Student Support	January 2017	August 2017
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary	Head of School	January 2017	August 2017
Compare and sign up for benefits and 403B plans	Head of School	October 2016	December 2016
Finalize staff handbook	Head of School and Dean of Student Support	January 2017	April 2017
Provision classrooms appropriately	Head of School	January 2017	August 2017
Prepare school calendar and distribute to families	Head of School	March 2017	May 2017
Prepare class schedules and distribute to teachers	Head of School	May 2017	September 2017
Make arrangements to provide a range of special education services	Head of School	January 2017	August 2017
Student Recruitment and Enrollment			
Write the Student Application for Admission and submit it to the Institute; sign up for NYC Charter Center Common Application	Head of School and Dean of Student Support	October 2016	October 2016
Plan, conduct, and document student recruitment and school marketing efforts	Dean of Student Support	November 2016	April 2017
Set a lottery date and arrange for lottery	Head of School and Dean of Student	December 2016	January 2017

	Person Responsible	Start Date	Projected Completion Date
	Support		
Conduct the lottery	Head of School and Dean of Student Support	April 2017	April 2017
Notify parents and guardians of the results of the lottery	Head of School and Dean of Student Support	April 2017	April 2017
Call families admitted off the waitlist	Head of School and Dean of Student Support	April 2017	October 2017
Conduct enrollment meetings with families	Parent Coordinator and Dean of Student Support	May 2017	August 2017
Organizational Viability			
Secure 501(c)3 status	Head of School	June 2016	June 2017
Ratify school by-laws within 30 days of issuance of charter	Board Chair	April 2016	June 2016
Request student records from students' former districts	Head of School and Family Coordinator	May 2017	August 2017
Arrange for separate locked storage for students' academic and health records	Head of School	February 2017	April 2017
Enhance the school's discipline policies in its charter application, including provisions for the discipline of special education students as needed and include in student/family handbook	Head of School and Dean of Student Support	January 2017	April 2017
Enhance the school's complaint/grievance policy as needed and include in student/family handbook	Head of School and Dean of Student Support	January 2017	April 2017
Write the school's FERPA policy	Head of School	January 2017	April 2017
Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook	Head of School	January 2017	April 2017
Set up student files with proper FERPA protections and procedures	Head of School and Family Coordinator	June 2017	August 2017
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.	Head of School and Family Coordinator	June 2017	August 2017
Revise and enhance the school's Open Meetings Law policy to make it a working policy	Board of Trustees	January 2017	April 2017

	Person Responsible	Start Date	Projected Completion Date
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	Board of Trustees	January 2017	April 2017
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	Head of School	January 2017	July 2017
Facilities			
Petition NYC DOE for public co-located facility; consider public facility offered	Head of School	May 2016	November 2016
If public option offered not pursued, locate a school facility and notify Institute and SED within 10 days of identification	Head of School	December 2016	February 2017
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Institute	Head of School	February 2017	May 2017
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	Head of School	May 2017	August 2017
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	Head of School	May 2017	August 2017
Obtain Certificates of Insurance	Head of School	January 2017	July 2017
Create life safety procedures and train teachers accordingly	Head of School	July 2017	August 2017
Create a draft SAVE plan and submit it to SED and Institute	Head of School	July 2017	August 2017
Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or SED's comments.	Head of School	July 2017	August 2017
Write a plan and procedures to control access to the building	Head of School	June 2017	July 2017
Hire necessary security personnel, if needed	Head of School	May 2017	July 2017
Ensure that there is adequate signage and that the building is numbered for emergency response	Head of School	June 2017	July 2017
Finances			
Develop the school's fiscal policies and procedures and draft Initial Statement	Head of School and Board of Trustees	June 2016	September 2016
Set up bank accounts and accounting system	Head of School and Board of Trustees	June 2016	September 2016

	Person Responsible	Start Date	Projected Completion Date
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing $50k	Board Chair	December 2016	January 2017
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	Head of School	June 2016	-
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	Head of School	January 2017	February 2017
Adopt Pre-Opening budget	Board of Trustees and Head of School	October 2016	December 2016
Adopt Year 1 budget	Board of Trustees and Head of School	March 2017	June 2017
Create annual cash flow projection and submit to Institute; submit revised budget if necessary	Accounting vendor under direction of Head of School	May 2017	June 2017
Submit unaudited statements of income and expense to the Institute	Head of School	July 2017	August 2017
Establish a payroll system	Head of School	December 2016	January 2017
Establish a billing system for school districts	Head of School	January 2017	March 2017
School Management and Operations			
Make arrangements to provide nutrition services to the school's students	Head of School and Family Coordinator	April 2017	June 2017
Ensure that appropriate food and beverage storage is available at the school	Head of School and Family Coordinator	July 2017	August 2017
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	Head of School and Family Coordinator	April 2017	May 2017
Contact school district of location or appropriate entity to arrange for school nurse, and/or recruit and hire a school nurse	Head of School and Operations Manager	April 2017	June 2017
Develop a medications administration plan	Head of School and Operations Manager	June 2017	August 2017
Develop health services plan	Head of School and Operations Manager	June 2017	August 2017

