PROPOSED SCHOOL NAME:	legiate Girls Cha	
		A
	Proposal Request	Are you incorporating by reference?
		Select Yes or No from the dropdown menu.
	Sample Response	Yes
00(a)	Transmittal and Summary Form	*All applicants must*
00(b)	Statistical Overview Form	*All applicants must*
00(c)	Replicator Checklist	*All applicants must*
1(a)	Community Description and Need	*All applicants must*
1(b)	Programmatic Impact	*All applicants must*
1(c)	Fiscal Impact	*All applicants must*
2(a)	Mission	Yes
2(b)	Key Design Elements	No
3(a)	Applicant Information	No
3(b)	Proposal History	No
3(c)	List of Founding Team Members	No
3(d)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	No
3(e)	Letter of Justification for Previously Denied Applications	No
3(f)	Founding Team Resumes	*All applicants must*
3(g)	Probationary Status of Affiliated Charter School(s)	*All applicants must*
4(a)	Description and Analysis of Community Outreach Efforts	*All applicants must*
4(b)	Description and Analysis of Community Suppport	*All applicants must*
4(c)	Description and Analysis of Student Demand	*All applicants must*
4(d)	Evidence of Community Outreach	*All applicants must*
4(e)	Evidence of Community Support	*All applicants must*
4(f)	Evidence of Student Demand	*All applicants must*
5(a)	Enrollment Plan	No
5(b)	Target Population Enrollment	No
5(c)	Student Enrollment Table	No
5(d)	Admissions Policy	Yes
6(a)	Curriculum Selection Processes	No
6(b)	Assessment System	No
6(c)	Instructional Methods	No
6(d)	Course or Subject Overview	No
6(e)	Promotion and Graduation Policy	No
6(f)	Programmatic Audits	No
6(g)	Draft Accountability Plan	No
7(a)	School Calendar	*All applicants must*
7(b)	Sample Student Schedule	Yes
7(c)	Sample Teacher Schedule	Yes
8(a)	Struggling Students	No
8(b)	Students with Disabilities	No

PROPOSED SCHOOL NAME:	legiate Girls Cha	
		A
Proposal Request		Are you incorporating by reference?
8(c)	English Language Learners	No
8(d)	Gifted and Advanced Students	No
9(a)	Instructional Leadership Roles	Yes
9(b)	Teacher Support and Supervision	Yes
9(c)	Professional Development	Yes
9(d)	Teacher Evaluation and Accountability	Yes
10(a)	School Culture	Yes
10(b)	Discipline Policy	Yes
10(c)	Special Education Discipline Policy	Yes
10(d)	Dress Code Policy	No
11(a)	Organizational Chart	Yes
11(b)	School Leadership and Management Structure	Yes
12(a)	Staffing Chart and Rationale	No
12(b)	Qualifications and Responsibilities	No
12(c)	Staff Recruitment and Retention	No
12(d)	Personnel Policies	Yes
13(a)	Partner Information	No
13(b)	Partner Commitment	No
14(a)	Board Members	No
14(b)	EdCorp Board Roles & Responsibilities	No
14(c)	Education Corporation Board Design	No
14(d)	Stakeholder Participation	No
14(e)	By-laws	No
14(f)	Code of Ethics	No
14(g)	Complaint Policy	Yes
14(h)	Board Member Resumes	*All applicants must*
14(i)	Board Member Request for Information Forms	*All applicants must*
15(a)	Relationship Strategies	No
15(b)	School Partnerships	No
16(a)	Facility Needs	*All applicants must*
16(b)	Facility Selection	*All applicants must*
16(c)	Facility Related Conflicts of Interest	*All applicants must*
16(d)	Additional Facility Information	*All applicants must*
17	Food Services	No
18	Health Services	Yes
19	Transportation	Yes
20	Insurance	*All applicants must*
21(a)	Budget Narrative	*All applicants must*
21(b)	Financial Planning	*All applicants must*
21 (c)	Fiscal Audits	No
21(d)	Dissolution Procedures	No
21(e)	Budget Template	*All applicants must*

SUNY Charter Schools Institute Incorporation by Reference Checklist

PROPOSED SCHOOL NAME:	legiate Girls Cha
	A
Proposal Request	Are you incorporating by reference?
21(f) Letters of Commitment	*All applicants must*
21(g) Non-SUNY Financials	*All applicants must*
22 Action Plan	*All applicants must*
23(a) Supplemental Narrative	No
23(b) Supplemental Attachments	No
24 Full Merged Application	*All applicants must provide a response to this Request.*
Supplemental Academic Program Narrative	*This is a specific additional request for which all applicants must provide a response*
Business Plan (if applicable)	*All applicants must provide a response to this Request.*

SUNY Charter Schools Institute
The State University of New York

2023 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
Proposed Charter School Name:	Kwenda Collegiate Girls Charter School		
Education Corporation Name:			
Incorporating by Reference (Yes or No):	Yes	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	August 2025	School District of Location (or NYC CSD):	NYC CSD 22

Proposed Grades and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-1	108
Year 2	K-2	162
Year 3	K-3	216
Year 4	K-4	270
Year 5	K-5	324

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	
Partner Contact Info (Name, Phone):	

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

Media/ Public Contact Information (required)

Na [redacted]

Program Design

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

Kwenda Collegiate Girls Charter School educates young women in kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead.

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

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") – informed by extensive engagement and thought partnership with our community as well as the practices of high-performing schools nationally – is built on five key design elements:

1. Girls' schools empower girls with confidence of voice and raise the bar of expectations for all.
2. Gender equity is deeply rooted in ensuring a rigorous college preparatory education, one that is culturally-relevant and gender-responsive, is in reach for all of our young women.
3. A school designed with girls in mind requires a reimagined understanding of high-quality teaching.
4. A strong foundation in literacy is prerequisite for our girls' success in academics and life.
5. A focus on 21st century skills through STEAM ensures that young women are poised to compete in a complex and interdependent global economy.

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

1.Confidence of voice. We center our school on girls' achievement and having their voices heard, affirmed, and valued. In partnership with [redacted] Leadership Project, we will support our girls in developing leadership skills and confidence of voice through an evidence-based curriculum including identity development, activism, and social justice.

2. Rigor. A college preparatory education ensures girls' upward economic mobility, therefore we backwards plan curriculum from entrance requirements into NYC's college preparatory high schools. We apply a culturally and gender responsive lens to school design, including curriculum and instructional materials.

3. Reimagined high-quality teaching. We develop teachers in pedagogical/content practice and relationship building and emotional intelligence, as implicit bias and insecure relationships can negatively young women of color. We have sought strategic partners – including FuelEd and the National Black Women's Justice Institute in training on emotional triggers, implicit bias, and restorative consequences.

4. Literacy. A strong foundation in literacy empowers girls with the skills to break the cycle of poverty. Our two-teacher model and academy-wide literacy blocks build the foundation necessary to ensure students are reading on grade level by 3rd grade.

5. STEAM pathways. Technology is among the fastest growing and highest paying sectors in New York. Access to STEAM fields was the most family requested addition to our model. Aligned to the state's commitment to closing the technology gender gap, we focus on Science, Technology, Engineering, Arts and Math.

Proposed Board Members

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

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

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

[redacted]

Lead Applicant Digital Signature
Valid Digital Sign[redacted]

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

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

R-00b - Statistical Overview

Request is not applicable.

Kwenda
COLLEGIATE GIRLS

R-00c - Replication Checklist

Request is not applicable.

Kwenda
COLLEGIATE GIRLS

R-01ac - Community Need and Proposed School Impact

a. COMMUNITY DESCRIPTION AND NEED

- *Provide an analysis of the community and target population for the school including:*
- *A description of the community from which the proposed school intends to draw students;*
- *Community demographics;*
- *A description of the specific population of students the proposed school intends to serve;*
- *The applicant's rationale for selecting the community;*
- *Performance of local schools in meeting the community's needs,*
- *How the proposed school would provide a needed alternative for the community; and,*
- *• A detailed discussion of the educational impact of the COVID-19 pandemic on the target community, which may include an analysis of indicators of interrupted learning (e.g., assessment scores, absenteeism rates, enrollment rates, etc.).*

"It was not abnormal for my daughter and I to get up at 5:15 each morning to take the trip to [an all-girls public elementary school] in the Lower East Side. 5:15. We did it every day. We did not have a choice. I cannot really describe the effect that the all-girls school had on her and her classmates. It is like magic, really. So [we parents] making the trek from Brooklyn would huddle together and encourage each other. Tell each other 'If you make it to January, it becomes easier.' We supported each other to stay with it because we wanted that education for our daughters…and there was no magic…no all-girls option…for us in Brooklyn." --- East Flatbush resident, describing her daily commute outside of the borough to find a tuition-free, public all-girls elementary option for her daughter

"I am the product of an all-girls school. All the women in my family attended the same girls' school in Haiti. We moved to this country for a "better" education for our children but I can't forget the impact my girls' school had for me. It is crazy that I have to leave Brooklyn to get a public [girls'] school for my own daughter." --- captured from a parent conversation at a community event

"The [development] of Black adolescent girls has been "heavily impacted" by the COVID-19 pandemic…inclusive of significant psychological and physical consequences, including depression and anxiety, disrupted eating, distorted body image, and changes in self-esteem."--- Dr. Natasha Crooks from the Journal of Pediatric Psychology[1]

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") proposes to open a K-8 single-gender elementary and middle school aimed at transforming academic outcomes for girls, transgender and gender-expansive/genderqueer (TGNC) youth of Brooklyn. In March 2019, Kwenda Collegiate Girls' initial application was approved by the SUNY Charter School Institute[2]; however, the school was not granted a charter in light of the legislated cap on charter schools in New York City. Since 2019, the Kwenda Collegiate Girls founding team has continued its commitment to the school's vision and mission - continually learning and building connections to ensure Kwenda's strong Day 1 start. We humbly submit our proposed school model - which we hope comes to life in the subsequent pages – as the culmination of both intensive community conversation and rigorous study of some of the highest performing schools across the nation. Our school is rooted in the firm belief that every girl and TGNC has unlimited potential. Kwenda Collegiate Girls is committed to ensuring that our young people will, above all else, achieve at the highest levels while simultaneously having their voices heard, affirmed, and valued.

[1] https://academic.oup.com/jpepsy/article/47/3/270/6532369?guestAccessKey=af90ec3e-470f-4fc0-883f-d885ddc4d472&login=false
[2]https://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/IIIB10_Kwenda%20Application%20Resolution%20(REVISED).pdf

As a school committed to supporting girls, young women, and TGNC identify and amplify their unique voices, our founding team found it apt to listen to, and center, the voices of our community – particularly the voices of families, women, and girls – in our school design and approach. In August 2018, the founding team launched the **Amplify Her Voice** initiative – a community engagement initiative modeled after thought leaders in the gender equity space and their corresponding participatory action research[3]. In the first iteration of the initiative in 2018, the founding team was able to engage with over 300 young women, TGNC, and families from across Brooklyn via focus groups, listening sessions, and surveys[4]. Since the original launch of the Amplify Her Voice Initiative, the Kwenda Collegiate Founding team has been able to engage an additional 400 young people through virtual programming, surveys, and community events. It is from these conversations that we draw our urgency for this work.

We are deeply grateful to the young people and community stakeholders who added their voices to this work. We honor their value, dignity and whole personhood. We feel compelled to name that the narrative below highlights ways in which our young people are in need and the ways that schools and other public institutions can better support them. We do not approach the important work of public education from a deficit mindset. We include these statistics not to sensationalize but instead to shine a light on the urgent need for intervention on behalf of Brooklyn's young people. We also thought it necessary to center the experiences of young women and TNGC of color, voices that are often absent from discussions around policy, support programming, and research[5].

As we listened to families and young people from across our community, we believe that now, more than ever, our young women need schools redesigned with gender consciousness[6] and support at the center.

Our findings, as it relates to our school's target geography and population, are as follows:

1. **In 2023, girls and young women in New York City – particularly our girls, transgender, and gender nonconforming youth of color – are vulnerable.**
2. **The COVID-19 pandemic had a disproportionate impact on communities of color - particularly on women and girls. These impacts in many ways, further exacerbated inequities previously highlighted in Kwenda's 2018 application.**
3. **There is a need for additional, high-quality public single-gender options at the elementary level in Brooklyn.**

In 2023, girls and young women in New York City – particularly our girls, transgender, and gender nonconforming youth of color – are vulnerable. Over two-thirds of the young women and gender-expansive youth that we engaged with reported experiencing differential treatment according to gender at schools. During focus groups, young women described feeling "silenced" at schools and passed over for leadership positions that were often marketed to young men. One in four girls described experiencing some form of sexual harassment while at school. This is in line with the findings of the recently published *The Schools Girls Deserve* report – a project that engaged over 1000 young women in New York City to design a new vision for schooling according to the experiences of young women and gender expansive youth of color. The report details the number of ways young women – particularly women, transgender,

[3] The Amplify Her Voice initiative is largely modeled on the Girls for Gender Equity approach

[4] The founding team s process and approach to community engagement is detailed in further detail in **R-4 Community Outreach, Support, and Demand.**

[5] https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf

[6] Gender Consciousness is defined as the recognition that the construct of gender has impact on how individuals experience life, are treated, and move through the world. https://www.fastcompany.com/3032102/why-gender-conscious-discussions-are-imperative-for-the-future-of-leaders

and gender non-conforming youth of color experience schooling differently because of their gender identity. These issues are bigger than two studies; however, as the primacy of and urgency for interventions for women have risen to the highest forms of government.

In January 2022, New York state Governor Kathy Hochul announced the creation of the Council on Gender Equity. The first of its kind in the state's history, the Council is aimed at transforming the scope and impact of the previous Council on Women and Girls launched by Hochul's predecessor in 2017. The Council, made up of state Cabinet members and community leaders from across New York will work to "meet a vision of true gender equity in New York [by taking] an intersectional approach to elevate the needs of women, girls, and transgender and gender nonconforming individuals, focusing on underserved populations and communities of color.[7]" In March 2023 the Council, in partnership with the New York State Department of Labor, released an updated report on the State's gender wage gap. The report offered some sobering statistics with the gender wage gap increasing since the report's last release in 2018. Since 2018, New York fell from the smallest pay gap of any state in the nation to the second-smallest gap. As a whole, women in New York earned 88.2 cents for every dollar earned by men in 2021[8]. The gap widens significantly when analyzed through the lens of race and ethnicity. When compared to non-hispanic White men in the state, Black women in New York earned only 67.8 on the dollar while Hispanic/Latina/Latine women earned 62.9 on the dollar[9]. The report found that women "[w]omen earn less than men at every wage level and across most industries and occupations. Moreover, low-wage, gender-segregated occupations, such as child care, are dominated by women, who comprise 90% of that industry's workforce. Women also encounter a "motherhood penalty" since they are more likely to temporarily exit the workforce or work part-time to raise children. This reduction in earnings can have significant long-term financial implications.[10]"

Gender disparities have effects on our school-aged children as well. More than 1 in 6 young women of high school age reports being forced into sexual activity. Disparities deepen when girls' experiences in schools are analyzed through the lens of race. In New York state, Black girls are almost four times more likely to be suspended than their White peers for the same offense[11]. In New York City, Black girls are ten times more likely to be suspended than their White peers. The gap widens with expulsion as Black girls in New York City are 53 times more likely to be expelled from school than their White peers[12].

After hearing the stories of young women across our borough and a thorough analysis of outcomes for women and girls across the state, our founding team believes that now, more than ever, there is a need for additional interventions.

The COVID-19 pandemic had a disproportionate impact on communities of color - particularly on women and girls. These impacts in many ways, further exacerbated inequities previously highlighted in Kwenda's 2018 application.

Without question, the COVID-19 pandemic has irrevocably impacted how New Yorkers live, work, and learn. Research shows that the impact of COVID-19 was disproportionately felt by communities of color

[7] https://www.governor.ny.gov/news/governor-hochul-announces-equity-agenda
[8] https://nysdolreports.com/gwg/2023-gwgreport/
[9] ibid
[10] ibid
[11] https://nwlc.org/resources/find-the-suspension-rate-for-black-girls-in-your-state/
[12] "In New York City during the 2011–2012 year, ninety percent of all the girls subjected to expulsion were Black. No white girls were expelled, and thus, no ratio can be calculated; but the magnitude of the disparity can be captured by simply imagining that one white girl had been expelled. Were that the case, the ratio would be 53:1." https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf

with "African American communities and other minorities in the United States are bearing the brunt of the current pandemic. [In fact], the COVID-19 crisis has served to unmask higher vulnerabilities and exposure among people of color.[13]" Children are particularly at risk with data pointing to a generational impact. A joint study conducted by the Boston Consulting Group and United Hospital Fund found that "between March and July 2020, 4,200 children [across New York] experienced a parental death; and 325,000 children have been pushed into or near poverty as a result of the [COVID-19] pandemic economic downturn.[14]"1 in 2 of children who lost their parents during the pandemic are at risk of entering poverty. Children in New York City were impacted at a disparate rate with "57% of [COVID-19 related parental] deaths [occurring] in three New York City counties: Bronx, Kings (Brooklyn), and Queens"[15]. In Brooklyn, where Kwenda seeks to open, some 50,000 children are newly entered into poverty in zip codes that were disproportionately sites of child poverty prior to the pandemic[16].There is even more disparate impact for children of color as "Black and Hispanic children were disproportionately burdened, with 1 per 600 Black children and 1 per 700 Hispanic children affected, compared to 1 per 1,400 Asian children and 1 per 1,500 white children"[17]. The academic impact of the COVID-19 pandemic and resulting school closures is further described in the **"Supplemental Academic Narrative"** of this RFP response.

The pandemic has also had disproportionate impact along lines of gender. As the world shuttered its doors during quarantine, young women and girls faced new threats. Incidences of sexual assault skyrocketed during quarantine as many young people found themselves unable to escape abusers. The Centers for Disease Control and Prevention (CDC) found that nearly 20% of young women had been "victims of violent sexual behavior…with more than one in 10 [reporting they had been sexual assaulted][18]". Girls and TGNC youth were experience high rates of violence even before COVID-19 related quarantines. Each year, New York state law enforcement responds to more than half a million domestic violence calls per year. In addition, domestic violence is the reason cited for 25 percent of homelessness for women and children. During the pandemic, "[calls] to New York's domestic violence hotline rose by 30% in April [2020], compared to the same month [in 2019].[19]"

As schools re-opened, young women and girls are returning to schools with unprecedented mental health needs. The New York times reported that "during the second year of the pandemic, there was a 22 percent increase in teenage girls who visited emergency rooms with a mental health emergency compared with a prep-pandemic baseline…the rise was associated with an increase in suicidal and self-harming behavior and eating disorders. During the same period…records showed a 9 percent drop in teenage boys who made emergency room visits for mental health problems.[20]" Now, more than ever, young women and girls need intentional supports at school.

The pandemic has also had impact on women's economic mobility across New York. A recent report by the New York Department of Labor found that "the pandemic-induced economic recession had a major impact on women in the labor force. With mothers bearing the brunt of care responsibilities, labor force participation for women in New York dropped from 59.3 percent to 58.9 percent from 2019 to 2021**.** [In

[13] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7762908/
[14] https://uhfnyc.org/publications/publication/covid-19-ripple-effect-impact-covid-19-children-new-york-state/
[15] Ibid
[16] https://uhfnyc.org/media/filer_public/bc/6a/bc6a7ee6-d444-4166-a239-7f4e74246c81/covid_ripple_effect_county_appendix_final.pdf
[17] ibid
[18] https://www.nbcnews.com/health/health-news/cdc-sexual-attacks-teen-girls-increased-lockdown-rcna70782
[19]https://www.vice.com/en/article/5dmn8x/new-york-is-seeing-a-frightening-increase
[20] https://www.nytimes.com/2023/07/12/health/teen-girls-depression-suicide.html

the same time period], the unemployment rate for women nearly doubled from 4.2% to 8.2%[21]" Disparities within remote work options further exacerbated this trend with Almost two-thirds of the state's frontline essential workforce was made up of women - primarily women of color, for whom remote work was not an option.[22]"

There is a need for additional, high-quality public single-gender options at the elementary level in Brooklyn. New York City is home to some of the most celebrated and awarded single-gender independent schools in the nation[23]. While many of these institutions have deep commitments to need-based financial aid and scholarship for students, the geographical distance and racial isolation experienced by many students often makes sustained enrollment for families of color from Brooklyn challenging[24]. In Brooklyn, New York City's most populous borough, there is currently only one all-girls public elementary school. That school, a National Blue Ribbon Award winner, maintains a significant waitlist year to year. As described further in **R04-Community Outreach, Support, and Demand**, many of the families we engaged with described leaving Brooklyn to secure a seat at a girls' public elementary school in the Bronx or Manhattan, describing daily roundtrip commutes of almost three hours.

The vision for Kwenda Collegiate Girls is deeply rooted in access. As demonstrated further in **R-04 Community Outreach, Support, and Demand**, our team has engaged with several families who have spoken to the impact of the single-gender model on their own lives and are searching for a local alternative for their own children. In alignment with the New York State Charter Schools Act of 1998, in the purest sense, Kwenda Collegiate Girls seeks to provide Brooklyn families "with expanded choices in the types of educational opportunities that are available within the public school system".[25]

Our Target Geography

Kwenda Collegiate Girls Charter School is specifically targeting the East Flatbush, Flatbush, and Flatlands neighborhoods of Brooklyn, captured in the northeastern section of New York Community School District 22 ("NY CSD 22") and neighborhood planning unit Brooklyn Community District 17 ("CD 17"). CD 17, which captures a section of CSD 22, is located in central Brooklyn, is made up of the following neighborhoods: East Flatbush, Northeast East Flatbush, Rugby, Farragut/Hyde Park, Remsen Village, Ditmas Village and Erasmus[26]. In 2015, an estimated 156,151 people resided within CD 17 with 22% of the population under the age of 17[27]. One in five residents[28] and more than two out of every five children in CD 17 are living in poverty. CD 17 ranked as the 5th highest need community district in New York City according to missed meals that result from insufficient household resources to purchase food[29]. In 2021, the median household income for East Flatbush was reported at $48,000, compared to the $77,000 median income for Manhattan, with 42% of East Flatbush residents making less than $25,000 per year[30].Skyrocketing housing costs have negatively encumbered CD 17 with 53% of East Flatbush residents being rent

[2] https://nysdolreports.com/gwg/2023-gwgreport/#:~:text=The%20gender%20pay%20gap%20in%20New%20York%20narrowed%20between%202019,from%204.2%25%20to%208.2%25.
[22] ibid
[23] Examples include the Spence School, Nightingale-Bamford, The Collegiate School
[24] Many families described racial isolation and "tokenism" as a reason for unenrolling their students or a major deterrent for enrolling their students in an independent girls school outside of Brooklyn
[25] https://www.nyccharterschools.org/resources/new-york-state-charter-schools-act-1998-amended
[26] https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//BK%20DNS%20FY %202019/FY2019_Statement_BK17.pdf
[27] https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015chp-bk17.pdf
[28] http://www.icphusa.org/wp-content/uploads/2016/04/Children-Living-in-Poverty.pdf
[29] https://www.foodbanknyc.org/wp-content/uploads/Trade-Offs-at-the-Dinner-Table_FB-Research-Brief_Nov2017.pdf
[30] https://transmedcomms.biomedcentral.com/articles/10.1186/s41231-020-00065-y

burdened, a rate higher than NYC residents citywide, or paying more than 30% of their income for housing[31].

CD 17 is primarily African-American (89%) and is also home to smaller Hispanic (7%) and Asian (1%) communities. Relative to educational attainment, CD 17 underperforms both the borough and city averages with one in five residents earning a bachelor's degree or higher[32]. While the violent crime rate is at an all-time low across New York City[33], East Flatbush traditionally reports among the highest rates of violent crime in the city[34]. In 2017, the East Flatbush police precinct, the 67th Precinct, led the city in both murders and shooting incidents. That year, the precinct reported "the murder rate per capita is one of the highest in the city, more than three times the city-average"[35]. The overall crime rate in East Flatbush outpaces both the borough and city averages with 14.6 major felonies reported per 1,000 residents in 2016.[36] We are encouraged by the dramatic drop in shootings in East Flatbush in recent years; however, the underlying causes of the decrease are still to be determined and gun violence continues to be a primary focus for several of the community's civic, political and faith-based leadership[37].

The COVID-19 pandemic had a disparate impact on East Flatbush and surrounding communities. With more than 1 in 3 East Flatbush residents being a part of the essential work force (thus at heightened risk of contracting the virus) the neighborhood experienced higher rates of COVID-19 infections and deaths than city averages[38]. In fact, 1 in 3 East Flatbush residents contracted COVID-19 or a reported case rate of 33,320 per 100,000 individuals outpacing the New York City citywide average of 12,611 per 100,000[39]. Similarly, the COVID-related death rate in East Flatbush of 683 per 100,000 dramatically outpaced the citywide average of 407 per 100,000[40]. In a recent report, the Citizens Committee for Children found that East Flatbush children are at greater risk of economic instability as a result of coronavirus-related death or job loss given the share of households headed by grandparents and/or single parents. East Flatbush has among the highest share of such households, or 59.2%, across Brooklyn[41]

Our initial community outreach as well as review of neighborhood demographic and achievement data lead us to believe that the portion of East Flatbush captured by CSD 22 is an optimal location for our school. We seek to serve this community for the following reasons:

1. **Achievement**. Schools within our target neighborhood demonstrate persistent achievement gaps when compared to their more affluent peers in the southern portion of the CSD.
2. **Overcrowding.** Existing district schools are overcrowded as CSD 22 has some of the highest school overutilization rates in the borough.
3. **Optimal Enrollment.** When compared to contiguous communities, CSD 22 reports comparatively low levels of charter saturation and significant demand for available charter seats.
4. **Optimal Enrollment.** Our initial community outreach initiatives demonstrate high levels of interest in the single-gender model.

[31] https://a816-health.nyc.gov/hdi/profiles/
[32] https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//BK%20DNS%20FY %202019/FY2019_Statement_BK17.pdf
[33] https://www1.nyc.gov/site/nypd/news/pr0105/fewest-annual-murders-shooting-incidents-ever-recorded-the-modern-era#/0
[34] https://patch.com/new-york/brownsville/fifth-all-nyc-august-shootings-traced-east-flatbush-brownsville-east-new-york
[35] https://bklyner.com/east-flatbush-violence/
[36] ibid
[37] https://abc7ny.com/nyc-crime-gun-violence-brooklyn-guns/13475884/
[38] https://cccnewyork.org/economic-hardship-from-covid-19-facing-nycs-working-parents-and-youth/
[39] https://www.nyc.gov/site/doh/covid/covid-19-data-neighborhoods.page
[40] ibid
[41] https://s3.amazonaws.com/media.cccnewyork.org/2020/12/CCC-Analysis-of-COVID19-and-Child-Well-being-in-NYC.pdf

5. **Mission Alignment.** There is a demonstrated need for additional interventions for young women and girls in the neighborhood.

1. Achievement – Persistent achievement gaps

CSD 22 is a geographically large district with deeply varied levels of educational need and socioeconomic makeup. The schools on the northern tip of CSD 22, within the Kwenda Collegiate Girls' target area, serve a higher concentration of students identified as Economically Disadvantaged or as Students with Disabilities than the district average. **Figure 1a-1** compares the CSD 22 demographics averages to those of the existing district schools within or near our target area.

Figure 1a-1: Target Area Demographics Compared to Community School District Averages

School Name	Grades served	% Black	% Hispanic	% Asian	% White	% Students with Disabilities	% Economically Disadvantaged
CSD 22 Average		26%	16%	24%	32.0%	19%	72%
P.S. 245	PK-5	51%	42%	1%	2%	29%	93%
P.S. 109	PK-8	77%	14%	4%	1%	33%	84%
Andries Hudde	6-8	56%	20%	15%	7%	29%	89%
M.S. 890	6-8[42]	31%	40%	18%	9%	20%	80%
P.S. 361	K-5	70%	18%	7%	4%	29%	85%
P.S. 198 Brooklyn	PK-5	80%	13%	4%	1%	28%	79%
P.S. 251 Paerdegat	PK-5	70%	12%	4%	5%	26%	84%

Figure 1a-2 compares performance across subgroups on the 2021-22 NY state 3-8 ELA and Math Assessments.

Figure 1a-2: Percentage of students scoring Level 3 or above in CSD 22 by Subgroup[43]

Subject	CSD 22 District Average	African American	Hispanic	White	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA (3-8)	50%	40.3%	39.8%	58.5%	19.8%	13.8%	39.3%
Math (3-8)	40.7%	24.5%	27.7%	53.3%	17.6%	16.9%	35.4%
ELA - Grade 3	52%	44%	40%	60%	23%	26%	45%
ELA - Grade 5	42%	32%	31%	50%	14%	13%	36%
ELA - Grade 8	52%	40%	47%	63%	23%	9%	48%
Math - Grade 3	53%	41%	39%	64%	32%	30%	46%
Math - Grade 5	42%	26%	32%	53%	21%	17%	36%
Math - Grade 8	29%	13%	18%	41%	7%	9%	26%

In aggregate CSD 22 outperformed state averages in English Language Arts (ELA). 50% of CSD 22 students in grades 3-8 scored Level 3 or higher on the state ELA assessment compared to 47% statewide[44]. In Math,

[42] In AY 207-18 MS 890 served only 6th grade will grow to 6-8.
[43] https://infohub.nyced.org/reports/academics/test-results
[44] ibid

CSD 22 in grades 3-8 scored on par with the statewide average with 41% of students scoring proficient or above[45]. However, when disaggregated by subgroup statistically significant achievement gaps are revealed.

While White students outperform the district averages in both subjects, African American students and Hispanic students lag significantly behind these averages. In ELA, Students with Disabilities and English Language Learners lag the district average by over thirty percentage points. These gaps were further aggravated by the COVID-19 pandemic and resulting school closures.

Schools within or near the Kwenda Collegiate Girls target area are underperforming. **Figure 1a-3** compares the district's ELA proficiency rates by school. Our target schools rank in the lower half and/or lowest quarter of schools.

Figure 1a-3: Percentage of Students Proficient in ELA CSD 22 by School (2021-22)

	School Name	% Level 3+4	Difference from the District Average
1	P.S. K134	72.1	+25.1
2	P.S. 236 Mill Basin	69.1	+22.1
3	P.S. 195 Manhattan Beach	67.8	+20.8
4	J.H.S. 234 Arthur W. Cunningham	66.1	+19.1
5	P.S. 222 Katherine R. Snyder	66.0	+19.0
6	J.H.S. 278 Marine Park	62.0	+15.0
7	P.S. 254 Dag Hammarskjold	61.1	+14.1
8	P.S. 207 Elizabeth G. Leary	57.1	+10.1
9	P.S. 312 Bergen Beach	56.7	+9.7
10	M.S. 890	53.8	+6.8
11	P.S. 277 Gerritsen Beach	53.7	+6.7
12	I. S. 381	53.3	+6.3
13	P.S. 206 Joseph F Lamb	53.0	+6
14	J.H.S. 078 Roy H. Mann	50.3	+3.3

[45] ibid

15	P.S. 245	49.6	+2.6
16	P.S. 255 Barbara Reing School	49.4	+2.5
17	P.S. 197 - The Kings Highway Academy	49.1	+2.1
18	P.S. 139 Alexine A. Fenty	46.7	-0.3
19	P.S. 109	43.9	-3.1
20	P.S. 217 Colonel David Marcus School	42.4	-4.6
21	P.S. 889	42.3	-4.7
22	P.S. 052 Sheepshead Bay	40.6	-6.4
23	J.H.S. 014 Shell Bank	37.8	-9.2
24	P.S. 203 Floyd Bennett School	35.5	-11.5
25	Andries Hudde	35.3	-11.7
26	P.S. 119 Amersfort	32.8	-14.2
27	P.S. K315	32.6	-14.4
28	P.S. 194 Raoul Wallenberg	32.1	-14.9
29	P.S. 361 East Flatbush Early Childhood School	27.5	-19.5
30	P.S. 251 Paerdegat	24.8	-22.2

Figure 1a-4 compares the district's Math proficiency rates by school. Our target schools rank in the lower half and/or lowest quarter of schools.

Figure 1a-4: Percentage of Students Proficient Grades 3-8 Math CSD 22 (2021-22)

	School Name	% Level 3+4	Difference from District Average
1	J.H.S. 014 Shell Bank	81.7	+41.0
2	P.S. 052 Sheepshead Bay	78.6	+37.9
3	J.H.S. 078 Roy H. Mann	77.3	+36.6

4	P.S. 109	71.3	+30.6
5	P.S. 119 Amersfort	65.9	+25.2
6	P.S. K134	57.5	+16.8
7	P.S. 139 Alexine A. Fenty	53.9	+13.2
8	P.S. 193 Gil Hodges	53.4	+12.7
9	P.S. 194 Raoul Wallenberg	53.3	+12.6
10	P.S. 195 Manhattan Beach	51.7	+11.0
11	P.S. 197 - The Kings Highway Academy	50.2	+9.5
12	P.S. 198 Brooklyn	49.6	+8.9
13	P.S. 203 Floyd Bennett School	47.7	+7.0
14	P.S. 206 Joseph F Lamb	45.0	+4.3
15	P.S. 207 Elizabeth G. Leary	43.2	+2.5
16	P.S. 217 Colonel David Marcus School	43.2	+2.5
17	P.S. 222 Katherine R. Snyder	42.9	+2.2
18	J.H.S. 234 Arthur W. Cunningham	39.2	-1.5
19	P.S. 236 Mill Basin	34.6	-6.1
20	Andries Hudde	33.9	-6.8
21	P.S. 245	33.6	-7.1
22	P.S. 251 Paerdegat	33.4	-7.3
23	P.S. 254 Dag Hammarskjold	31.1	-9.6
24	P.S. 255 Barbara Reing School	30.5	-10.2
25	P.S. 277 Gerritsen Beach	28.0	-12.7
26	J.H.S. 278 Marine Park	25.2	-15.5
27	P.S. 312 Bergen Beach	22.0	-18.7

28	P.S. K315	20.9	-19.8
29	P.S. 361 East Flatbush Early Childhood School	20.5	-20.2
30	I. S. 381	19.9	-20.8
31	P.S. 889	15.4	-25.3
32	M.S. 890	8.5	-32.2

2. Overcrowding – High school utilization rates across the district

Schools across CSD 22 report overcrowding. According to a recent New York City Department of Education Office of District Planning report, "the majority of buildings in District 22 operate with utilizations above 100%" and there "is a need for additional elementary seats [in the district].[46]" Approximately 33,270[47] students are enrolled in NYC DOE schools in CSD 22 which represents a 1.5% increase in enrollment since Kwenda's initial application submission in 2018. On average, elementary schools report 93% utilization while K-8 school report an average of 109% utilization[48]. When compared to school utilization rates across Brooklyn, CSD 22 reports the 2nd highest number of overutilized schools in the borough[49]. This data is consistent with feedback we received from families and other stakeholders during our initial community engagement. The majority of stakeholders engaged advised the founding team against co-location citing the over enrollment of existing schools in the neighborhood (described further in **R-04b – Description and Analysis of Community Support**). The Brooklyn Community District 17 community board has named "schools", namely large class sizes and the need for additional elementary school facilities in CSD 22, as one of the "top 3 pressing issues" for several years in the city's annual "Statement of Community District Needs" reports.[50]

3. Optimal Enrollment - Low levels of charter saturation and significant demand.

Charter saturation in CSD 22 is markedly lower when compared to Central Brooklyn at large and the number of charter schools in CSD 22 is lower than adjacent Community School Districts of similar size. In 2017-2018 CSD 22 had 750 available seats in the New York City Charter Lottery compared to the 1,070 seats available in neighboring CSD 17 and the 806 seats of the much smaller CSD 18. In 2017-2018, CSD 22 had the third highest ratio of applicants per seat with 2.7 applicants for every available seat. In 2017-18, Brooklyn Dreams Charter School serving the East Flatbush community in CSD 22 received 5.16 applications for each available seat[51]. Currently, there are six authorized charter schools operating in CSD 22[52]. **Figure 1a-4** provides an overview of these schools.

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[46] https://nycdoe.sharepoint.com/sites/DistrictPlanningDocuments/Shared%20Documents/Forms/AllItems.aspx?ga=1&id=%2Fsites%2FDistrictPlanningDocuments%2FShared%20Documents%2FDistrict%20Planning%20Folders%2FBrooklyn%20Planning%2FDistrict%2022%2FDistrict%2022%20CEC%20Presentation%5Fv%2Efinal%2Epdf&viewid=6d5c30dd%2D6b1d%2D4b10%2D827b%2D24294310bab3&parent=%2Fsites%2FDistrictPlanningDocuments%2FShared%20Documents%2FDistrict%20Planning%20Folders%2FBrooklyn%20Planning%2FDistrict%2022

[47] "District Enrollment - BEDS 2022-23." https://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html

[48] https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202021-2022.pdf?sv=2017-04-17&sr=b&si=DNNFileManagerPolicy&sig=FqZOX1oO7goaI9by7SCbvSn2k9QwOtj1vpe0RnKP9Nk%3D

[49] CSD 22 and CSD 15 both report 28 schools overutilized. CSD 20 leads the borough with 37 schools. http://proxy.nycboe.org/NR/rdonlyres/F0670822-0DEF-4F98-B410-BE2D382773D9/0/Space_Overutilization_In_New_York_City_Public_Schools_Report_5232017.pdf

[50] https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//BK%20DNS%20FY%202022/FY2022_Statement_BK17.pdf

[51] http://schools.nyc.gov/documents/misc/2018-2019%20NYC%20Charter%20Directory%20-%20Brooklyn.pdf

[52] Ascend Charter Schools was recently approved for expansion of Central Brooklyn Ascend II and III. May open in CSD 17, 18, or 22

Figure 1a-4: Overview of Authorized Charter Schools in CSD 22[53]			
	School Name	Authorized Grades	Description
1	Brooklyn Dreams Charter School	K-8	Poverty: 87%
2	Central Brooklyn Ascend Charter School	K-8	Poverty: 84.9%
3	Hebrew Language Academy Charter School	K-8	Poverty: 67.3%, several miles south, different target population
4	New Visions Charter High School for Advanced Math and Science III	9-12	Poverty: 76%, serves high school
5	Success Academy Charter School – Bergen Beach	K-4	Poverty: 54%, several miles south, different target population
6	Urban Dove Team Charter School	9-12	Poverty: 93%, serves high school

Four of the six existing six schools serve different grade bands and/or target populations than our school's proposed enrollment.

4. Optimal enrollment – High-levels of support for single gender models

Brooklyn Community District 17 – particularly neighboring communities of Flatbush and East Flatbush – is home to one of the largest Caribbean populations in the world outside of the region itself.[54] In fact, large swaths of Flatbush and East Flatbush have been designated by City Council as cultural districts "Little Haiti" and "Little Caribbean".[55] As described further **in R-04a Description and Analysis of Community Outreach Efforts**, many community stakeholders described anecdotally their own experiences attending single-gender schools in the Caribbean (most often Haiti, Jamaica, and Trinidad and Tobago) and the cultural significance of girl's schools and boys' schools in many Caribbean Diasporas. Kwenda Collegiate Girls seeks to honor the lived experiences of our community members and has begun building relationships with cultural organizations such as the Haitian American Caucus and the Haitian Evangelical Clergy Association in our continued school design and outreach efforts (both organizations have written letters of support for the school which can be found in **R-04e - Evidence of Community Support**).

5. Mission Alignment – Need for additional interventions for young women and girls.

There is a demonstrated need for additional interventions for young women and girls in our target neighborhood. Through its "Economic Security and Well-Being Index for Women" study, the New York Women's Foundation found that one in four New York City women are economically vulnerable, or "likely to live in poverty, have lower earnings and suffer longer spells of unemployment than other women in the City."[56] The report ranked the 59 City Community Districts according to the quality of life of women through the realms of safety, economic security, health and education. The study ranks East Flatbush in the lowest quartiles for education (48 lowest ranked of 59), health and safety (51 lowest ranked of 59). Women living in East Flatbush are much less likely to graduate with a high school diploma or persist through college than their peers across the city. They are much more likely to lack health insurance, be the victim of a sexual assault, and/or lose a child during childbirth[57]. While the number of pre-term births

[53] https://www.nysed.gov/charter-schools/charter-schools-directory
[54] https://www.caribbeanlifenews.com/stories/2017/9/all-little-caribbean-designation-flatbush-avenue-2017-09-22-bk01.html
[55] https://bklyner.com/little-caribbean-v-little-haiti-not-so-simple-to-brand-flatbush/
[56] 2013. "Economic Security and Well-Being Index for Women in New York City." New York Women s Foundation.
[57] https://bklyner.com/east-flatbush-infants-are-six-times-more-likely-to-die-than-those-from-upper-west-side-local-moms-are-working-to-change-that/

in East Flatbush have been on the decline, our community reports the highest percentage of pre-term births in New York City[58]. More adolescent girls (16-17 years old) in Department of Corrections custody come from East Flatbush than any other neighborhood in the borough[59].

b. PROGRAMMATIC IMPACT

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

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

As described in **R-01a – Community Description and Need**, the gaps in student performance, low level of charter saturation, high levels of NYC DOE building utilization, and the demonstrated support and need for targeted educational interventions for young women, make CSD 22, and specifically those areas serving students from East Flatbush, a compelling target placement option for Kwenda Collegiate Girls. **Figure 1b-1** provides an overview of all elementary in middle schools in CSD 22.

Figure 1b-1: 2022-23 Enrollment of Elementary and Middle Schools in CSD 22[60]

School Name	Grades Served	Total Enrollment
NYC DOE District Schools		
J.H.S. 014 Shell Bank	6-8	452
P.S. 052 Sheepshead Bay	PK-5	680
J.H.S. 078 Roy H. Mann	6-8	542
P.S. 109	PK-8	492
P.S. 119 Amersfort	PK-5	357
P.S. K134	K-5	493
P.S. 139 Alexine A. Fenty	PK-5	658
School of Science & Technology	PK-5	459
P.S. 193 Gil Hodges	PK-5	449
P.S. 194 Raoul Wallenberg	PK-5	452
P.S. 195 Manhattan Beach	PK-5	349
P.S. 197 - The Kings Highway Academy	PK-5	897
P.S. 198 Brooklyn	PK-5	255
P.S. 203 Floyd Bennett School	PK-5	424
P.S. 206 Joseph F Lamb	PK-8	1512
P.S. 207 Elizabeth G. Leary	PK-8	879
P.S. 217 Colonel David Marcus School	PK-5	826
P.S. 222 Katherine R. Snyder	PK-5	673
J.H.S. 234 Arthur W. Cunningham	6-8	1343

[58] https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015_CHP_Atlas.pdf
[59] http://shewillbe.nyc/YWI-Report-and-Recommendations.pdf
[60] https //www p12 nysed gov/irs/statistics/enroll-n-staff/home html

P.S. 236 Mill Basin	PK-5	529
Andries Hudde	PK-5	423
P.S. 245	PK-5	205
P.S. 251 Paerdegat	PK-5	271
P.S. 254 Dag Hammarskjold	PK-5	641
P.S. 255 Barbara Reing School	PK-5	801
P.S. 277 Gerritsen Beach	PK-5	294
J.H.S. 278 Marine Park	6-8	1077
P.S. 312 Bergen Beach	PK-5	542
P.S. K315	PK-5	505
P.S. 326	PK-4	92
P.S. 361 East Flatbush Early Childhood School	PK-4	368
I. S. 381	6-8	291
P.S. 889	PK-K	350
M.S. 890	6-8 (only 6th)	301
Charter Elementary and Middle Schools		
School Name	**Grades Served**	**Total Enrollment**
Brooklyn Dreams Charter School	K-8	618
Central Brooklyn Ascend Charter School	K-8	779
Hebrew Language Academy Charter School	K-8	610
Success Academy Charter School – Bergen Beach	K-8	949
Private Elementary and Middle Schools		
School Name	**Type**	
Cortelyou Early Childhood Center	Elementary	
Ebenezer Preparatory School	Elementary	
East Midwood Hebrew Day School	Elementary	
Kollel Zichron Yosef	Elementary	
Yeshivat Lev Torah	Elementary	
Yeshivat Ohel Torah	Elementary	
Mevakshai Hashem	Elementary	
Yeshiva Bais Chaya Esther	Elementary	
Congregation Derech Emunah Viener	Elementary	
Yeshivat Mekor Haim	Elementary	
Mercaz Gan of Flatbush/Yeshiva Ohel Sarah	Elementary	
Bais Shifra	Elementary	
Crown Heights Yeshivah	Elementary	
Yeshiva of Kings Bay	Elementary	
Yeshiva Torah Vodaath	Elementary	
Yeshiva Torash Emes Kamenitz	Elementary	
Prospect Park Yeshiva	Elementary	
Mirrer Yeshive Elementary School	Elementary	
Yeshiva Ahavas Torah	Elementary	
Masores Bais Yaakov Elementary School	Elementary	
Talmud Torah Ohel Yochanan	Elementary	

Midwood Catholic Academy	Elementary
Saint Bernard Catholic Academy	Elementary
Saint Edmund Elementary School	Elementary
Good Shepherd Catholic Academy	Elementary
Saint Mark Catholic Academy	Elementary
Mary Queen of Heaven Catholic Academy	Elementary
Zvi Dov Roth Academy of Yeshiva Rambam	Junior High School
Mesivta Meor Hatorah	Junior High School
Yeshiva Birchas Shmuel	Junior High School
Christian Heritage Academy	K-12 School
New Vistas Academy	K-12 School
Yeshiva Derech Hatorah	K-12 School
Yeshiva Tifereth Elimelech	K-12 School
Mesivta Tiferes Yisroel	K-12 School
Congregation Lev Bais Yaakov	K-12 School
Yad Yisroel	Other
Step-Special Torah Education Program	Special School
Bonim Lamokom	Special School
Total: 21,837 Public Seats (does not include PK enrollment)	

Kwenda Collegiate Girls proposes to enroll an inaugural class of 108 students. We will add 54 students at each grade level until reaching a maximum enrollment of 486 students. As a percentage of the total K-8 population in public schools that enroll some part of our grade span, our school represents 2.2% of this enrollment at full growth. Kwenda Collegiate Girls plans to backfill through the eighth grade.

c. FISCAL IMPACT

Commented [1]: Needs to be updated

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- *Enrollment expectations;*
- *Per Pupil Allocation assumptions; Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;*
- *Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);*
- *Projected budget for the school district of location (please note the source and year for this figure); and,*
- *Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).*

In Year 1 or the 2025-26 Academic Year, Kwenda Collegiate Girls proposes to 108 students, drawing revenue of $1,903,608 in per-pupil aid and other district revenues of $672,865 which includes rental assistance, special education funding, and NYSTL, NYSSL, and NYSLIB funding. It total, we expect to receive $2,576,473 in funding from the district. In Year 5 or 2029-2030, assuming per-pupil aid remains flats with no growth, we anticipate a total per-pupil aid of $5,710,824 and $1,631,390 in other district revenue for a total of $7,342,214. This does not represent a substantial burden on the District Budget. This impact, supported by **R-21e – Budget Template**, is presented in **Figure 1c-1.**

Figure 1c-1: Fiscal Impact

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	108	17,626	1,903,608	672,865	2,576,473	31,500,000,000	0.008%
Year 2 (2026-27)	162	17,626	2,855,412	819,987	3,675,399	31,500,000,000	0.012%
Year 3 (2027-28)	216	17,626	3,807,216	1,090,455	4,897,671	31,500,000,000	0.016%
Year 4 (2028-29)	270	17,626	4,759,020	1,375,748	6,134,768	31,500,000,000	0.019%
Year 5 (2029-30)	324	17,626	5,710,824	1,631,390	7,342,214	31,500,000,000	0.023%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#:~:text=For%20the%20current%20school%20year,levy%20and%20other%20categorical%20funds.