	Person Responsible	Start Date	Projected Completion Date
Ensure that all students are appropriately immunized, or are excused from so being	Head of School and Family Coordinator	May 2017	August 2017
Ensure that the school will have the proper number of defibrillators and trained staff	Head of School	June 2017	August 2017
Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	Head of School	January 2017	March 2017
Arrange for supplemental transportation services	Head of School	March 2017	May 2017

R23 – Supplemental Information

a. Supplemental Narrative

In partnership with FUSE, BELA students will complete a four year sequence of STEAM courses in one of three pathways: Engineering, Biomedical Science, or Media. In Year 9, students will take an interest driven STEAM course designed by FUSE and The Biotechnology Center of Excellence at Northwestern University. After 9th grade, students will select one of three focus areas to pursue in Year 10-12: Biomedical Science, Engineering or Media Technology.

Attached please find the following documents, which illustrate how FUSE and BELA will partner together to provide hands-on STEAM programming:

- FUSE challenge descriptions
- FUSE letter of support

The Devereux Student Strengths Assessment (DESSA) is a standardized, norm-referenced behavior rating scale that assesses social-emotional competencies that serve as protective factors for students. The eight social and emotional competencies that are assessed are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Personal Responsibility, Decision Making, Goal Directed Behavior and Optimistic Thinking. This strength-based assessment provides guidance for teachers, families, and other adults to help support the social and emotional development of the students. BELA has selected DESSA because of its alignment with BELA's commitment to social emotional learning. Attached please find the following individual and group DESSA results report, which illustrate how DESSA results will be provided to instructional and counseling staff to support student growth, as well as a letter illustrating how the DESSA will support social-emotional learning at BELA:

- Devereux Student Strengths Assessment (DESSA) single rating report
- Devereux Student Strengths Assessment (DESSA) group profile report
- Devereux Student Strengths Assessment (DESSA) letter of support

Lesson Plans that teachers can implement that align with BELA's social emotional curriculum, are supported by the DESSA assessment and which BELA teachers intend to use are available through Self-Management:

- Self-Management Teacher Reflection template
- Self-Management lesson plan

Table of Contents

- FUSE challenge descriptions
- FUSE letter of support
- Devereux Student Strengths Assessment (DESSA) single rating report
- Devereux Student Strengths Assessment (DESSA) group profile report
- Devereux Student Strengths Assessment (DESSA) letter of support
- Self-Management Teacher Reflection template
- Self-Management lesson plan

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

15 March 2016

Susan Barker
Executive Director
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms Barker:

I am writing this letter to outline the projected International Baccalaureate (IB) Diploma Programme (DP) authorization process for Brooklyn Emerging Leaders Academy Charter High School (BELA) to become an IB World School.

The authorization process typically takes 2.5 calendar years, beginning with BELA submitting their application for candidacy in the spring. The school would be notified of their candidate status by September and would begin working with an assigned consultant to prepare for submission of the application for authorization the following spring. Following submission of the application for authorization, staff from our office would conduct a host verification visit and BELA would be notified of their status the following spring, two years after the initial application for candidacy. If approved, BELA would prepare for implementation the following school year. Below are two potential timeline options for BELA:

Timeline 1	**Timeline 2**
June 2016: Submit application for candidacy	April 2017: Submit application for candidacy
September 2016: Candidacy begins	September 2017: Candidacy begins
April 2017: BELA submits full application	April 2018: BELA submits full application
Oct-Dec 2017: IB conducts school visit	Oct-Dec 2018: IB conducts school visit
April 2018: Authorization notification	April 2019: Authorization notification
September 2018: Authorization takes effect	September 2019: Authorization takes effect

Historically, schools applying for the DP receive authorization within the 2.5 year timeline. In the event that a school does not receive authorization, the school would receive detailed feedback and would have an opportunity to resubmit their application. In my experience, a school's authorization may be delayed for their failure to meet the following requirements: student access to adequate primary and secondary resources to support extended essay, and/or student scheduling which reflects concurrency of learning. Given the two timelines, if BELA were to fail to meet either or both requirements, BELA would be able to address them in time to receive authorization by fall 2019.

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I'm looking forward to the opportunity to support BELA through this process. Please let me know if I can be of further support.

Sincerely,

Stephen Perrine
Outreach Associate Manager
International Baccalaureate Organization
7501 Wisconsin Avenue, Suite 200 West
Bethesda, Maryland 20814
[redacted]