R-02ab – Addressing Need

a. Mission

Provide the mission statement for the proposed charter school.

Kwenda Collegiate Girls Charter School educates young women in kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead.

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the specific key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed. NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

"The ability to read, write, and analyze; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in that door and take your seat at that table — all of that starts with education…[Girls] know that education is their only path to self-sufficiency. It is their chance to shape their own fate rather than having the limits of their lives dictated to them by others."
– Michelle Obama

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") is a proposed K-8 single-gender, college preparatory charter school designed to transform educational outcomes for the girls and gender-expansive youth of East Flatbush and Brooklyn Community District 17. As described further in **R-01ac Community Need and Proposed School Impact**, girls and gender-expansive youth are uniquely vulnerable as a result of the compounding effects of institutional racism and sexism. As a result, we are trying to do something radical in public education - establish a gender conscious learning community where Black and brown girls are placed at the center and are safe, valued, and affirmed. We know that if we start with this foundation in mind our girls (and gender expansive youth) can and will achieve at the highest levels.

The ethos of our school is embedded in our name, Kwenda Collegiate Girls, as Kwenda means "go" in Swahili. We believe that our girls deserve an education that provides the knowledge, skills, and habits for them to "go" wherever they want to in life – from college, to the boardroom, to the White House. Every component of the school's design - including our approach to social-emotional learning, our curriculum design, and our operational systems - has been thoughtfully designed to support this vision of success. The belief that every girl can and will succeed regardless of the color of her skin, her ethnic background, her zip code, her native language, or her disability status is core to our school identity.

Kwenda Collegiate Girls is founded on five key design elements:

1. Girls' schools empower girls with confidence of voice and raise the bar of expectations for all. Kwenda Collegiate Girls is committed to centering girls in our school community so that all our girls - regardless of race, ethnicity, socioeconomic or disability status – will be held to the same high expectations and empowered with the supports they need to reach those expectations. Our school will be designed to

ensure that our girls will, above all else, achieve at the highest levels while simultaneously having their voices heard, affirmed, and valued. Girls' schools have proven to have a transformative effect on their students and alumnae, often launching young women on the path to the highest levels of leadership. An estimated less than 1% of girls in the United States attend girls' schools, yet an estimated 20% of the women currently serving in the U.S. Senate and House of Representatives graduated from an all-girls school. New York City is home to some of the most elite and storied girls' schools in the country, including The Spence School and Nightingale-Bamford. Although many of these institutions have a long history of need-based aid and scholarship, access remains an issue for families seeking a high-quality all-girls model. In Brooklyn, where we propose to open our school, there is only one public/tuition-free all-girls elementary school model, Excellence Girls Primary Academy Charter School, which is a national Blue Ribbon School award-winner, consistently maintaining a kindergarten waitlist of several hundred students[1].

Our model is designed to ensure that our young women are empowered with the confidence of voice to lead independent, self-determined lives. In grades K-5 we have allotted time for a daily Voice and Empowerment class. We will work closely with our strategic partner, the Sadie Nash Leadership project to develop a curriculum backwards-planned from their highly successful, evidence-based Sisterhood Academy curriculum. Sisterhood Academy is an intensive leadership development curriculum focused on supporting young women in developing their inherent leadership skills through intellectual and personal growth. The curriculum intentionally seeks to build community as well as question and redefine traditional notions of leadership through exploration of topics such as sisterhood, activism, identity, personal wellness, and social justice. In the Middle School Academy, students will refine their leadership skills through Voice and Empowerment classes, daily Advisory Circles, and dedicated time each week for personal and academic goal-setting with their advisors.

2. Gender equity is deeply rooted in ensuring a rigorous college preparatory education, one that is culturally-relevant and gender-responsive, is in reach for all our girls and young women. We hold an unwavering commitment to the belief that a high-quality education - one that prepares every young woman with the knowledge and skills necessary to graduate from the college of her choice – is not only a fundamental right but a key lever in ensuring the upward economic mobility of women and girls. In New York City, the most economically vulnerable women and girls live "in neighborhoods with high levels of concentrated poverty where more than 50% of women [have not completed high school] and one in ten have graduated from college"[2]. The more education a young woman has, the more likely she is to gain employment, remain employed, and experience increased economic mobility over her lifetime[3]. At Kwenda Collegiate Girls, we recognize that a college education is about much more than a degree, it is an economic engine that bestows a level of agency that has been often withheld from women in our country – particularly those from traditionally marginalized communities.

Studies continue to show the economic empowerment of women and girls drives a litany of gender equality indicators including decreased rates of domestic violence[4], increased political representation for women, and even stronger educational outcomes for future generations[5]. We believe our young women deserve a fair shot at leading self-determined lives of promise and opportunity. Our role in that

[1] Most recent Excellence Girls' renewal report with waitlist data here: https://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/F2_Excellence%20Girls%20Charter%20School_Report.pdf
[2]https://issuu.com/thenewyorkwomensfoundation/docs/new-york-womens-foundation-report
[3] https://www.bls.gov/opub/reports/race-and-ethnicity/2017/home.htm
[4] https://www.npr.org/sections/goatsandsoda/2018/11/12/664511910/can-a-womans-rising-social-status-bring-down-rates-of-domestic-violence
[5] https://www.aecf.org/m/resourcedoc/aecf-BuildinganAlliancearoundWomen-2008.pdf

vision, as K-8 educators, is to provide a high-quality elementary and middle school education that ensures each of our alumnae have the knowledge, skills, and self-assuredness for success at a college-preparatory high school and are firmly planted on the path to college graduation.

Our rigorous curriculum, backwards planned from the entrance requirements into New York City's college preparatory high schools[6], will prepare students for success in high school and beyond. Our curricular choices, instructional approaches, and course offerings are informed by the highest leverage elements of high-performing charter schools from across the nation. We believe that rigor is a right. We also know that access to rigorous instruction is often out of reach for many students. In *The Opportunity Myth*, The New Teacher Project found that students of color are almost four time less likely to receive grade appropriate lessons.[7] Low-income students are almost six times less likely to engage with grade-level lessons, than their higher income peers.[8] Kwenda Collegiate Girls will adopt a rigorous curriculum development and evaluation process (as described further in **R-06af – Curriculum and Instruction**) to ensure that each day our students are engaging with rigorous content that prepares them to be competitive for entry into a college-preparatory high school.

Our middle school program is designed to ensure that each Kwenda Collegiate Girls alumnae is prepared to compete with her peers from across New York City – whether in East Flatbush or the Upper East Side – for entrance into both selective high schools as well as college tracks within more comprehensive, non-selective high schools. This focus on high school placement, with deliberate preparation and family support, must begin early. Many of New York City's most celebrated, and selective, high school placement support programs - such as the TEAK Fellowship and Prep for Prep - prioritize entry for students beginning in the sixth grade. Our school will partner with families to ensure each Kwenda Collegiate Girls family deeply understands the high school placement process as well as the multitude of options available to their daughters on their path to college. Beginning in the their 6th grade year, students will be supported weekly by a High School Placement Coordinator to action plan for their future in high school and beyond.

We will be a college-preparatory school because we understand the power of a college degree in economic self-determination for young women. However, with a vision for true gender equity in mind, we also recognize that achievement alone is not enough. Gender consciousness, or the recognition of the ways that gender and perceptions of gender affect our lives, is central to our approach to schooling. We recognize that schools are social institutions and "not only serve as sites for the construction of race, class, and gender identities" but often, in the absence of a critical lens, schools "reproduce existing inequalities in these areas…by solidifying or even exaggerating, the inequalities children bring with them to school." Studies show that "the overwhelming dominance of Euro-American perspectives leads many students to disengage from academic learning.[9]" We have sought out strategic partners such as Girls for Gender Equity and the National Black Women's Justice Institute to support our curriculum design team and student culture teams in developing instructional materials and student culture practices that honors and celebrates the diversity of our student body.

3. A school designed with girls in mind requires a reimagined understanding of high-quality teaching. To fulfill our urgent mission, our teachers must be able to deliver expertly crafted daily lessons, nimbly recognize and address student misunderstanding, and use data to inform instruction. We also recognize

[6] The founding team defines "college preparatory high school" as a high school from with at least 80% of graduates matriculate to college.
[7] https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf
[8] ibid
[9] https://www.theatlantic.com/education/archive/2015/10/the-history-class-dilemma/411601/?utm_source=atlfb

how implicit bias and insecure relationships negatively impact students – particularly young women of color. Our approach to teacher development is dual-fold: supporting teachers in both pedagogical/content practice as well as intentional development around relationship building and developing emotional intelligence. High quality instruction "completely changes the academic trajectory of low-achieving students - vaulting them from the lowest to the highest quartile[10]." Overall teacher quality is the most significant lever for student academic success with a greater impact than other often-discussed variables such as class size and per pupil spending.[11] Kwenda Collegiate Girls recognizes and honors the impact that great teachers have on students on their trajectories. We will intentionally invest in our teachers and their development to ensure that every Kwenda Collegiate Girls' student has a teacher of the highest quality leading her classroom.[12]

Our teachers will receive weekly professional development and daily coaching. In addition to our development and coaching on their content instruction, we will partner with the National Black Women's Justice Institute to support our teachers identifying and navigating emotional triggers, implicit bias, and moving from punitive to restorative consequences. Our annual calendar dedicates 29 full days for whole-staff professional development.[13] In addition, our school will operate on modified student schedule each Wednesday to allow dedicated time for staff development and grade-level meetings each week.

Kwenda Collegiate Girls proposes to be a college-preparatory school specifically designed to ensure that Black and brown girls are safe, centered, valued and informed. If this is our vision, we must reimagine our expectations of what it means for schools to provide a psychologically safe learning environment and support teachers in "uncovering bias, dismantling stereotypes, promoting a healthy classroom, and building relationships with students.[14]" To support our school team in this work, Kwenda Collegiate Girls has sought out two best-in-class partners – the National Black Women's Justice Institute and FuelED.

4. A strong foundation in literacy is a prerequisite for our girls' success in academics and life. At Kwenda Collegiate Girls, we believe that a school, through providing a strong foundation in literacy, can wildly transform life outcomes for young women, particularly those from traditionally marginalized communities. Although 4th grade literacy proficiency across the nation, as evidenced by the National Assessment for Educational Progress (NAEP), increased incrementally over time, "the share of low-income Black, Hispanic, and Native American students who score below proficient is catastrophically high"[15] or 89%, 87%, and 91% respectively[16]. Students who do not develop strong oral language and literacy skills are less likely to graduate from high school or to earn a living a wage.

Our approach to literacy instructional is modeled after the proven practices of the some of the high-performing charter schools in New York City and across the country including Springfield Preparatory Charter School, Vista College Preparatory Charter School, and Excellence Girls Primary and Uncommon Schools as described in *Great Habits and Great Readers.* In the Lower Elementary Academy students are exposed to 180 minutes of literacy daily, ensuring Kwenda Collegiate Girls students are reading on grade level by the third grade.

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[10] Schmoker, M. (2011). Focus: Elevating the Essential to Radically Improve Student Learning. Alexandria, VA: ASCD
[11] Hightower, A, et.al. (2011) "Improving Student Learning By Supporting Quality Teaching: Key Issues, Effective Strategies". https://www.edweek.org/media/eperc_qualityteaching_12.11.pdf
[12] See **R-09 – Instructional Leadership.**
[13] This count represents a mix of summer orientation, Data days, and targeted PD as described further in this section
[14] Kuriloff, P. J., Andrus, S., & Jacobs, C. E. (2017). Teaching girls: How teachers and parents can reach their brains and hearts. Lanham, MD: Rowman & Littlefield
[15] https://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf
[16] https://nces.ed.gov/nationsreportcard/reading/

5. A focus on 21st century skills through STEAM ensures that young women are poised to compete in a complex and interdependent global economy. The technology sector is "among the fastest growing and highest paying sectors" in New York State and "even though 93 percent of parents report that they want their child to study computer science the majority of New York public schools do not offer computer science in the classroom"[17]. We will provide parents and girls with an opportunity that is not available locally, with both an all-girls school, and a school that focuses on STEAM.

There is a tangible gender gap in students studying computer science and exploring roles in the technology industry. In 2016, only 18% of the state's computer science graduates were young women. In that same year, only 1 in 4 high school students in New York taking the AP Computer Science exam were young women[18]. In alignment with Governor Cuomo's commitment to close the gender gap in the technology industry through the Smart Start program – a commitment of $6 million yearly to support schools in teacher development in STEM fields as well as gender sensitivity training to increase STEM access for young girls beginning in kindergarten – Kwenda Collegiate Girls will adopt a STEAM focus or a thematic focus on Science, Technology, Engineering, Arts, and Math. Students will be exposed to STEAM and design thinking through daily dedicated blocks, and at the culmination of each academy, students will prepare and present a STEAM focused capstone project.

At Kwenda Collegiate Girls we measure our success through the academic achievement and social-emotional development of our girls. We will determine if we are executing our key design elements in a way that aligns to our mission through a deep analysis of our goals for the charter as outlined in our accountability plan and our long-term goals of our girls matriculating to and graduating from college-preparatory high schools.

[17] https://www.ny.gov/sites/ny.gov/files/atoms/files/StatusNYWomenGirls2018Outlook.pdf
[18] Ibid.

R-02ab – Addressing Need

a. Mission

Provide the mission statement for the proposed charter school.

This response is incorporated by reference to "Response R-02a - Mission" from the Kwenda Collegiate Girls Charter School submission to the 2019 SUNY Request for Proposals submitted to the SUNY Charter School Institute on January 9th, 2019.

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the specific key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed. NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

"The ability to read, write, and analyze; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in that door and take your seat at that table — all of that starts with education…[Girls] know that education is their only path to self-sufficiency. It is their chance to shape their own fate rather than having the limits of their lives dictated to them by others."
– Michelle Obama

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") is a proposed K-8 single-gender, college preparatory charter school designed to transform educational outcomes for the girls, transgender and gender-conforming (TGNC) youth of East Flatbush and Brooklyn Community District 17[1]. As described further in **R-01ac Community Need and Proposed School Impact**, girls and TGNC youth are uniquely vulnerable as a result of the compounding effects of institutional racism and sexism. Thus, we are trying to do something radical in public education - establish a gender conscious learning community where Black, brown, and Asian girls are placed at the center and are safe, valued, and affirmed. We know that if we start with this foundation in mind our girls and TGNC youth can and will achieve at the highest levels.

The ethos of our school is embedded in our name, Kwenda Collegiate Girls, as Kwenda means "go" in Swahili. We believe that our girls deserve an education that provides the knowledge, skills, and habits for them to "go" wherever they want to in life – from college, to the boardroom, to the White House. Every component of the school's design - including our approach to social-emotional learning, our curriculum design, and our operational systems - has been thoughtfully designed to support this vision of success. The belief that every girl can and will succeed regardless of the color of her skin, her ethnic background, her zip code, her native language, or her disability status is core to our school identity.

Kwenda Collegiate Girls is founded on five key design elements:

[1] This proposal section reflects minimal edits (inclusive of updated achievement scores) - the school's key design elements and mission remain the same as those proposed in our original submission in 2019.

1. Girls' schools empower girls with confidence of voice and raise the bar of expectations for all. Kwenda Collegiate Girls is committed to centering girls and TNGC youth in our school community so that all our girls - regardless of race, ethnicity, socioeconomic or disability status – will be held to the same high expectations and empowered with the supports they need to reach those expectations. Our school will be designed to ensure that our girls will, above all else, achieve at the highest levels while simultaneously having their voices heard, affirmed, and valued. Girls' schools have proven to have a transformative effect on their students and alumnae, often launching young women on the path to the highest levels of leadership. An estimated less than 1% of girls in the United States attend girls' schools, yet an estimated 20% of the women currently serving in the U.S. Senate and House of Representatives graduated from an all-girls school. New York City is home to some of the most elite and storied girls' schools in the country, including The Spence School and Nightingale-Bamford. Although many of these institutions have a long history of need-based aid and scholarship, access remains an issue for families seeking a high-quality all-girls model. In Brooklyn, where we propose to open our school, there is only one public/tuition-free all-girls elementary school model, Excellence Girls Primary Academy Charter School, which is a national Blue Ribbon School award-winner, consistently maintaining a kindergarten waitlist and has maintained enrollment above their chartered enrollment for the last several years[2].

Our model is designed to ensure that our young women are empowered with the confidence of voice to lead independent, self-determined lives. In grades K-5 we have allotted time for a daily Voice and Empowerment class. We will work closely with our strategic partner, the Sadie Nash Leadership project to develop a curriculum backwards-planned from their highly successful, evidence-based Sisterhood Academy curriculum. Sisterhood Academy is an intensive leadership development curriculum focused on supporting young women in developing their inherent leadership skills through intellectual and personal growth. The curriculum intentionally seeks to build community as well as question and redefine traditional notions of leadership through exploration of topics such as sisterhood, activism, identity, personal wellness, and social justice. In the Middle School Academy, students will refine their leadership skills through Voice and Empowerment classes, daily Advisory Circles, and dedicated time each week for personal and academic goal-setting with their advisors.

2. Gender equity is deeply rooted in ensuring a rigorous college preparatory education, one that is culturally-relevant and gender-responsive, is in reach for all our girls and young women. We hold an unwavering commitment to the belief that a high-quality education - one that prepares every young woman with the knowledge and skills necessary to graduate from the college of her choice – is not only a fundamental right but a key lever in ensuring the upward economic mobility of women and girls. In New York City, the most economically vulnerable women and girls live "in neighborhoods with high levels of concentrated poverty where more than 50% of women [have not completed high school] and one in ten have graduated from college"[3]. The more education a young woman has, the more likely she is to gain employment, remain employed, and experience increased economic mobility over her lifetime[4]. At Kwenda Collegiate Girls, we recognize that a college education is about much more than a degree, it is an economic engine that bestows a level of agency that has been often withheld from women in our country – particularly those from traditionally marginalized communities.

[2] Excellence Girls most recent renewal report here: https://suny-charters-uploads.s3.amazonaws.com/wp-content/uploads/2022/06/13112801/Brownsville-Collegiate_Excellence-Boys_Excellence-Girls_2019RenewalRecommendationRpt-3.pdf

[3] https://issuu.com/thenewyorkwomensfoundation/docs/new-york-womens-foundation-report

[4] https://www.bls.gov/opub/reports/race-and-ethnicity/2017/home.htm

Studies continue to show the economic empowerment of women and girls drives a litany of gender equality indicators including decreased rates of domestic violence[5], increased political representation for women, and even stronger educational outcomes for future generations[6]. We believe our young women deserve a fair shot at leading self-determined lives of promise and opportunity. Our role in that vision, as K-8 educators, is to provide a high-quality elementary and middle school education that ensures each of our alumnae have the knowledge, skills, and self-assuredness for success at a college-preparatory high school and are firmly planted on the path to college graduation.

Our rigorous curriculum, backwards planned from the entrance requirements into New York City's college preparatory high schools[7], will prepare students for success in high school and beyond. Our curricular choices, instructional approaches, and course offerings are informed by the highest leverage elements of high-performing charter schools from across the nation. We believe that rigor is a right. We also know that access to rigorous instruction is often out of reach for many students. In *The Opportunity Myth*, The New Teacher Project found that students of color are almost four times less likely to receive grade appropriate lessons.[8] Low-income students are almost six times less likely to engage with grade-level lessons, than their higher income peers.[9] Kwenda Collegiate Girls will adopt a rigorous curriculum development and evaluation process (as described further in **R-06af – Curriculum and Instruction**) to ensure that each day our students are engaging with rigorous content that prepares them to be competitive for entry into a college-preparatory high school.

Our middle school program is designed to ensure that each Kwenda Collegiate Girls alumnae is prepared to compete with her peers from across New York City – whether in East Flatbush or the Upper East Side – for entrance into both selective high schools as well as college tracks within more comprehensive, non-selective high schools. This focus on high school placement, with deliberate preparation and family support, must begin early. Many of New York City's most celebrated, and selective, high school placement support programs - such as the TEAK Fellowship and Prep for Prep - prioritize entry for students beginning in the sixth grade. Our school will partner with families to ensure each Kwenda Collegiate Girls family deeply understands the high school placement process as well as the multitude of options available to their daughters on their path to college. Beginning in their 6th grade year, students will be supported weekly by a High School Placement Coordinator to action plan for their future in high school and beyond.

We will be a college-preparatory school because we understand the power of a college degree in economic self-determination for young women. However, with a vision for true gender equity in mind, we also recognize that achievement alone is not enough. Gender consciousness, or the recognition of the ways that gender and perceptions of gender affect our lives, is central to our approach to schooling. We recognize that schools are social institutions and "not only serve as sites for the construction of race, class, and gender identities" but often, in the absence of a critical lens, schools "reproduce existing inequalities in these areas…by solidifying or even exaggerating, the inequalities children bring with them to school." Studies show that "the overwhelming dominance of Euro-American perspectives leads many

[5] https://www.npr.org/sections/goatsandsoda/2018/11/12/664511910/can-a-womans-rising-social-status-bring-down-rates-of-domestic-violence

[6] https://www.aecf.org/m/resourcedoc/aecf-BuildinganAlliancearoundWomen-2008.pdf

[7] The founding team defines "college preparatory high school" as a high school from with at least 80% of graduates matriculate to college.

[8] https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

[9] ibid

students to disengage from academic learning.[10]" We have sought out strategic partners such as Girls for Gender Equity and the National Black Women's Justice Institute to support our curriculum design team and student culture teams in developing instructional materials and student culture practices that honors and celebrates the diversity of our student body.

3. A school designed with girls in mind requires a reimagined understanding of high-quality teaching. To fulfill our urgent mission, our teachers must be able to deliver expertly crafted daily lessons, nimbly recognize and address student misunderstanding, and use data to inform instruction. We also recognize how implicit bias and insecure relationships negatively impact students – particularly young women of color. Our approach to teacher development is dual-fold: supporting teachers in both pedagogical/content practice as well as intentional development around relationship building and developing emotional intelligence. High quality instruction "completely changes the academic trajectory of low-achieving students - vaulting them from the lowest to the highest quartile[11]." Overall teacher quality is the most significant lever for student academic success with a greater impact than other often-discussed variables such as class size and per pupil spending.[12] Kwenda Collegiate Girls recognizes and honors the impact that great teachers have on students on their trajectories. We will intentionally invest in our teachers and their development to ensure that every Kwenda Collegiate Girls' student has a teacher of the highest quality leading her classroom.[13]

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Kwenda Collegiate Girls proposes to be a college-preparatory school specifically designed to ensure that Black and brown girls are safe, centered, valued and informed. If this is our vision, we must reimagine our expectations of what it means for schools to provide a psychologically safe learning environment and support teachers in "uncovering bias, dismantling stereotypes, promoting a healthy classroom, and building relationships with students.[15]" To support our school team in this work, Kwenda Collegiate Girls has sought out two best-in-class partners – the National Black Women's Justice Institute and FuelED.

4. A strong foundation in literacy is a prerequisite for our girls' success in academics and life. At Kwenda Collegiate Girls, we believe that a school, through providing a strong foundation in literacy, can wildly transform life outcomes for young women, particularly those from traditionally marginalized communities. In 2022, 4th grade literacy proficiency across the nation, as evidenced by the National Assessment for Educational Progress (NAEP), plummeted dramatically with scores "not significantly

[10] https://www.theatlantic.com/education/archive/2015/10/the-history-class-dilemma/411601/?utm_source=atlfb

[11] Schmoker, M. (2011). Focus: Elevating the Essential to Radically Improve Student Learning. Alexandria, VA: ASCD

[12] Hightower, A, et.al. (2011) "Improving Student Learning By Supporting Quality Teaching: Key Issues, Effective Strategies". https://www.edweek.org/media/eperc_qualityteaching_12.11.pdf

[13] See **R-09 – Instructional Leadership.**

[14] This count represents a mix of summer orientation, Data days, and targeted PD as described further in this section

[15] Kuriloff, P. J., Andrus, S., & Jacobs, C. E. (2017). Teaching girls: How teachers and parents can reach their brains and hearts. Lanham, MD: Rowman & Littlefield

different in comparison to 1992"[16] with only 1 in 3 students scoring proficient or above[17]. Statistically significant gaps in proficiency exist between racial subgroups with Black and Hispanic/Latine 4th graders scoring at 17% and 21% proficiency respectively. Research shows that nationally "in every elementary grade, there are still more students at risk of not learning to read than there were [pre-pandemic][18]." Data bears out that students who do not develop strong oral language and literacy skills are less likely to graduate from high school or to earn a living a wage[19].

Our approach to literacy instruction is modeled after the proven practices of the some of the high-performing charter schools in New York City and across the country including Springfield Preparatory Charter School, Vista College Preparatory Charter School, and Excellence Girls Primary and Uncommon Schools and has been informed by the recent NYC Reads Initiative championed by Chancellor David Banks[20]. In the Lower Elementary Academy students are exposed to 180 minutes of literacy daily, ensuring Kwenda Collegiate Girls students are reading on grade level by the third grade.

5. A focus on 21st century skills through STEAM ensures that young women are poised to compete in a complex and interdependent global economy. The technology sector is "among the fastest growing and highest paying sectors" in New York State and "even though 93 percent of parents report that they want their child to study computer science the majority of New York public schools do not offer computer science in the classroom"[21]. We will provide parents and girls with an opportunity that is not available locally, with both an all-girls school, and a school that focuses on STEAM.

There is a tangible gender gap in students studying computer science and exploring roles in the technology industry. In 2016, only 18% of the state's computer science graduates were young women. In that same year, only 1 in 4 high school students in New York taking the AP Computer Science exam were young women[22]. In 2022, women made up only 22.8% of full-time computer and mathematical professionals across the state[23]. In alignment with New York state's commitment to close the gender gap in the technology industry through the Smart Start program – a commitment of $6 million yearly to support schools in teacher development in STEM fields as well as gender sensitivity training to increase STEM access for young girls beginning in kindergarten – Kwenda Collegiate Girls will adopt a STEAM focus or a thematic focus on Science, Technology, Engineering, Arts, and Math. Students will be exposed to STEAM and design thinking through daily dedicated blocks, and at the culmination of each academy, students will prepare and present a STEAM focused capstone project.

At Kwenda Collegiate Girls we measure our success through the academic achievement and social-emotional development of our girls. We will determine if we are executing our key design elements in a way that aligns to our mission through a deep analysis of our goals for the charter as outlined in our

[16] https://www.nationsreportcard.gov/highlights/reading/2022/

[17] ibid

[18] https://amplify.com/index.php?amp-pdf-file=/wp-content/uploads/2022/02/mCLASS_MOY-Results_February-2022-Report.pdf

[19] https://www.nytimes.com/2022/03/08/us/pandemic-schools-reading-crisis.html

[20] https://www.nyc.gov/office-of-the-mayor/news/325-23/mayor-adams-chancellor-banks-launch-major-new-citywide-campaign-dramatically-strengthen#/0

[21] https://www.ny.gov/sites/ny.gov/files/atoms/files/StatusNYWomenGirls2018Outlook.pdf

[22] Ibid.

[23] https://nysdolreports.com/gwg/2023-gwgreport/

accountability plan and our long-term goals of our girls matriculating to and graduating from college-preparatory high schools.

R-03ad - Proposal History

a. APPLICANT INFORMATION

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair, mark "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

Lead applicant Christina [redacted] is a former teacher, school leader, network leader, and Kwenda Collegiate Girls Charter School's ("Kwenda Collegiate Girls") Lead Founder and proposed Head of School. Ms. [redacted] a Flatbush resident, brings experience in school leadership, organizational planning, charter advocacy, organizational start-up and governance to the founding team. Ms. [redacted] is an alumni of the Building Excellent Schools Fellowship, a rigorous and selective training program for aspiring charter school founders. As a BES Fellow, Ms. [redacted] participated in an intensive, yearlong training program that equips leaders with the skills necessary to effectively design, found, and lead a high-performing charter school. This includes studying the implementation and execution of best practices for instruction, operational systems, student and adult culture, as well as external relationships in high-performing public charter schools. To date, BES Fellows have founded over 120 schools across 19 states educating 34,000 students. Former BES Fellows in New York City include Lester Long, Founder of South Bronx Classical Charter Schools and Graham Browne of Forte Preparatory Academy Charter School.

Since Kwenda Collegiate Girls' initial approval in March 2019[1], Ms. [redacted] has intentionally sought out roles and experiences aimed at ensuring the strongest Day 1 start for the school. Ms. [redacted] served as the Student Supports Manager at Springfield Preparatory Charter School ("Springfield Prep") during the 2019-2020 school year. This experience allowed Ms. [redacted] to immerse herself in the school model that serves as the inspiration for much of Kwenda Collegiate Girls' curricular design (as described in further detail in **Section 6a - "Curriculum Selection Processes"**). More specifically, the Student Supports Manager role allowed for intensive study of Springfield Prep's support systems for those students historically most at-risk academically: students with disabilities and English language learners. As the COVID-19 pandemic shuttered school buildings, Ms. [redacted] returned to the classroom to immerse herself in the experiences of students and teachers during such an unprecedented time. Ms. [redacted] served as a 5th and 7th grade Science/Special Education teacher and Instructional Leader at Excellence Girls Middle School, a SUNY CSI authorized school part of the Uncommon Schools network, from 2020-2022. In 2022, Ms. [redacted] joined the Black Latinx Asian Charter Collaborative (BLACC), a start-up advocacy organization focused on elevating the experiences of school leaders of color across New York State. Ms. [redacted] served as the Associate Vice President of Communications & Special Projects where she launched and led the organization's advocacy efforts - building deep relationships with elected officials across the state. In 2023 during the FY24 state budget cycle, Ms. [redacted] led BLACC's strategic campaign aimed at raising the charter cap as part of a coalition of charter advocates (including the New York City Charter Center, Democrats for Education Reform NY, and StudentsFirstNY). The coalition's work resulted in the reallocation of 11 "zombie charters" to New York City in April 2023. In June 2023, Ms. [redacted] was selected as a fellow in the selective Z-Combinator Fellowship, an immersive fellowship led by SUNY Charter School Institute authorized Zeta Charter Schools, aimed at supporting charter school founders.

Previously, Ms. Perry served as the Chief Community Officer for Purpose Built Schools Atlanta – a network of traditional public turnaround schools serving over 2,000 students. In her role, Ms. Perry served on the

[1] https://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/IIIB10_Kwenda%20Application%20Resolution%20(REVISED).pdf

network senior leadership team and led the network's Community Engagement department, an innovative $15 million initiative aimed at stabilizing the out-of-school experience for students and families. Previously, she served as the Chief of Staff at UP Education Network, a network of turnaround schools in Massachusetts, before moving into a founding school leader role at the network's first school in Western Massachusetts, UP Academy Kennedy. Prior to joining the UP Education team, Ms. Perry worked with Purpose Built Communities, a non-profit community revitalization consulting firm. In her role, she led teams across the country in writing and defending new charter school applications as well as assembling and training founding board member teams. Ms. Perry began her career as a special education teacher through Teach For America, working most closely with students with emotional and behavioral disorders in Atlanta, GA.

[redacted] attended both Spelman College and Roanoke College and received a B.A. in Political Science from Roanoke College in 2009. Ms. Yi-Perry's resume is included in **R-03f – Founding Team Resumes**. Her contact information is listed below in **Figure 3a-1**.

[redacted]

b. PROPOSAL HISTORY

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group

The Kwenda Collegiate Girls founding team – a community of diverse, high-capacity individuals with a deep commitment to the school's mission – brings extensive and varied expertise in the areas of community engagement, real estate, law, financial oversight and governance, philanthropy, talent recruitment, as well as K-12 curriculum and instruction. Our founding team also has deep ties to Brooklyn and our target neighborhood. Six of our founding team members are proud residents of Brooklyn and two are natives of the East Flatbush/Flatbush areas. The founding team is supported by the BES School Design and Governance teams who provide professional development and technical assistance to the board and lead applicant.

The lead applicant began assembling the Kwenda Collegiate founding board in July 2018. With advice and support from both the BES Governance team and community leaders in the central Brooklyn community, Ms. Perry completed outreach to over 370 individuals in the New York area to lay the groundwork for a strong founding team. In assembling the team, Ms. Perry prioritized three key attributes as screening criteria:

1. Commitment to the school's mission and single-gender model;
2. Connection to the Brooklyn community – particularly our target neighborhoods in central/east Brooklyn; demonstrated commitment to Brooklyn over many years;
3. Experience and knowledge in critical areas of need on a charter school board including finance, facilities, K-12 education, law, human resources, and fund development.

Through the fall of 2018, Ms. Perry identified, recruited, and selected 13 high-capacity individuals with deep alignment to the school's mission and with the range of skills, experiences, and backgrounds

necessary to launch and govern the school. The founding team began weekly community outreach in October 2018 and met monthly from November 2018 to May 2019. Over the course of the charter application process, board members have brought their expertise and professional networks to bear for the benefit of the school – providing feedback on the community outreach strategy, reviewing sections of the charter application, and making connections on behalf of Kwenda Collegiate Girls. When the New York City charter cap was met in 2019, the board shifted to focus on advocacy and began meeting intermittently according to policy developments. The board intends to return to its monthly meeting schedule in September 2023.

The Kwenda Collegiate Girls application was developed from August 2018 to January 2019, with review, input, and approval by the Founding Board. The proposal is the culmination of (1) intensive community conversation and (2) rigorous study of some of the highest performing schools across the nation. The original 2019 proposal was ultimately approved by the SUNY Charter School Institute Charter Committee in March 2019[2]. The proposal has been revised and updated according to learnings from, and the realities of, the COVID-19 pandemic and its impact on student learning, enrollment patterns, and teacher sustainability.

Centering the Voices of Families, Young Women and Gender Nonconforming Youth in Our Proposal

Ms. [redacted] the primary author of the proposal, launched the team's community engagement initiative, Amplify Her Voice, in August 2018.[3] As a school committed to supporting girls, young women and trans/gender nonconforming youth identify and amplify their unique voices, our founding team found it apt to listen to, and center, the voices of our community – particularly the voices of families, women, and girls – in our school design and approach. Joined by a team of volunteer Brooklyn and East Flatbush based parents and educators, the founding team was able to engage with over 300 young women and families from across Brooklyn through focus groups, listening sessions, and surveys in the initial phase of the initiative. Over the course of several months, our team listened to families and young women describe the real-life impact of gender disparities in Brooklyn. Through our conversations, these disparities became much more than data in a scholarly report or an emblazoned headline. They became tangible impacts on the lives of average Brooklyn families - the gender-pay gap means missed meals for a family led by a mother as the sole breadwinner, increased maternal deaths for women of color means losing a once vibrant 24-year-old cousin during childbirth, decreased school choice or having only one public girls' elementary option in Brooklyn means a three hour round-trip commute outside the borough to attend a girls' school each day. Over the last four years since the original proposal approval in March 2019, the Kwenda Collegiate Girls Founding Team has maintained its commitment to center the voices of young people in our visioning and design of the school. The Founding Team has hosted a number of community events and youth activation/co-design experiences since 2019 (as detailed further in **Section 4a- "Description and Analysis of Community Outreach Effort"**). Now that additional charters have been allocated to New York City, the founding team has adopted a comprehensive community engagement calendar to ensure continued community input on our school model and to identify prospective families for enrollment. The inspiration for our school – a learning community where every girl achieves at the highest levels while building the leadership skills necessary to navigate a 21st century world and any gender bias they might experience – was born out of our community conversations to date. More

[2]https://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/IIIB10_Kwenda%20Application%20Resolution%20(REVISED).pdf

[3] A more detailed overview of the founding team's community engagement and outreach efforts is provided in **Response R-4abc – Community Outreach, Support, and Demand**

specifically, key themes added to Kwenda Collegiate Girls school design as the result of community feedback are as follows[4]:

- Focus on Science, Technology, Engineering, Arts, and Math
- Opportunities for mentoring within the school (middle school students mentoring elementary students) and beyond the school (high school students mentoring middle school students, female STEM/arts leaders mentoring students)
- Culturally-responsive curriculum and a diverse teaching staff

Our Approach to School Study and Design

Aspects of the school design, including extended time for learning, focus on literacy, and our college preparatory approach were heavily informed by the lead applicant's experience and study of high-performing schools through the BES Fellowship. BES is a national nonprofit organization committed to improving the academic achievement of underserved students by coaching and developing the next generation of high-capacity charter school leaders. Through the BES Fellowship, Ms. Perry has had the opportunity to visit 26 schools since August 2018. A list of these schools can be found in **Figure 3b-1**.

Figure 3b-1: Schools Visited by the Lead Applicant via the BES Fellowship

	School	City
1	Nashville Classical Charter School	Nashville, TN
2	Intrepid College Preparatory Charter School	Nashville, TN
3	Purpose Preparatory Academy	Nashville, TN
4	Liberty Collegiate Academy	Nashville, TN
5	Nashville Preparatory Academy	Nashville, TN
6	Memphis RISE Academy	Memphis, TN
7	Freedom Preparatory Academy	Memphis, TN
8	The Collegiate School of Memphis	Memphis, TN
9	Excel Academy Chelsea	Chelsea, MA
10	Brooke Charter Schools	Boston, MA
11	Excel Academy High School	Boston, MA
12	Roxbury Preparatory Charter School	Boston, MA
13	RISE PREP Mayoral Academy	Woonsocket, RI
14	North Star Downtown Middle School	Newark, NJ
15	North Star Vailsburg – Elementary	Newark, NJ
16	North Star Washington Park High School	Newark, NJ
17	Forte Preparatory Academy	Queens, NY
18	South Bronx Classical	Bronx, NY
19	KIPP Infinity	New York, NY
20	Key Collegiate Academy	Brooklyn, NY
21	Achievement First North Brooklyn Academy	Brooklyn, NY
23	Equitas Academy	Los Angeles, CA
24	Soleil Academy	Lynwood, CA
25	Springfield Preparatory	Springfield, MA
26	Legacy College Preparatory	Bronx, NY

[4] A more detailed overview of the founding team's community engagement findings is provided in **Response R-04abc – Community Outreach, Support, and Demand**

Advisory Council Members

The applicant group worked with a number of outside advisors who are not active members of the founding group. We will consult with these advisors on an ad-hoc basis for support in their area of expertise moving forward. We are grateful to our Advisory Council Members for their support of Kwenda Collegiate Girls Charter School. A list of Advisory Council members can be found in **Figure 3b-2.**

Figure 3b-2: Advisory Council Members

	Name	Organization	Area of Expertise
[redacted]			

c. LIST OF FOUNDING TEAM MEMBERS

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

Figure 3c-1 lists all non-board member founding team members.

Figure 3c-1: Non-Board Member Founding Team Members

[redacted]

d. WITHDRAWN, REJECTED, AND CONCURRENT PROPOSALS (SUNY AND/OR OTHER AUTHORIZERS)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- *The name of the proposed charter school(s) when previously submitted;*
- *The date(s) of the previous submission(s); and,*
- *A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore,*

Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- *The name of the charter entity;*
- *The state where the application was submitted (if not New York);*
- *The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;*
- *The status of the application(s);*

- *If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial.*
- *If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,*
- *Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.*

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

Response is not applicable.

R-03e – Letters of Justification

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as a part of this Response.

Request is not applicable.

R-03f – Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

[redacted]

[redacted]

Work Experience

[redacted]

- Develop and oversee organization's advocacy and communications strategies including crafting the BLACC story arc and relevant pitch documents
- Serve as team advocacy lead, develop and manage BLACC's legislative priorities and resulting campaigns
- Manage organization's public relations partner and governmental affairs partners, serve as primary staff point person for all elected officials and staffers
- Oversaw redesign of BLACC logo, brand identity, and website

[redacted]

- Led 5th grade scholars to highest network internal assessment scores of any Uncommon School in Brooklyn
- Coached 3 lead teachers with 100% of teachers returning next school year

STUDENT SUPPORTS MANAGER – Springfield Preparatory Charter School, Springfield, MA August 2019- April 2020

- Ensured that the Special Education program remained in compliance with all federal, state and local policies, documentation, and reporting timelines
- Led all Individualized Education Plan (IEP) and 504 meetings and updated student documents accordingly
- Managed student supports teams (comprised of both special education and multi-language learner teachers)
- Managed related service providers and ensured provision of services

[redacted]

- Successfully designed school model (inclusive of instructional approach, culture, finance, governance, facilities plan), wrote and defended charter application which was subsequently approved by the SUNY Charter School Institute in March 2019
- Built a diverse coalition of over 300 Brooklyn families demonstrating support for the school
- Alumni of the highly selective Building Excellent Schools fellowship

[redacted]

- Member of senior leadership team of a school turnaround non-profit organization contracting with Atlanta Public Schools to operate 4 schools in the district
- Launched Community Engagement Program, developing and managing a $4 million annual operating budget
- Oversaw development strategy and managed PBSA development associates and digital advocacy team
- Hired, on-boarded, and coached 12 family outreach team members across 3 school sites, led team to among the highest employee satisfaction rates of any team in the cluster

[redacted]

- Founding school leadership team member of UP Academy Kennedy Middle School, a restarted district school serving students in grades 6-8
- Worked in conjunction with other school co-leaders to develop and implement strategies that would accelerate the school's turnaround, including managing the functioning and effectiveness of the school leadership team

- Designed and launched the school's behavioral Student Support Team (SST) and built out relevant SST protocols and systems while maintaining a caseload of 21 Tier 3 behavioral students and coordinated daily behavioral interventions
- 83% of students on caseload saw a reduction in behavioral referrals and 72% experienced a reduction in out-of-school suspension
- Launched the school's Saturday School academic intervention program by hiring teachers, identifying curriculum and coordinating communication with families

[redacted]

- Member of the senior leadership team of a school turnaround non-profit organization with six UP Academy schools
- Supported the President in developing organizational strategies, delegating and managing internal work streams, completing cross-functional projects, preparing for key stakeholder meetings and managing daily communication
- Managed the network's diversity team and owned redevelopment of the diversity, equity, and inclusion model
- Led the successful development and roll-out of organizational values (a first in the organization's history)
- Oversaw the redesign and implementation of the organization's diversity and inclusivity strategy

[redacted]

- Conducted statistical analysis of student achievement/demographic data and reviewed state charter school and school turnaround polices in order to brief senior management and clients on opportunities for school reform
- Provided in-fill staff capacity at client schools before onboarding and managing first and second year operations team members during school launch
- Wrote and submitted charter applications for two charter schools in North Carolina and Missouri impacting over 1,000 K-8 students at full capacity

[redacted]

- First special educator to be selected by Teach For America to illustrate transformational teaching on a national level (as part of the TFA video campaign, One Day for SPED)
- Semi-finalist for Sue Lehmann Award for Education Excellence (TFA Teacher of the Year award)
- Led high school students to average growth of 2.0 years in reading over one academic year

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

If any currently operating charter school within the proposed education corporation or associated with the proposed charter management organization has been in violation of the terms of their charter or been placed on probationary status or any other corrective action within the current charter term, please provide written confirmation from the existing authorizing entity that the conditions related to the violation or probationary status have been satisfied and lifted.

Request is not applicable.

R-4abc - Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

At our very core, Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") is a proposed school born out of learnings from extensive community engagement and outreach with Brooklyn families and young people. Our school's purpose – to provide a high-quality, college preparatory girls' school option beginning in kindergarten – was unearthed through conversations with local families who shared their stories of the importance of the single-gender model in their own lives and their quest to find an accessible option for their daughters. As a school committed to supporting girls and young women to identify and amplify their unique voices, the founding team found it apt to listen to, and center, the voices of our community – particularly the voices of families, women, and girls – in our school design and approach.

The Kwenda Collegiate Girls founding team has maintained its commitment to community engagement and outreach since the original submission, and subsequent approval, of its application to SUNY Charter School Institute in 2019. We approach this work with care and intention as we strive to build authentic connection. Given our identity as a community school, we are fiercely protective of our standing within the community and our relational capital. In March 2019, at the time of our initial approval from the SUNY Charter School Institute, we had received close to 500 intent to apply forms from families for the 2020-21 school year. Ultimately, we were not able to open our doors as a result on the charter cap. The ensuing months were difficult to navigate as we communicated the news to families – many of which who simply did not have another girls' school option for their children. When additional charters were not allocated at the close of the 2020-21 legislative session, our founding team reevaluated its approach to community engagement – focusing on maintaining relationships through support of partner/community organizations, advocacy with elected officials, and amplifying gender justice work. Out of respect for prospective families, we committed to not collecting any further intent to apply forms or tabling at preschool centers until additional charters became available within New York City.

With the inclusion of additional charters in the FY24 New York State budget, our founding team has launched the next iteration of our community outreach efforts. In partnership with a team of volunteer Brooklyn-based parents and educators, the founding team will host several community co-design events in the fall of 2023 and beyond.

Our approach to community input and outreach to date took on the following three phases:

1. **Phase #1: We first listen and learn.** We believe to authentically design a school that meets the educational and programmatic needs of our community, we must begin with listening, learning, and honoring the experiences of our families and youth.
2. **Phase #2: We have a duty to build awareness about our school.** We activate community interest in our school by sharing our proposed model and our progress. This includes outreach to

individuals, community-based organizations, faith-based organizations, existing district and charter schools, civic organizations and elected officials.

3. **Phase #3: We implement feedback with accountability.** We maintain transparency throughout the design process – sharing how we plan to integrate feedback and providing regular updates on our progress.

We first listen and learn. The Kwenda Collegiate Girls founding team began its community engagement work in August 2018. Our launch was grounded in our commitment to first listen and learn. We launched the **Amplify Her Voice** campaign – a series of focus groups, community surveys, and student surveys modeled after participatory action research best practices – to capture the stories and voices of our community. The founding team chose this approach in alignment with our core commitment to value and center the voices and lived experiences of our young women and girls – voices that are often absent from the discussion on school reform. The participatory action research approach has "deep roots in social justice, critical theory, and participation of the most marginalized… [The approach] values knowledge produced from lived experiences as equally important as those produced in the academy. It also seeks to challenge and expand upon traditional notions of expertise, while centering on those most impacted by social disparities and inequalities" [1]. Through the initiative, the founding team was able to engage with over 300 young women and families from across Brooklyn.

After our initial approval in March 2019, we continued our community listening and co-design events – moving these events to virtual platforms during the COVID-19 pandemic.

Focus groups – Facilitated listening/co-design sessions during which participants answer open-ended questions on their experience as community members or young people both inside and outside of school. Topics included: gender consciousness (recognition of the role gender plays in our experience of the world); how school support/hinder gender identity; school achievement at existing school options in the neighborhood; and the relevance/role of single-sex spaces in 2023. **Figure 4a-1** provides a snapshot of focus group conducted to-date. Attendance ranged from 5-12 participants at each session.

Figure 4a-1: Overview of Focus Groups and Key Findings

	Location	Date	Key Findings
1	Informal focus group with Brooklyn parents in Albany for Parent Power Rally	03/28/2023	• Need more options for families of color to choose what is best for our children • Girls' schools help build confidence and self-assuredness • Ensure opportunities for socialization with boys and young men in middle school years
2	House Dinner – East Flatbush	05/30/2023	• Now more than ever, girls and trans/gender non-conforming youth need safe places

[1] https://www.ggenyc.org/wp-content/uploads/2017/11/GGE_school_girls_deserveDRAFT6FINALWEB.pdf

			• Ensure counselors/mental health supports at school • Health classes are an important tool for middle school
3	Zoom – Feminist Back to School Guide Celebration and Co-Design	07/23/2023	• Care over control, eliminate compliance-based school cultures • Honor play as a key form of expression and tool of learning in early elementary • Spaces rooted in gender equity can provide safe places
4	House Dinner – East Flatbush	07/28/2023	• Few interventions for young women in neighborhood even almost 5 years after original application/visioning • Issues of gender equity seem even more pronounced

Given the allocation of additional charters to New York City, the Kwenda Collegiate Girls founding team has built out a scope for focus groups, house dinners, and Zoom co-design.

Community survey – Our team developed a short survey for community members for feedback on current school options and their vision for a school designed with girls in mind. The survey was available in both paper form and via online Google survey. Since January 2023, we have received **91 community surveys** to date in online form. A sample survey is provided in **R-4d – Evidence of Community Outreach**

Student survey – Our team developed a series of short surveys for girls, young women, and gender expansive youth to ascertain their experiences as young people both inside and outside of school. A sample survey is provided in **R-4d – Evidence of Community Outreach**. Surveys were administered online and at after-school programs as well as at community centers in the neighborhood. We have received **107 student surveys** to date in paper and online form. When referencing student responses, the name of the respondent is changed or hidden to protect the privacy of the respondent.

Our founding team is deeply grateful for the openness, courage, and hope for the future witnessed during the **Amplify Her Voice** campaign. Through our conversations, gender disparities became much more than data in a scholarly report or an emblazoned headline. They became tangible impacts on the lives of average Brooklyn families - the gender-pay gap means missed meals for a family led by a mother as the sole breadwinner, increased maternal deaths for women of color means losing a once vibrant 24-year-old cousin during childbirth, increased school choice or having only one public girls' elementary option in Brooklyn means a three hour round-trip commute outside the borough to attend a girls' school each day. A summary of our findings in found in the Feedback Integration section of this response.

We have a duty to build awareness about our school. The Kwenda Collegiate Girls team continues to proactively reach out to families, community stakeholders, and residents of the East Flatbush, Flatbush, and larger Brooklyn Community District 17. In line with the experience of other public single-gender schools in the city, the Kwenda Collegiate Girls founding team expects to enroll students from across greater Brooklyn. We also targeted the adjacent neighborhoods of East New York, Brownsville, Canarsie, and Crown Heights in our outreach. This phase was powered by both the Kwenda Collegiate Girls founding team as well as a team of 8-10 volunteers. These volunteers – predominantly educators or parents living in the Central Brooklyn community and energized by the Kwenda Collegiate Girls mission and vision played a pivotal role in spreading the word about out proposed school. We approached outreach in this phase in a variety of ways:

- **Feet on the Street** ("FOTS") – handing out flyers at high-traffic areas like subway stations, commercial districts, and door-to-door flyering;
- **Community Meetings** – attendance at, participation in, and/or presentations for Community Boards, civic associations, clergy councils, PTAs, and Community Education Councils;
- **Tabling at Community Events** – connecting with families and community stakeholders at community events, daycares, or community gathering spaces;
- **A Book and Bite Events** – Kwenda Collegiate Girls information sessions during which families learn about the proposed model and offer feedback;
- **Get the Word Out flyers** – family flyer (English, Spanish, Haitian Kreyol) distribution at local businesses including coffee shops, beauty parlors, barber shops, restaurants, and other community facing organizations. We also curated Kwenda Collegiate Girls online presence including launching a school website, Facebook page, and Instagram. A list of outreach activities is provided in **Figure 4a-2.**

Our outreach is ongoing, and we will continue to build awareness for the school through door-to-door outreach and partnership with community organizations (e.g. Flatbush Gardens Tenant Associations, existing school PTAs, area daycares and Pre-K centers, and houses of worship). At the time of the release of the SUNY Charter School Institute 2023 Request for Proposals, Community Board 17 (CB17) was on summer recess (July and August). The founding team has prioritized engagement with CB17 upon the return of general meetings in September 2023. Lead founder Ms. Yi-Perry has maintained consistent attendance at CB17 meetings since the initial approval in March 2019. Kwenda Collegiate Girls previously secured a letter of support from CB17 in 2019.

Meetings and Correspondence with Elected Officials

Following our initial outreach to community members, including both families, youth, educators, and community leaders, we began outreach to elected officials. Below in **Figure 4a-4** is a summary of our outreach to elected officials both across Brooklyn, as well as specifically in our target neighborhoods.

Figure 4a-4: Meetings and Correspondence with Elected Officials

Elected Official	Date of Contact	Method	Summary of Contact
Office of New York City City Councilmember Farah Louis	08/07/23	Email	Ms. Yi-Perry sent a meeting request to Councilmember Louis' team to discuss the school model.
Office of New York State	07/31/23	Email	Ms. Ms. Yi-Perry sent a meeting request to Councilmember Louis' team to discuss the school model. **Kwenda secured a letter of support from Senator Parker's office.**

Senator Kevin Parker			
Office of Brooklyn Borough President Antonio Reynoso	7/31/23	Email	Kwenda board member Katherine Zapata sent a virtual introduction to Leanna Pearson, Director of Community Affairs for Brooklyn Borough President Antonio Reynoso. Ms. Zapata also requested a meeting to discuss Kwenda's model.
Office of New York State Assemblymember Monique Chandler-Waterman	03/29/23	Email	Ms. Yi-Perry emailed the Assemblywoman's office to share about the school model
	07/31/23	Email	Ms. Yi-Perry emailed the Assemblywoman's office and Chief of Staff requesting a meeting to discuss the school model.

Incorporation of Community Input

Through our community outreach efforts to date, we have engaged with over 1,000 stakeholders in Central Brooklyn including families, young women, community leaders, and elected officials. Through these interactions, we have collected hundreds of ideas, suggestions, and elements of feedback on our initial school design. We analyzed specific occurrences of terms to identify trends in the feedback, and strategically incorporate those trends that were mission aligned into our school model. A high-level overview of this analysis and incorporation of input is outlined below in Figure 4a-5.

Figure 4a-5: Community Input Incorporation

Trend	Identifying terms	Occurrences	Incorporation into the Kwenda Collegiate Girls' Model
Kwenda Collegiate Girls should incorporate a **STEAM** approach into their school model.	STEM STEAM Science Technology Art	Over 70 times	We have adopted a STEAM enrichment course to immerse our students in cross-disciplinary learning and expose them to the STEM fields and the arts.
Kwenda Collegiate Girls should ensure **teachers are trained** specifically in supporting young women of color.	Bias Ignore Silenced Suspensions Pushout	Over 200 times	Many community members expressed concern regarding the perceived "overly punitive nature" of certain school's discipline policies in the district. As described in **R-10- Culture and Discipline**, we have heeded these concerns and developed a school model steeped in Responsive Classroom and fueled by our school's social-emotional learning curriculum. We will also support our teachers in building secure, positive relationships with students and in identifying and navigating emotional triggers. Our school is intentionally designed to disrupt the school-to-prison pipeline, not reinforce it. We have sought out partnerships with FuelEd and the National Black Women's Justice Institute to support this work.
Kwenda Collegiate Girls should focus on **leadership development** of students.	Leadership Advocacy Speak up	Over 100 times	We will partner with the Sadie Nash Leadership project to design a comprehensive advocacy and leadership development class from K-8.

b. DESCRIPTION AND ANALYSIS OF COMMUNITY SUPPORT

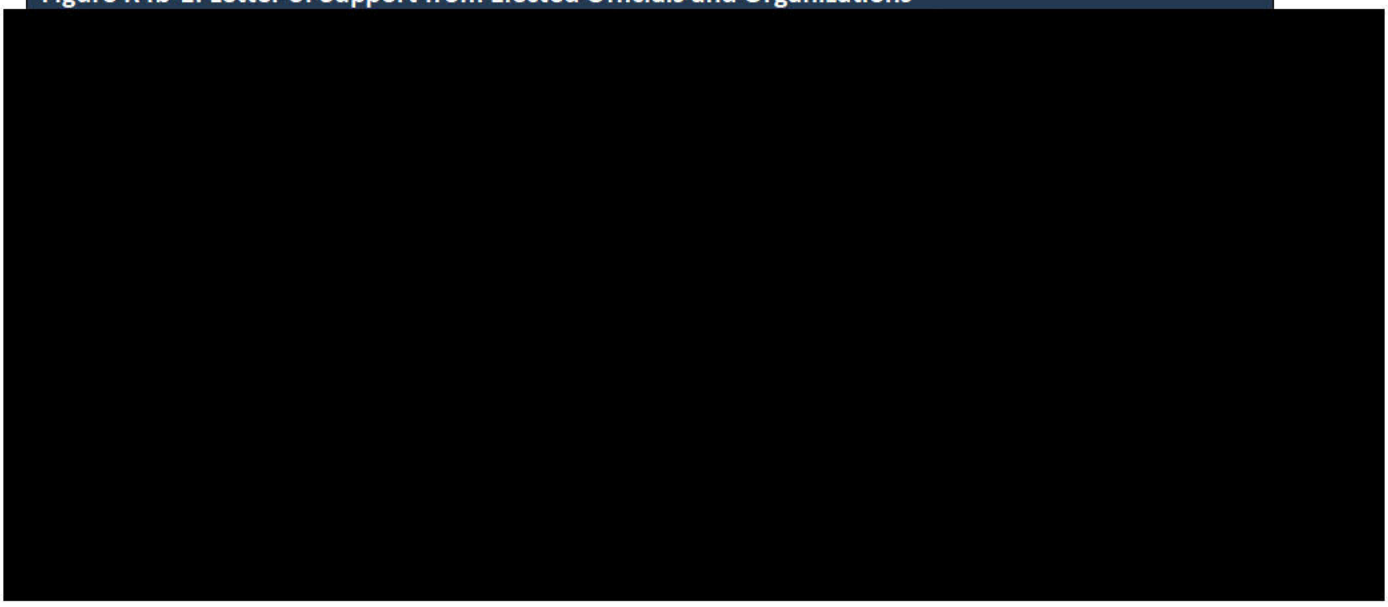
Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Over the course of our outreach we have collected three types of community support including (1) Letters of Support, (2) Individual requests for support, and (3) Survey/Focus Group Feedback

Letters of Support

A number of community organizations, educational organizations, individual community members, and elected officials have submitted letters of support on behalf of Kenda Collegiate Girls. A list of letters of support that have been submitted can be found in Figure R4b-1. Copies of individual letters can be found in R-4e – Evidence of Support.

Figure R4b-1: Letter of Support from Elected Officials and Organizations



Formal Request for Individual Support

We have collected **329 signatures** of support from Brooklyn residents in our target neighborhoods. Of these signatures, **142 signatures** are from parents/guardians of age-eligible girls.

Community Surveys

We have collected **312 student surveys** and **72 community/parent surveys**.

Community Opposition

We have encountered very little opposition to our specific plans to open Kwenda Collegiate Girls. There have been a few themes of concern, however, that we have heard from community members that are predominantly overarching critiques about charter schools in general that we have addressed in our planning and in designing our school model:

Co-Location: Given building utilization in Community School District 22 and many neighboring schools throughout East Flatbush, many community members have advised against co-location. We are committed to honoring these community concerns. To complete our due diligence in exploring 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 Kwenda Collegiate Girls could co-locate

with the support of the community. In the likely event that no space is available, due to school utilization in our proposed community school district ("CSD 22"), the school will seek rental assistance from the New York City Department of Education to lease a private building within our community. We believe our school will help alleviate the overcrowding in existing community schools, rather than add to it.

Punitive measures: Many community members expressed concern regarding the perceived "overly punitive nature" of certain school's discipline policies in the district. As described in **R-10- Culture and Discipline**, we have heeded these concerns and developed a school model steeped in Responsive Classroom and fueled by our school's social-emotional learning curriculum. We will also support our teachers in building secure, positive relationships with students and in identifying and navigating emotional triggers. Our school is intentionally designed to disrupt the school-to-prison pipeline, not reinforce it.

c. DESCRIPTION AND ANALYSIS OF STUDENT DEMAND

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

Kwenda Collegiate Girls recognizes the importance of reaching enrollment targets as (1) we seek to educate as many girls as possible, particularly those who are seeking a single gender school model and (2) reaching full enrollment supports the financial model proposed and can support in ensuring short and long term financial health. We also recognize that by providing a single-gender model, we are decreasing the pool of potential applicants by 50%, and thus have begun and will continue targeted outreach efforts to cast a wide net for student enrollment. We are confident, based on our initial outreach, that we will reach all enrollment targets and maintain a healthy wait list.

New York City is home to some of the most celebrated and awarded single-gender independent schools in the nation[2]. While many of these institutions have deep commitments to need-based financial aid and scholarship for students, the geographical distance and racial isolation experienced by many students often makes sustained enrollment for families of color from Brooklyn challenging[3]. In Brooklyn, New York City's most populous borough, there is currently only one all-girls public elementary school. That school, a National Blue Ribbon Award winner, maintains a significant waitlist year to yea

CSD 22 is a geographically large district with deeply varied levels of educational need and socioeconomic makeup. The schools on the northern tip of CSD 22, within the Kwenda Collegiate Girls' target area, serve a higher concentration of students identified as Economically Disadvantaged or as Students with Disabilities than the district average. **Figure 1a-1** compares the CSD 22 demographics averages to those of the existing district schools within or near our target area.

Figure 1a-1: Target Area Demographics Compared to Community School District Averages

[2] Examples include the Spence School, Nightingale-Bamford, The Collegiate School

[3] Many families described racial isolation and "tokenism" as a reason for unenrolling their students or a major deterrent for enrolling their students in an independent girls' school outside of Brooklyn

School Name	Grades served	% Black	% Hispanic	% Asian	% White	% Students with Disabilities	% Economically Disadvantaged
CSD 22 Average		26%	16%	24%	32.0%	19%	72%
P.S. 245	PK-5	51%	42%	1%	2%	29%	93%
P.S. 109	PK-8	77%	14%	4%	1%	33%	84%
Andries Hudde	6-8	56%	20%	15%	7%	29%	89%
M.S. 890	6-8[1]	31%	40%	18%	9%	20%	80%
P.S. 361	K-5	70%	18%	7%	4%	29%	85%
P.S. 198 Brooklyn	PK-5	80%	13%	4%	1%	28%	79%
P.S. 251 Paerdegat	PK-5	70%	12%	4%	5%	26%	84%

Figure 1a-2 compares performance across subgroups on the 2021-22 NY state 3-8 ELA and Math Assessments.

Figure 1a-2: Percentage of students scoring Level 3 or above in CSD 22 by Subgroup[2]							
Subject	**CSD 22 District Average**	**African American**	**Hispanic**	**White**	**Students with Disabilities**	**English Language Learners**	**Economically Disadvantaged**
ELA (3-8)	50%	40.3%	39.8%	58.5%	19.8%	13.8%	39.3%
Math (3-8)	40.7%	24.5%	27.7%	53.3%	17.6%	16.9%	35.4%
ELA - Grade 3	52%	44%	40%	60%	23%	26%	45%
ELA - Grade 5	42%	32%	31%	50%	14%	13%	36%
ELA - Grade 8	52%	40%	47%	63%	23%	9%	48%
Math - Grade 3	53%	41%	39%	64%	32%	30%	46%
Math - Grade 5	42%	26%	32%	53%	21%	17%	36%
Math - Grade 8	29%	13%	18%	41%	7%	9%	26%

In aggregate CSD 22 outperformed state averages in English Language Arts (ELA). 50% of CSD 22 students in grades 3-8 scored Level 3 or higher on the state ELA assessment compared to 47% statewide. In Math, CSD 22 in grades 3-8 scored on par with the statewide average with 41% of students scoring proficient or above. However, when disaggregated by subgroup statistically significant achievement gaps are revealed.

While White students outperform the district averages in both subjects, African American students and Hispanic students lag significantly behind these averages. In ELA, Students with Disabilities and English

Language Learners lag the district average by over thirty percentage points. These gaps were further aggravated by the COVID-19 pandemic and resulting school closures.

Given these achievement gaps, it is no surprise that demand for high-quality public charter school options in CSD 22 remains high. Currently, only 6 charter schools operate with our community school district. Two of these are K-8 and none of these schools are single-gender. The New York City Charter Center found that in the 2019-20 lottery, CSD 22 charters schools received 1.9 applications for every available seat. Neighboring District 18, which encompasses sections of East Flatbush, received 5.9 applications for every available seat[4].

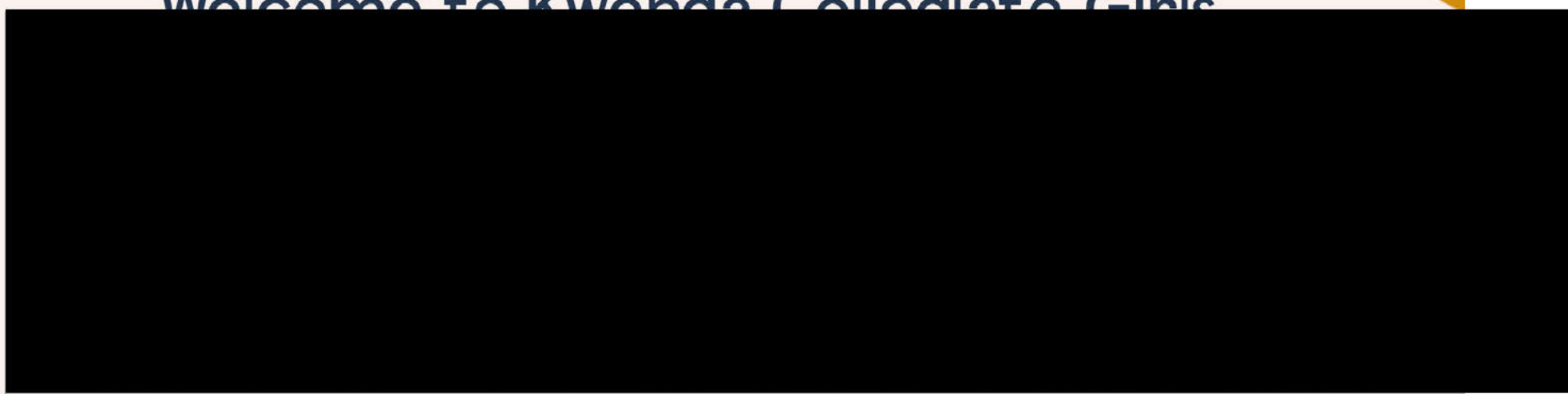
[4] https://nyccharterschools.org/wp-content/uploads/2020/06/NYCCSC-LotteryReport-2019-20-final.pdf

R- 04ad Evidence of Community Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

	Item	Description	Page Number
1	Screenshots of Kwenda Collegiate Girls Website	Our website provides information about our school model, includes links to our community survey, and intent to apply forms	1-4
2	Kwenda family flyers	Sample family flyers that is distributed at community events and left as leave behinds at community centers, preschools, bodegas/convenience stores	5-6, 7-9
3	Kwenda Collegiate Girls Instagram	Screenshot of Kwenda's Instagram page (currently 422 followers)	10
4	Petition post	Sample post to link to community petition on social media	11
5	Kwenda Collegiate Girls Social Media Posts	Sample community engagement posts	12-15
6	Evidence of Outreach to Assemblymember Monique Chandler Waterman	Meeting request emails	16-17
7	Evidence of Outreach to State Senator Kevin Parker	Meeting request email	18
8	Evidence of Outreach to City Council Member Farah Louis	Meeting request email	19
9	Evidence of Outreach to Brooklyn Borough President Antonio Reynoso's Office	Meeting request email	20
10	Promotion of upcoming Kwenda tabling/community partnership event	Social Media post	21

Welcome to Kwenda Collegiate Girls



ALLOW US TO INTRODUCE OURSELVES

Kwenda Collegiate Girls Charter School is a proposed K-8, public, tuition-free, girls' school that reimagines education with girls, and gender non-conforming youth, at the center.

In a nutshell: we are free, public, and open to all.

OUR PROMISE

The Kwenda Collegiate Girls Difference

A School Focused on Gender Justice

Two Teachers in Every Classroom

A Gender-Conscious and Culturally-Relevant Curriculum

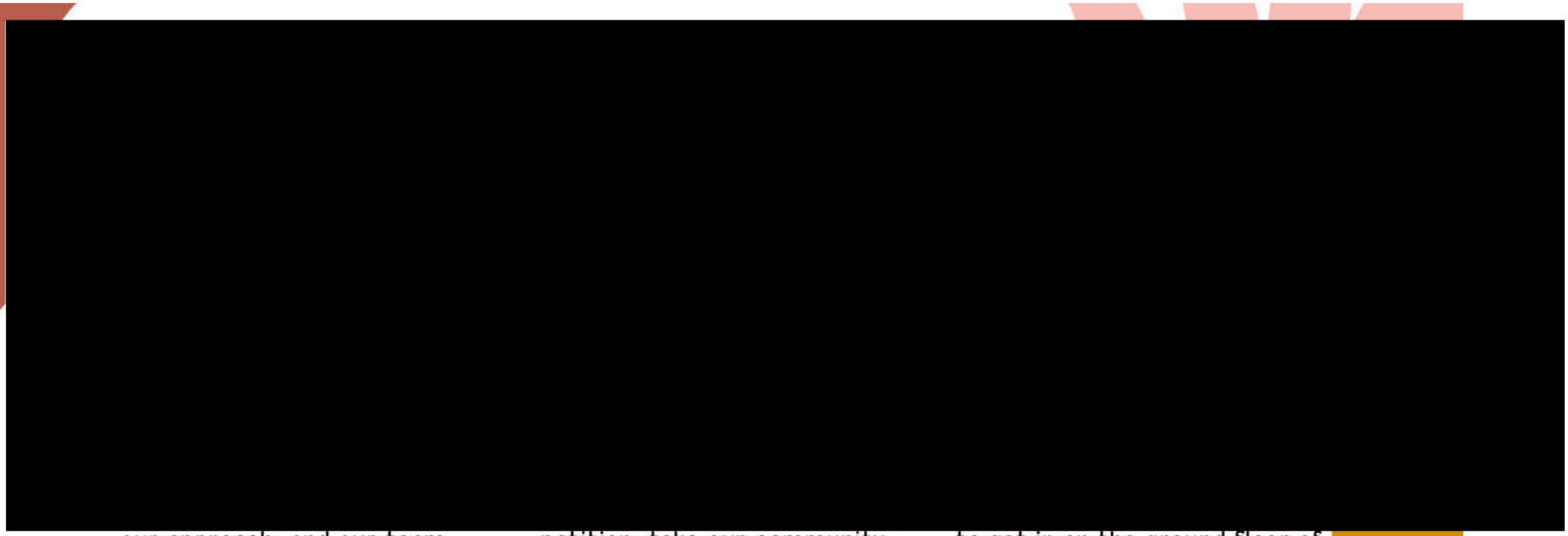
Full STEAM Ahead: A Focus on Science, Technology, Arts and Math

Over 2 Hours of Literacy Instruction Daily

Art Class for Every Student

Daily Voice and Empowerment Classes

Heart + Mind: Social Emotional Learning is Essential



our approach, and our team.

petition, take our community survey, or submit an intent to apply form.

to get in on the ground floor of what we believe is the future of education in the name of gender justice.

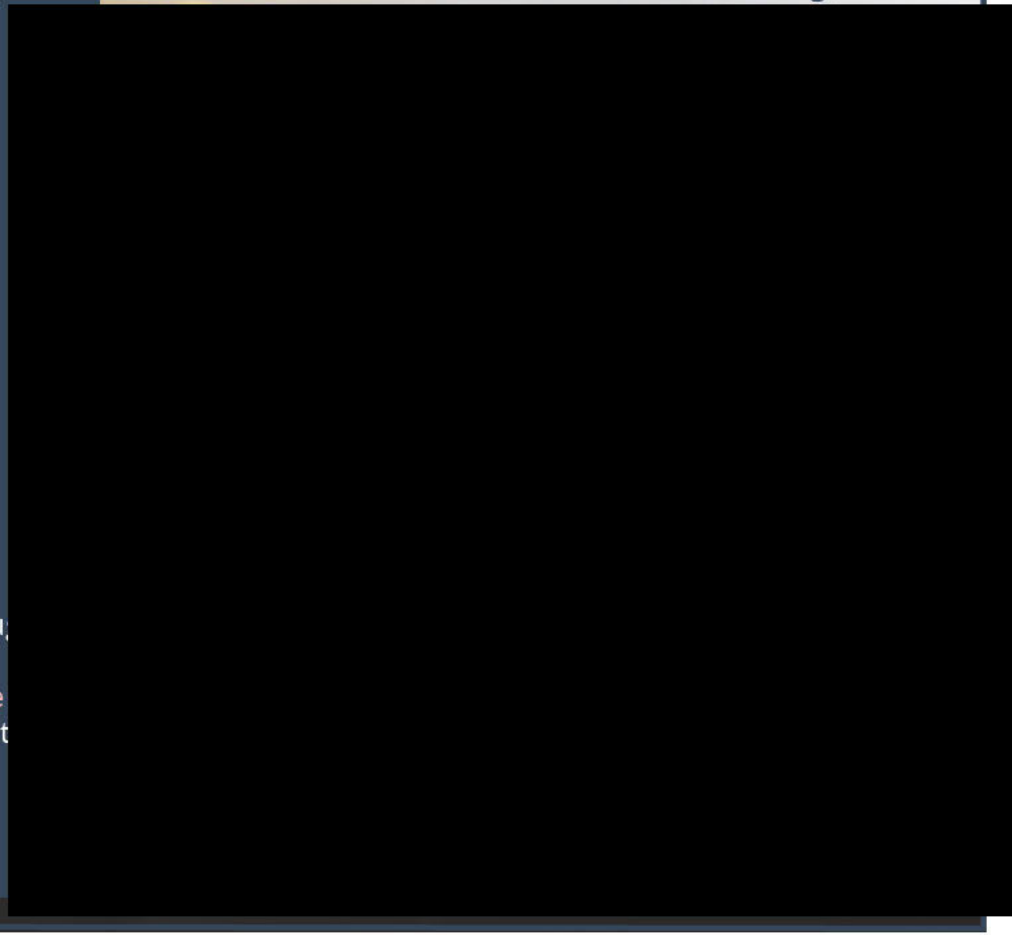
If that's you, we hope you join us.

Kwenda
COLLEGIATE GIRLS

We are Kwenda Collegiate Girls. We help our girls go places (namely, college).

Kwenda means “go” in Swahili. Our girls deserve an education that provides the knowledge, skills, and habits to “go” wherever they want to in life—from college, to the boardroom, to the White House.

We are committed to educating young women in kindergarten throu eighth grade in an academically rigorous, structured, and supportive community that prepares all student to graduate from college with the courage to lead.



OUR CORE BELIEFS

Excellent teachers, excellent results: our teachers will receive weekly coaching and development.

Whole child = academics +social emotional learning: we will adopt a social emotional learning curriculum to support our students in developing the leadership skills they need to thrive.

Start with girls in mind: a girl-centered school helps young women develop personal voice and the courage to lead.

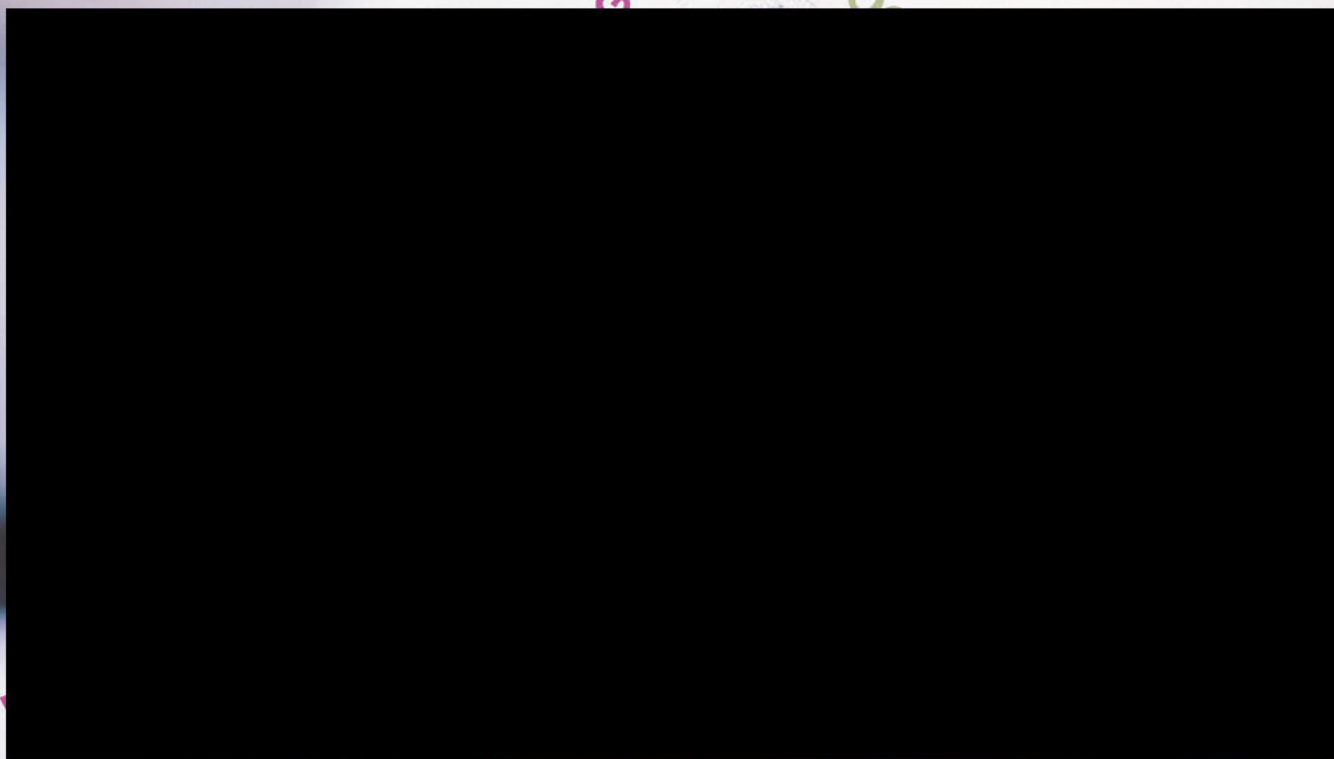
Literacy is everything: A love of reading unlocks of lifetime of learning and opportunity. We spend extra time on reading, writing, and building oral communication skills.

College begins in kindergarten: we are a college-focused community because we know a college preparatory education empowers students with choice.

One school, one family: we are more than a school, we are a family, and we take our partnership with families and the community seriously.

[redacted]

Learn more.
Volunteer.
Share Your Voice.
www.kwendaschools.org



Kwenda Collegiate Girls Charter School is a proposed K-8, public, tuition-free, girls' school in Brooklyn that reimagines education with girls at the center.

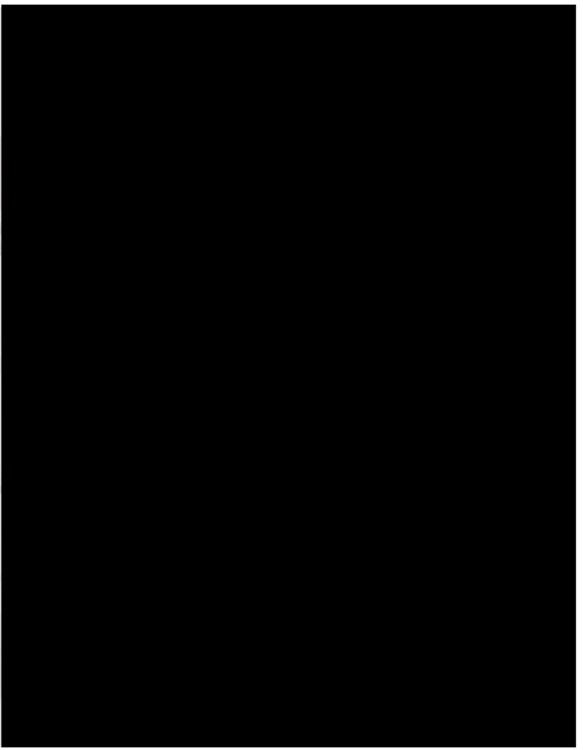
Do you have a daughter between the ages of 3 and 4?
We are a proposed school applying for authorization through the SUNY Charter Schools Institute. We need your feedback!

Intend to Apply? KwendaSchools.org

Kwenda Collegiate Girls Charter School is a proposed K–8, public, tuition-free, girls' school in Brooklyn that reimagines education with girls at the center.

Kwenda:

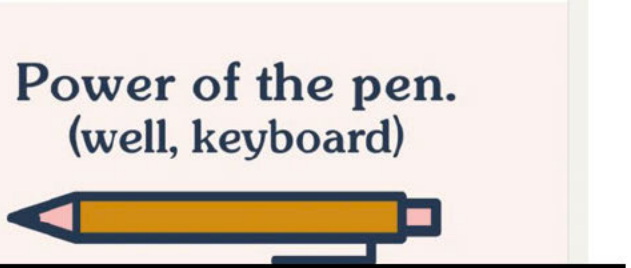
A dream
A proclamation
A revolution
A new type of school



✨ Last call to support Kwenda Collegiate Girls in increasing #Access4BKGirls! We'll be submitting our application to our authorizer this week.

Girls' schools have consistently been an accessible choice for New York's most affluent families. In fact, New York City is home to some of the most elite and storied girls' schools in the country. Today in Brooklyn, our city's most populous borough there is only ONE public, tuition-free girls' elementary school. Kwenda was created to change this.

Show your support and sign our support petition today (please note any donations collected via this link go to the iPetition platform not to our school): https://lnkd.in/evfPcbwa



[redacted]

kwendacollegiategirls We're building a feminist school - and we need your help! ⚡ Sign our petition & give feedback on our school model via our community survey (links in bio) today. #access4bkgirls

4w

[redacted]

View insights

Boost post

[redacted]

Add a comment...

[redacted]

[redacted]

kwendacollegiategirls Four years ago this month, our founding team's application for Kwenda Collegiate Girls was approved by the SUNY Charter School Institute. That same year, New York City hit the legislated charter cap rendering it impossible for our school to open and serve the hundreds of Brooklyn families that stood in support. Kwenda is a new kind of school - one that places girls and gender non-conforming youth of color at the center. We are hopeful that Albany will find the courage to act and allocate additional charters to New York City. It is fitting we kick off Women's History month with such hope and relaunch our community action push. Here's to a new kind of school ✨ Let's get Kwenda Collegiate Girls open - sign our petition via the link in our bio!

Always with courage,
The Kwenda Founding Team

22w

[redacted]

View insights Boost post

Liked by **heyyymickeyyyy** and **others**

MARCH 1

kwendacollegiategirls

kwendacollegiategirls We're building a feminist school - and you can help us! ⚡

Sign our petition in bio & help us spread the word.

"Girls are powerful.
A girl who know she's powerful?
Watch out.
You can't stop her."
—Laila*

Join the Kwenda movement! ✨

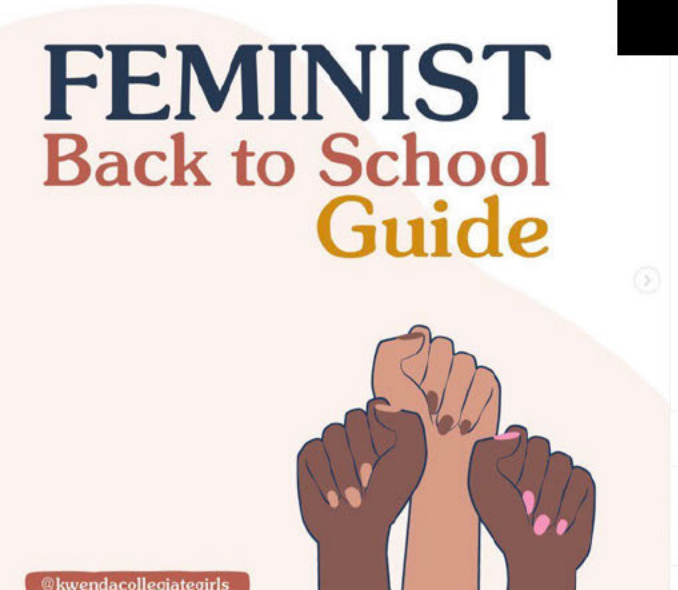
137w

View insights Boost post

Liked by **innova.girls.academy** and **18 others**

DECEMBER 22, 2020

Add a comment...



We created this #FeministBackToSchoolGuide for you - for us, as we continue to imagine the schools and spaces our young learners deserve now and in the future.

To all the families and educators juggling financial responsibilities, work, virtual learning, hybrid schedules, all while trying to keep everyone sane - we see you. We hold you in a space of deep admiration.

This guide is meant to preview some of the feminists practices we can bring into both virtual and in-person spaces to cultivate a sense of belonging, psychological safety, and perhaps some levity for our students.

Remember, above all else, we are human. We deserve the space (and grace) to be less than perfect, to rest, to emote, to create.

With love,

View insights Boost post

Liked by **loveyourmaginc** and **28 others**

OCTOBER 26, 2020

Kwenda
COLLEGIATE GIRLS
CHARTER SCHOOL

[redacted]

Building an anti-racist, feminist girls' public school in Flatbush/East Flatbush

1 message

[redacted] Mon, Jul 31, 2023 at 5:50 AM

[redacted]

I hope this email finds you well. My name is Christina Perry - we met a few times a few years back while you were still at EFV. I was the one working on opening the girls' school.

I am a Flatbush resident and working with some of my neighbors to launch Kwenda Collegiate Girls Charter School. Our initial application was approved in March 2019 - the same year New York City hit the charter cap. The inclusion of zombie charters in the state budget gives our school a pathway to open. Thank you for your advocacy on behalf of school leaders of color. We will be resubmitting our application to SUNY in August 2023.

Kwenda is a community-grown charter. The school design process included over 300 young women and families from our community. Our school is designed to be a different type of school - one that centers the experiences of girls of color. At our school, we aim to create a learning community where Black and brown girls are safe, honored, and valued. We know if we start with this as our foundation than the sky is the limit in terms of our girls' potential for achievement. Although New York City is home to some of the most awarded all-girls private schools in the country, there is currently only one public all-girls elementary school in the entire borough (and that school has a waiting list upwards of 250 students each year). I have attached some additional information on our school for your review.

Do you and your team have any time over the coming weeks to discuss Kwenda's proposed model and add any additional insight and feedback? We deeply appreciate the feedback and are seeking any support our elected officials canoffer as we apply for our school.

[redacted]

[redacted]

[redacted] content of this email is confidential and intended for the recipient specified in message only. It is strictly forbidden to share any part of this message with any third party, without a written consent of the sender. If you received this message by mistake, please reply to this message and follow with its deletion, so that we can ensure such a mistake does not occur in the future.

Kwenda
COLLEGIATE GIRLS
CHARTER SCHOOL

[redacted]

Zombie charters/Building an anti-racist, womanist girls' school in CSD 22

1 message

[redacted]

[redacted]:

I hope this email finds you well. My name is Christina Perry - we met a few times a few years back while you were still at EFV. I was the one working on opening the girls' school.

I'm writing in hopes that you might support the inclusion of zombie charters in the state budget with a priority for those applicants from historically underrepresented groups. Our school, Kwenda Collegiate Girls, was approved by SUNY in March 2019 (the same year NYC hit the charter cap). We have been on the waitlist to open ever since and have remained steadfast in our community. The inclusion of the zombie charters would allow us to open our doors.

Kwenda is a community-grown charter. I live in Flatbush as does the majority of the board. The school design process included over 300 young women and families from our community. Our school is designed to be a different type of school - one that centers the experiences of girls of color. As the child of a Black father and South Korean mother, I experienced public schools that largely ignored my family's culture. Kwenda exists to change that for Brooklyn girls.

We hope that you support the inclusion of the zombies so that our vision can become a reality. I have attached a one-pager re: our school model for your review.

I know that now is a crazy time given the budget but do hope that we can meet to discuss Kwenda sometime in the near future.

I appreciate your consideration and thank you for your leadership.

[redacted]

[redacted]

[redacted] content of this email is confidential and intended for the recipient specified in message only. It is strictly forbidden to share any part of this message with any third party, without a written consent of the sender. If you received this message by mistake, please reply to this message and follow with its deletion, so that we can ensure such a mistake does not occur in the future.

19-03_Kwenda_ExecutiveSummary_vf (1).pdf
223K

Kwenda
COLLEGIATE GIRLS
CHARTER SCHOOL

[redacted]

[Meeting request] Building an anti-racist, feminist girls' public school in Flatbush/East Flatbush

6 messages

[redacted]

[redacted]

I hope this email finds you well. My name is Christina Perry - we have met previously as part of my work with BLACC.

I am a 21st Senate District resident and working with some of my neighbors to launch Kwenda Collegiate Girls Charter School. Our initial application was approved in March 2019 - the same year New York City hit the charter cap. The inclusion of zombie charters in the state budget gives our school a pathway to open. Thank you for your advocacy on behalf of school leaders of color - it was a game changer for our school. We will be resubmitting our application to SUNY in August 2023.

Kwenda is a community-grown charter. The school design process included over 300 young women and families from our community. Our school is designed to be a different type of school - one that centers the experiences of girls of color. At our school, we aim to create a learning community where Black and brown girls are safe, honored, and valued. We know if we start with this as our foundation than the sky is the limit in terms of our girls' potential for achievement. Although New York City is home to some of the most awarded all-girls private schools in the country, there is currently only one public all-girls elementary school in the entire borough (and that school has a waiting list upwards of 250 students each year). I have attached some additional information on our school for your review.

Do you and your team have any time over the coming weeks to discuss Kwenda's proposed model and add any additional insight and feedback? We deeply appreciate the feedback and are seeking any support our elected officials can offer as we apply for our school.

[redacted]

[redacted] (she/her/hers)

[redacted]

The content of this email is confidential and intended for the recipient specified in message only. It is strictly forbidden to share any part of this message with any third party, without a written consent of the sender. If you received this message by mistake, please reply to this message and follow with its deletion, so that we can ensure such a mistake does not occur in the future.

23-07_Kwenda_ExecutiveSummary_vshare.docx.pdf
131K

Alfred Cockfield <alcockfield@gmail.com> Mon, Jul 31, 2023 at 6:19 AM

Kwenda
COLLEGIATE GIRLS
CHARTER SCHOOL

[redacted]

[Meeting Request] Opening a feminist, anti-racist girls' school in District 45

6 messages

[redacted]

Good morning [redacted]

I hope you are well. My name is Christina [redacted] and I'm a District 45 resident. I'm working with some of my neighbors to launch Kwenda Collegiate Girls. At our school, we aim to create a learning community where Black and brown girls are safe, honored, and valued. We know if we start with this as our foundation than the sky is the limit in terms of our girls' potential for achievement.

I worked with you a few years ago during our initial application process when you were at then Councilmember Jumaane Williams' office. You championed our school and helped us secure a letter from that office (attached for your review) and made an introduction to Congresswoman Yvette Clarke's office (we went on to secure a letter of support from that office as well). In many ways, our school wouldn't exist without you. We are so grateful for you and wanted to ensure that we reach out to your office to get feedback on our school model.

Our initial application was approved in March 2019 by SUNY - the same year New York City hit the charter cap. The inclusion of zombie charters in the state budget gives our school a pathway to open. We will be resubmitting our application to SUNY this month. I have attached some additional information about our school for your review.

Do you and your team have any time over the coming weeks to discuss Kwenda's proposed model and add any additional insight and feedback?

Again, we deeply appreciate you and your leadership,
Christina

[redacted]

Let's chat! Book time here.

The content of this email is confidential and intended for the recipient specified in message only. It is strictly forbidden to share any part of this message with any third party, without a written consent of the sender. If you received this message by mistake, please reply to this message and follow with its deletion, so that we can ensure such a mistake does not occur in the future.

3 attachments

HonJumaaneWilliams_Kwenda_SupportLetter (1).pdf
130K

Letter of Support Yvette Clarke (2).pdf
37K

[redacted]

Meeting Request - Kwenda Collegiate Girls Charter School

2 messages

[redacted] Mon, Jul 31, 2023 at 11:40 AM

[redacted],

It is a pleasure reconnecting with you again. I am including on this email thread Christina Perry, the Founder of Kwenda Collegiate Girls Charter School. For context, Kwenda Collegiate Girls Charter School is a proposed K-8, public, tuition-free, girls' school that reimagines education with girls, and gender non-conforming youth, at the center. The prospective school is set to open in Brooklyn within the next coming years, pending the state's approval.

As I've mentioned, we would like to meet with the respective individual in the Brooklyn Borough President's Office to discuss the opening of the school and build rapport.

[redacted]lla

Chri[redacted]

[redacted] Thank you for the kind introduction - I appreciate you.

Leanna: It is such a pleasure to meet you virtually. Please let us know when might be most convenient for the Borough President's team to meet - we will prioritize it on our calendars. We appreciate your willingness to connect and look forward to meeting.

All the best,
[redacted]

[redacted]

Let's chat! Book time here.

The content of this email is confidential and intended for the recipient specified in message only. It is strictly forbidden to share any part of this message with any third party, without a written consent of the sender. If you received this message by mistake, please reply to this message and follow with its deletion, so that we can ensure such a mistake does not occur in the future.

[Quoted text hidden]

R- 04e Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document

Figure R4b-1: Letter of Support from Elected Officials and Organizations				Page Number
	Individual	**Title**	**Organization**	
1	[redacted]	[redacted]	New York State Legislature	1
2	[redacted]	[redacted]	Flatbush Junction Business Improvement District	2
3	[redacted]	[redacted]	Black Latinx Asian Charter Collaborative	3
4	[redacted]	[redacted]	Black Girls CODE	4
5	[redacted]	[redacted]	Zeta Charter Schools	5
Letters of Support from Individual Community Members				
	Name	Description		
6	[redacted]	Brooklyn resident, parent of children who attend single gender schools		6
7	[redacted]	Educator at a public girl's school, parent of child who attended a girls' school		7
8	[redacted]	Brooklyn resident		8
9	[redacted]	Brooklyn resident, former girls' school teacher		9
10	[redacted]	Educator		10
[redacted]	[redacted]	Totals of signatures from online petition		11-12

[redacted]

[redacted]

[redacted]

July 31, 2023

[redacted]

Dear [redacted]

I write to you today in support of Kwenda Collegiate Girls Charter School, a proposed all-girls kindergarten through grade 8 school for the young women of Brooklyn Community District 17 and beyond. Our children, particularly young women and girls, deserve high-quality educational opportunities to prepare them for leadership in the 21st century.

The mission of Kwenda Collegiate Girls is to educate young women in kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead. The school places a strong emphasis on developing leadership skills, as well as providing education in Science, Technology, Arts, and Math. This approach ensures that young women in our community are equipped with the necessary knowledge, skills, and opportunities to succeed as leaders in the 21st century. The school model is sound and demonstrates a deep understanding of best practices for supporting the learning needs of girls, including diverse learners, in both elementary and middle school. I am impressed by how dedicated the founding team is in making sure that every Kwenda Collegiate Girls alumna is well on their way to graduating from college and is equipped with the confidence to become a leader and create positive change in our community.

In conclusion, I wholeheartedly support Kwenda Collegiate Girls Charter School. Undoubtedly, it will provide a unique and crucial option for families in our area. I urge you to stand with me in endorsing this vital endeavor.

Thank you in advance for your favorable consideration of my request. If you need anything further, please do not hesitate to contact me at my district office a [redacted]

[redacted]

[redacted]

[redacted]

July 31st, 2023

Subject: Letter of Support for Kwenda Collegiate Girls Charter School

[redacted]

I am writing on behalf of the Flatbush Nostrand Junction Business Improvement District (BID) to express our enthusiastic support for the establishment of the Kwenda Collegiate Girls Charter School. We believe that quality education is the cornerstone of a thriving and vibrant neighborhood, and we are thrilled by the prospect of welcoming this esteemed educational institution to our area.

As a business community committed to the growth and development of Flatbush, we recognize the critical role education plays in shaping the future of our youth and the broader community. Kwenda Collegiate Girls Charter School's mission to provide a comprehensive and empowering educational experience is commendable, and we firmly believe that your institution's presence will make a positive impact on the lives of the young women of our community.

The BID represents the voice of business and property owners in the commercial area; working with our public and private partners to develop "Flatbush Junction" as a place to work, live, shop and visit. Thereby, contributing to the local economy and enhancing the catchment area for all. By creating a strong partnership with local schools, we can build a cohesive community where education, innovation, and progress are encouraged.

We are confident that Kwenda Collegiate Girls Charter School will enrich the educational landscape in Flatbush by offering a well-rounded curriculum, nurturing a culture of academic excellence, and promoting leadership and character development among its students.
Our organization supports the establishment of Kwenda Collegiate Girls Charter School. We are excited about the positive impact it will have on the lives of young women, their families, and the neighborhood at large.

Sincerely,

[redacted]

[redacted]

[redacted]

Re: Letter of support for Kwenda Collegiate Girls Charter School

[redacted]

BLACC is writing in support of Kwenda Collegiate Girls Charter School, and we are eager to assist the proposed school in any way our organization can. Our collaborative is committed to strengthening the charter school community, specifically schools founded by people of color. We welcome all opportunities to support schools that we are confident will positively impact learning for black and brown students in our communities.

The choice for young women to be educated in a single-gender school is an option that wealthy families have had for hundreds of years. Kwenda's approach to a rigorous academic program, STEAM, and social-emotional learning support promises change and progress to the dialogue about charter schools.

As a school focused on a Gender-Conscious and Culturally Relevant Curriculum we have no doubt that Kwenda will make their space equitable for black and brown students. Their advocacy for equity grants young women of color and gender non-conforming youth the right to lead a life full of opportunity and success.

BLACC is thrilled to work together with Kwenda Collegiate Girls Charter School. Their promise to academic excellence in girls' education is a crucial step in shaping future role models and leaders.

Sincerely,

[redacted]

BLACK GIRLS CODE

Kathryn Connell-Espinosa
SUNY Plaza
353 Broadway
Albany, NY 12207

July 23, 2023

Dear Ms. Connell-Espinosa:

I hope this letter finds you in good health and high spirits. I am writing to express my enthusiastic support for the Kwenda Collegiate Girls Charter School. As the CEO of Black Girls CODE, an organization dedicated to empowering young Black Girls to become innovators in technology and STEM fields, I believe that the mission and values of Kwenda Collegiate align perfectly with our shared vision of fostering excellence and opportunity for young women.

Kwenda Collegiate Girls Charter School's commitment to providing a high-quality education, specifically tailored to the needs and aspirations of young girls, resonates deeply with me and my organization's mission. We understand the critical role that education plays in shaping the futures of our girls, and it is encouraging to see Kwenda''s emphasis on fostering an environment where girls can thrive academically, emotionally, and socially. The intersection of education and technology is a pivotal one, and I am confident that Kwenda Collegiate Girls Charter School's approach to integrating STEM education will equip its students with the skills and mindset needed to excel in the modern world. By empowering our girls with a strong foundation in science, technology, engineering, and mathematics, Kwenda will help change the face of technology and create more equitable communities.

In closing, I want to express my wholehearted support for Kwenda Collegiate Girls Charter School's application. I believe that their mission aligns perfectly with the values and goals we hold dear at Black Girls Code, and I am confident that their dedication to fostering the next generation of empowered, educated, and innovative young women will have a lasting positive impact on our society.Thank you for considering this letter of support. I am available to provide any additional information or insight that may be helpful to the evaluation process.

Sincerely,

Sofia Mohammed

[redacted]

[redacted]

As the founder and CEO of Zeta Charter Schools, I am honored to write this letter of support for the Kwenda Collegiate Girls Charter School charter approval. Zeta Charter Schools is a next-generation charter school network located in New York City and authorized by SUNY, currently serving ~2,700 children from Pre-K through 6th grade. We also operate Z Combinator, a charter startup school that empowers school leaders, operators, and educators with resources, tools, and support to build high-quality schools.

This year, we selected Kwenda Collegiate Girls founder Christina [redacted] to participate in our 2023-24 Z Combinator Fellowship program, which supports a cohort of promising charter founders/leaders from across the nation through an intensive, hands-on learning experience at our schools in NYC. Through this program, we have learned about the incredible vision of Kwenda Collegiate Girls School and believe it will provide much-needed access to excellent schooling in the Bushwick neighborhood.

I urge you to approve Kwenda Collegiate Girls's charter application to provide more excellent school seats to the children and families of Bushwick. Kwenda Collegiate will be the only public school in Bushwick with an emphasis on nurturing confident and intellectually curious young women as an all-girls school, preparing them to become future leaders in their communities.

At Zeta, we believe that all students, not just those with means, should have access to cutting-edge, self-actualizing next generation schools. New York City is home to some of the most prestigious independent girls' schools in the nation. Thus, the benefits of girls' education have always been accessible to our city's most affluent families. Kwenda would expand that access to families across Brooklyn regardless of income. Through Z Combinator, I have had the privilege of watching the Kwenda Collegiate Girls school model come into greater clarity and believe that the school's proposed Head of School, Christina [redacted] has the tenacity, passion, and experience to do this important work.

For these reasons, I strongly support and urge approval of the charter for Kwenda Collegiate Girls School.

[redacted]

[redacted]

August 2, 2023

[redacted]

My name is [redacted]nd I'm a father, former educator, charter school parent, and longtime Central Brooklyn resident. I'm writing to you today in fierce support of the Kwenda Collegiate Girls Charter application. Both of my children attend single-gender schools and have since kindergarten. My oldest attends a public all-girls school one neighborhood over from our residence. Next year, when she enters 5th grade, she'll move to an all-girls public charter middle school just one block away from us. The all-girls environment has been transformational for my daughter. She is able to focus on academics and her own empowerment at school while being surrounded by examples of women in leadership. I know her outcomes going into middle school would be radically different if she attended her zoned elementary school.

When my daughter enrolled in an all-girls school, I was initially drawn to the idea of an environment where she could thrive without the pressure/limitations of gender stereotypes and biases. Over the years, I have witnessed firsthand how the single-gender setting has provided her with a sense of confidence, empowerment, and belief in her capabilities. It is clear to me that Kwenda Collegiate Girls Charter School is poised to offer a similar experience to its students.

I understand that not all families, particularly those in Brooklyn, have access to such an education for their daughters. I have seen firsthand families that are not able to get a seat at my daughter's girls' school who are decimated because there simply is no other public girls' elementary option for them in the borough. They do not have the nearly $60,000 a year it would take to send their daughter to an all-girls private school in Manhattan. This is not just and it is not right. All families should have access to public schools that meet the needs of their children. Kwenda would help solve this for so many families.

Kwenda Collegiate Girls' commitment to ensuring girls of color are placed at the center of their school design is commendable and much needed. Our daughters deserve to be prioritized - they are not an afterthought. The school's focus on science, technology, engineering, math and art will provide options for our daughters far beyond middle school as they are prepared for 21st century careers. We must expand access to these fields for our girls. I am inspired by Kwenda's vision to do so.

Again, I want to reiterate my support for Kwenda Collegiate Girls Charter School. Please do not hesitate to reach out with any questions as you review their application.

[redacted]

[redacted]

August 1, 2023

[redacted]

I write to you today in support of the establishment of Kwenda Collegiate Girls, a girls' school that seeks to empower young women in a reimagine environment - one that places our Black and brown girls at the center. I am both an educator at a girls' school and a mother whose daughter attended a public girls' school. I feel compelled to voice my support for Kwenda's model and mission.

Having dedicated my career to education and witnessing the impact of girls' schools, I firmly believe that schools like Kwenda Collegiate Girls are essential for shaping the future leaders of our society. Research consistently highlights the unique advantages of single-gender education, particularly in promoting self-confidence, intellectual curiosity, and the development of strong leadership skills among young women. We must make this accessible for all families - regardless of income.

As a parent, I am acutely aware of the role that schools play in shaping the trajectory of our children's lives. My own daughter's experience in an all-girls' school was incredibly positive. It fostered a sense of community and self-assuredness that I believe has been integral to her personal and academic growth. Kwenda's commitment to providing a safe, inclusive, and nurturing environment resonates deeply with me as a mom. I am confident that this school will offer an environment where girls can thrive.

The vision for Kwenda to not only provide outstanding academic education but also to instill a strong sense of social responsibility and civic engagement aligns closely with my own values. Education goes beyond textbooks and classrooms; it shapes our students into well-rounded, empathetic, autonomous leaders. Now, more than ever, we need more schools like Kwenda for our girls.

In conclusion, I wholeheartedly support the establishment of Kwenda Collegiate Girls and applaud the efforts of the SUNY Charter School Institute in championing innovative educational options for young women. The potential that this school holds to shape the lives of its students is palpable and so necessary.

[redacted]

[redacted]

July 27, 2023

[redacted]

I am writing to express my heartfelt support for the establishment of Kwenda Collegiate Girls Charter School, a school that would transform educational outcomes for girls across Brooklyn. As a native Brooklynite who has witnessed firsthand the challenges and opportunities faced by young girls of color, I firmly believe that Kwenda has the potential to make a profound positive impact on the lives of our girls.

The need for learning communities that prioritize the specific needs and experiences of Black girls cannot be overstated. Too often, our Black girls are overlooked in our schools. Our girls deserve a school like Kwenda - one that is culturally-responsive, inclusive and focused on ensuring our girls are prioritized.

Kwenda was built out of deep love and respect of Black girls and our community. I firmly believe that Kwenda Collegiate Girls will be a game changing school for Brooklyn. By creating an environment where Black girls are celebrated, their voices amplified, and their dreams nurtured, we are not only investing in individual success but also in the strength and prosperity of our community as a whole.

I urge the SUNY Charter School Institute to consider the tremendous value that Kwenda Collegiate Girls Charter School can bring to the lives of girls in Brooklyn and beyond. By approving this much-needed school we take a significant step towards dismantling systemic barriers and ensuring that every young girl has the opportunity to thrive and excel.

Sincerely,

[redacted]

[redacted]

August 2, 2023

[redacted]

I am writing to express my wholehearted support for Kwenda Collegiate Girls Charter School, a groundbreaking school that holds such promise in empowering young women and shaping their futures. I am a mom, an educator, and native Brooklynite. As a former educator at an all-girls school, I understand the profound impact such an environment can have on the academic, personal, and social development of our girls.

I have had the privilege of witnessing firsthand the transformative effects of an all-girls education as a middle school teacher. The sense of camaraderie, the absence of gender stereotypes, and an environment that values and amplifies the voices of young women was truly transformative for my students.

Kwenda Collegiate Girls Charter School's commitment to providing a safe and supportive space for girls to thrive is both commendable and essential in today's society. Girls often face unique challenges in their educational journey, and an all-girls school can provide tailored strategies to address these challenges effectively. By focusing solely on the needs and aspirations of young women, Kwenda Collegiate Girls Charter School has the potential to create a learning environment where girls can explore their passions, excel academically, and cultivate the leadership skills needed to succeed in an ever-changing world.

I firmly believe that Kwenda's dedication to holistic education, emphasis on female empowerment, and commitment to fostering a sense of sisterhood will undoubtedly contribute to the personal growth and academic excellence of its students. The school's model aligns perfectly with the tenets that I have seen to cause students to flourish in an all-girls school setting.

In conclusion, I enthusiastically endorse Kwenda Collegiate Girls Charter School and its mission to provide a transformative educational experience for young women. I have seen the incredible impact of an all-girls education, and I am confident that Kwenda Collegiate Girls Charter School will continue to uphold and elevate these values. I am excited to witness the positive change this school will undoubtedly bring to the lives of its students.

Thank you for your time and consideration.

[redacted]

[redacted]

August 7, 2023

[redacted]

I write to you today in enthusiastic support for Kwenda Collegiate Girls Charter School, a school that resonates deeply with me as an arts educator.

Brooklyn is a community known for its diversity, creativity, and strong sense of community. I am acutely aware of the importance of an education that nurtures and empower young girls. Kwenda's mission to provide a unique educational experience specifically tailored to the needs and aspirations of girls aligns perfectly with the values that Brooklyn stands for.

As a dance teacher, I have seen the impact that empowering girls can have on their self-confidence, creativity, and overall well-being. Dance, in particular, offers a powerful medium through which girls can express themselves, develop their self-esteem, and embrace their individuality. Kwenda Collegiate Girls Charter School's commitment to the arts, combined with its emphasis on female empowerment, provides an ideal platform for our girls to explore their passions and reach their full potential.

I am excited by the prospect of Kwenda Collegiate Girls Charter School opening its door for girls that look like me. I believe that Kwenda has the potential to make a lasting and positive impact on the lives of its students, and I am excited to see the incredible outcomes that will undoubtedly emerge from this school.

[redacted] e final approval of Kwenda. Our girls deserve a school like this!

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#Access4BKGirls: I support Kwenda Collegiate Girls

View Petition

Manage Petition | Download Signatures | More ▾ | Share for Success!

Select Petition: #Access4BKGirls: I support Kwenda Cc

Kwenda COLLEGIATE GIRLS

#Access4BKGirls: I support Kwenda Collegiate Girls

Signatures: 142 (goal: 500)

Signatures in last 24 hours: 3

Export signatures as a CSV file | Export for print (PDF)

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[redacted]			August 8, 2023, 11:21 PM	
			August 8, 2023, 8:02 PM	
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			August 8, 2023, 12:16 AM	
		s an educator with over 6 yrs of teaching experience I supp rt Kwenda Collegiate Girls!	August 7, 2023, 9:24 PM	
		don't have an email address I used. I used my son's	August 7, 2023, 9:09 PM	
			August 7, 2023, 9:03 PM	
			August 7, 2023, 8:49 PM	
			August 7, 2023, 8:38 PM	
		ll for it	August 7, 2023, 8:36 PM	

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Signature History

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#Access4BKGirls: I support Kwenda Collegiate Girls

View Petition

Manage Petition | Download Signatures | More ▾ | Share for Success!

Select Petition: #Access4BKGirls: I support Kwenda Cc

Kwenda COLLEGIATE GIRLS

#Access4BKGirls: I support Kwenda Collegiate Girls

Signatures: 187 (goal: 500)
Signatures in last 24 hours: 0

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	July 19, 2023, 10:56 AM	
	July 12, 2023, 1:22 PM	
	July 11, 2023, 10:43 PM	
	July 11, 2023, 6:10 PM	
	July 11, 2023, 4:54 PM	
	July 11, 2023, 4:47 PM	
ort this effort and wish you the best of luck. T s like an amazing opportunity for so many.	May 9, 2023, 7:33 PM	
	December 2, 2021, 1:50 PM	
	November 8, 2021, 2:43 AM	

next →

Signature History

R- 04f Evidence of Community Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

This section includes petition signatures in support of Kwenda Collegiate Girls.

Kwenda
COLLEGIATE GIRLS

SUPPORT KWENDA COLLEGIATE GIRLS - A SCHOOL DESIGNED WITH GIRLS IN MIND

A rigorous college preparatory education beginning in kindergarten

Two teachers in every K-2 classroom

High-quality teachers who receive coaching and development weekly to drive student success

A school designed for girls with a special focus on building self-confidence and student voice

Parents and families are our partners

A warm, supportive school culture rooted in the belief that all girls have unlimited potential

A small and structured all-girls school with individualized supports

Schoolwide focus on literacy and building communication skills

Extended school day to allow more time for learning and enrichment

Our Mission: Kwenda Collegiate Girls Charter School educates young women in Kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead.

As a resident of Brooklyn in which Kwenda Collegiate Girls intends to operate, I am signing this petition to affirm that I have read Kwenda Collegiate Girls' mission; there is a need for this school in our community; and I would like to see Kwenda Collegiate Girls open as a free, public, all-girls school in the fall of 2020.

[redacted]

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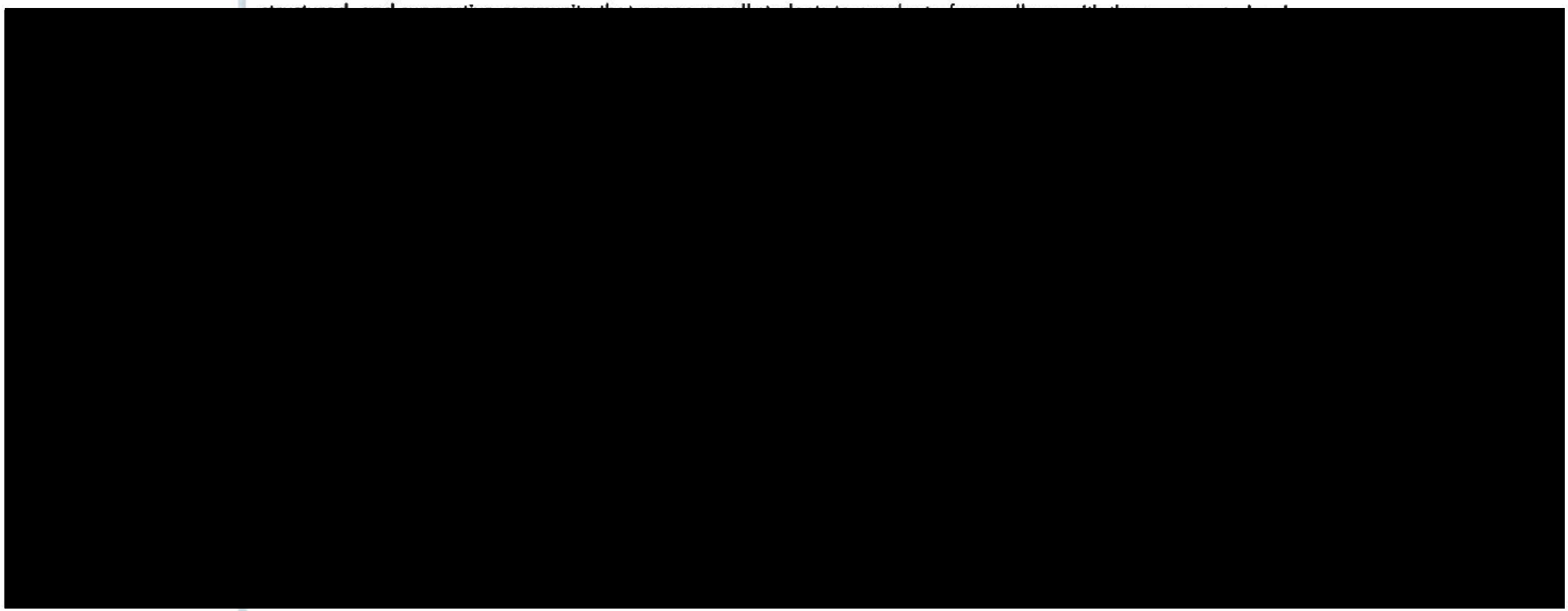

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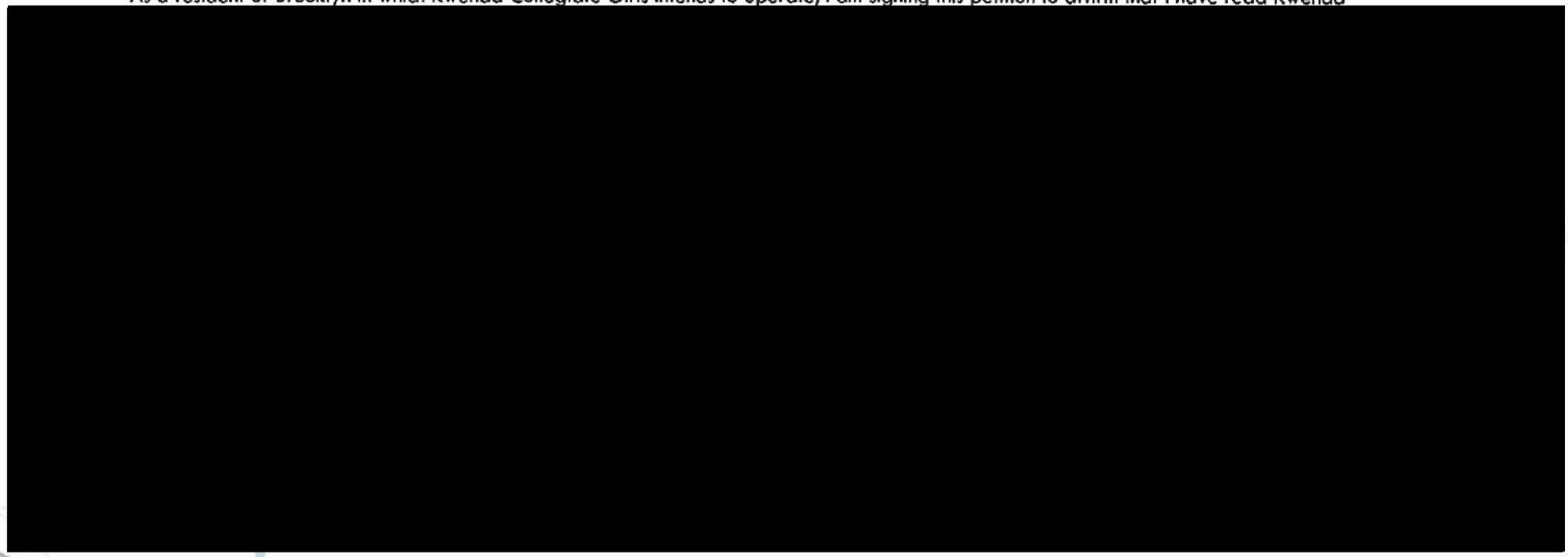

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- **High-quality teachers who receive coaching and development weekly to drive student success**
- **A school designed for girls with a special focus on building self-confidence and student voice**
- **Parents and families are our partners**
- **A warm, supportive school culture rooted in the belief that all girls have unlimited potential**
- **A small and structured all-girls school with individualized supports**
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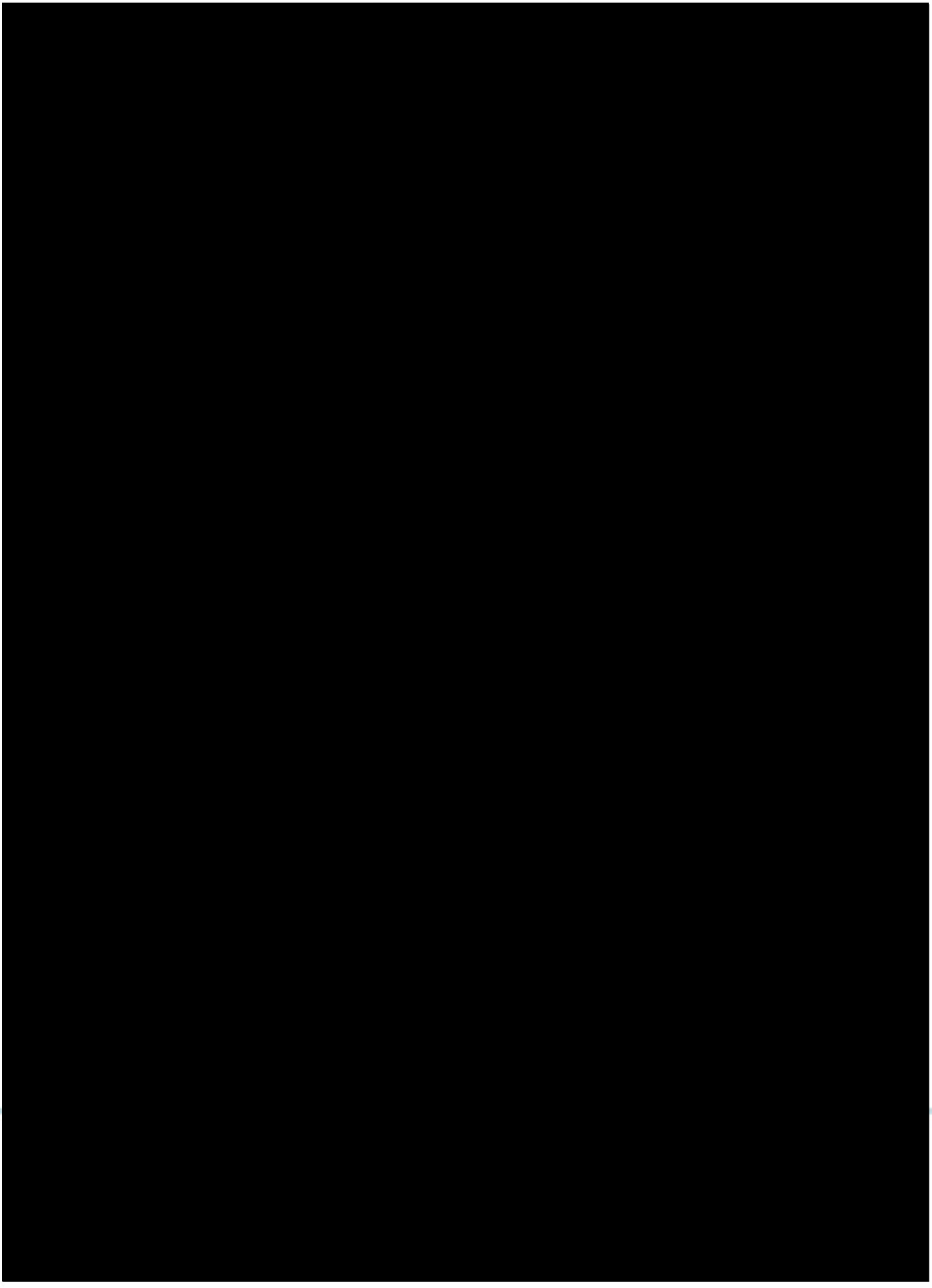

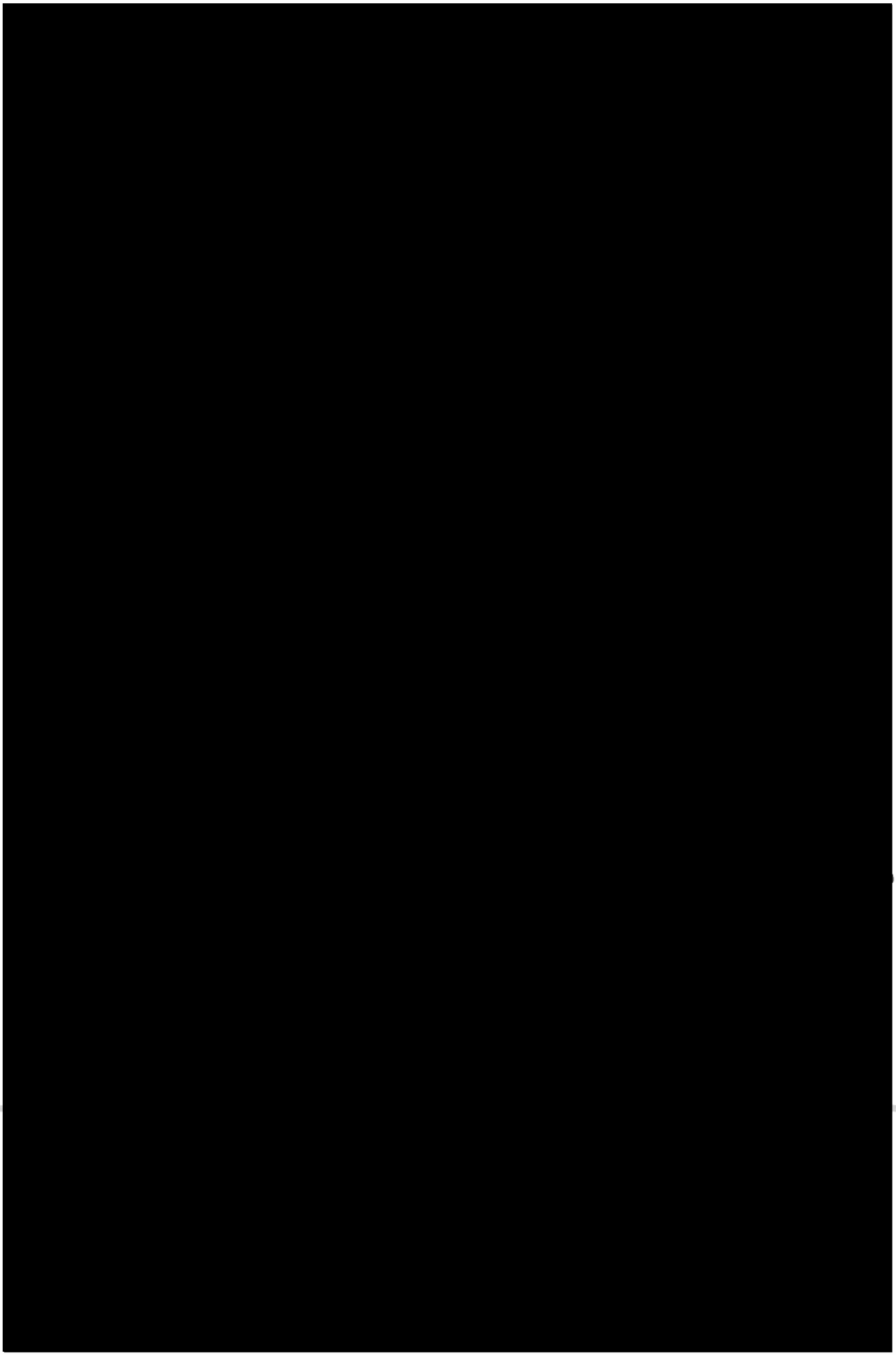

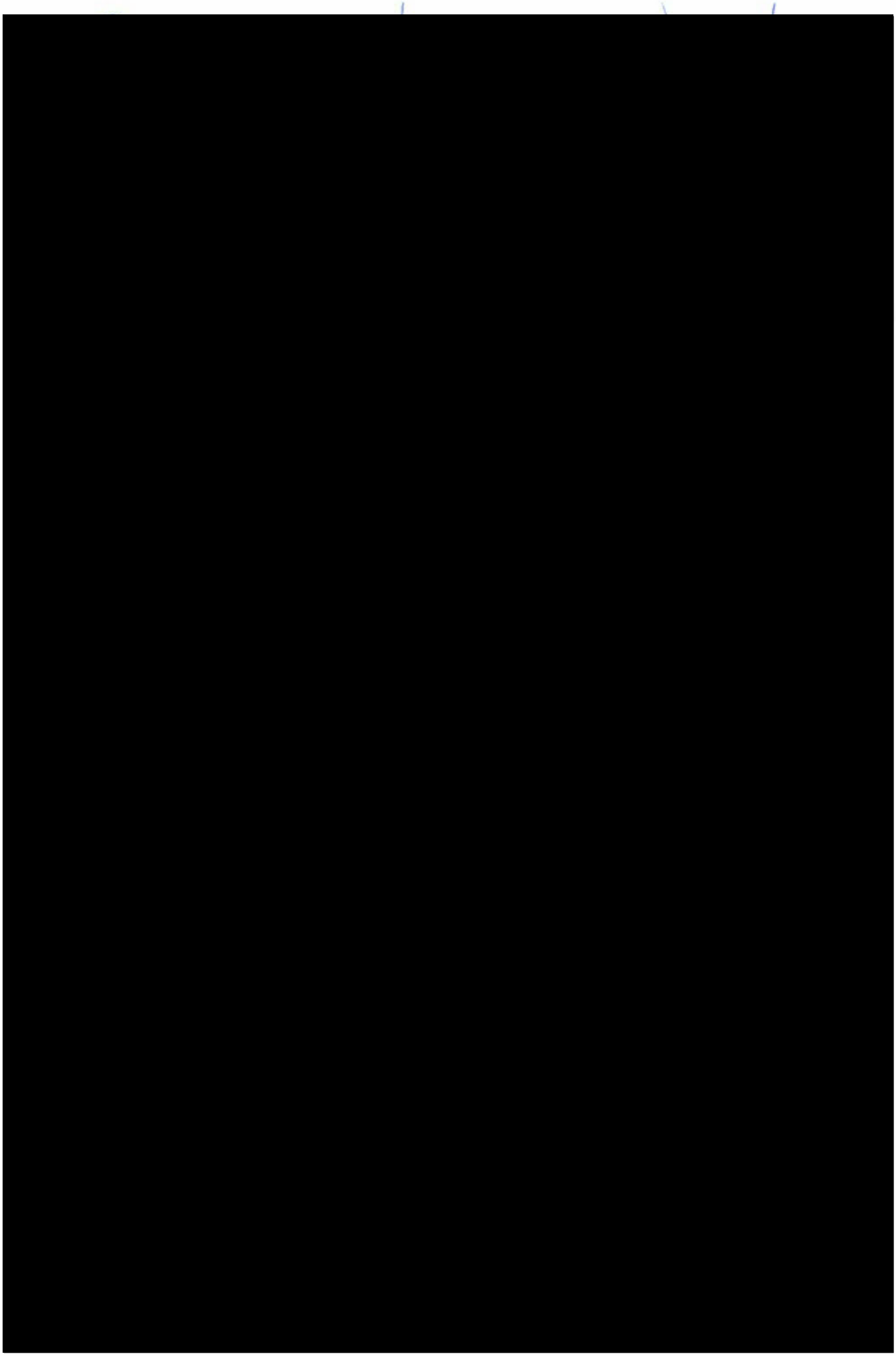

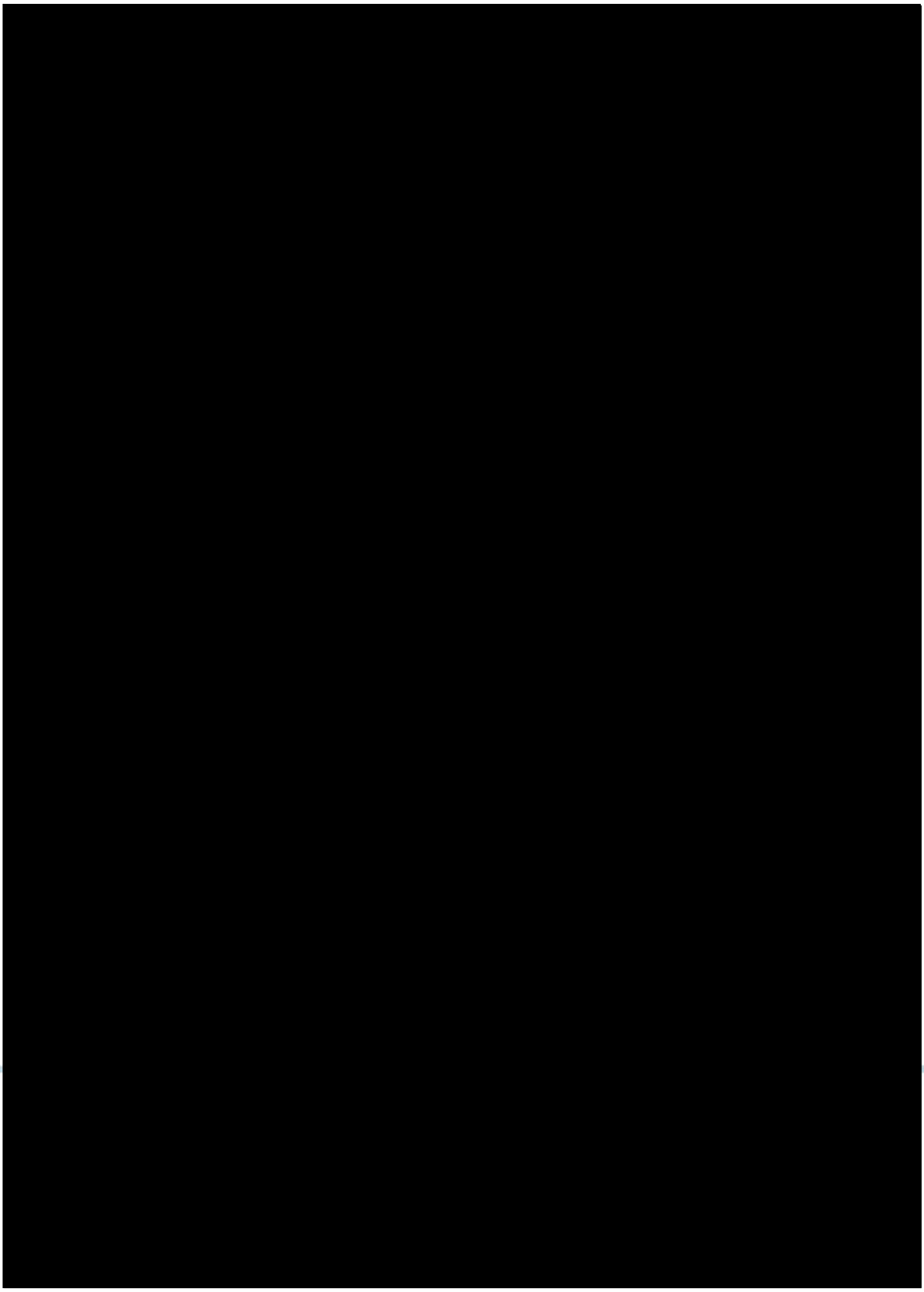

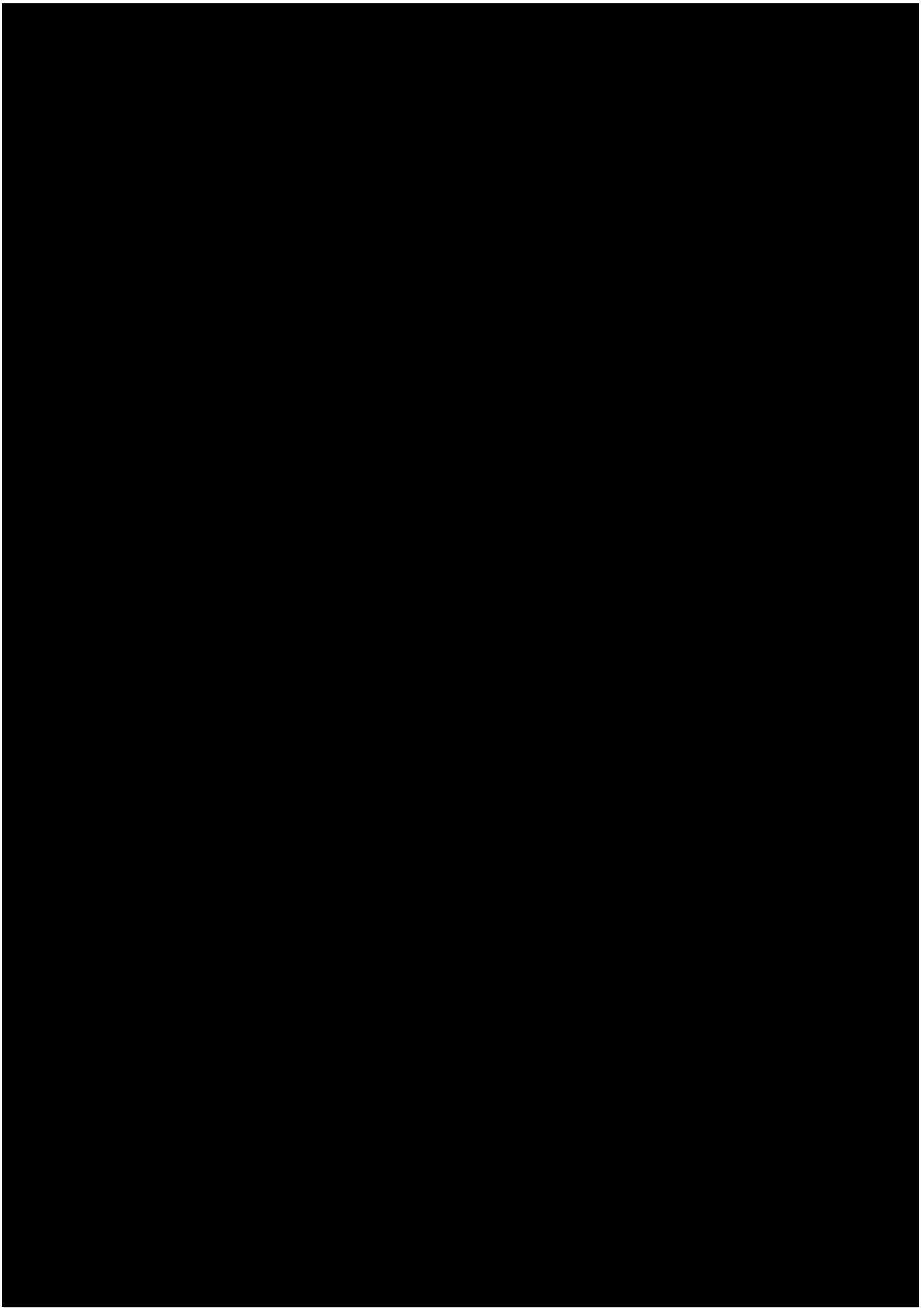

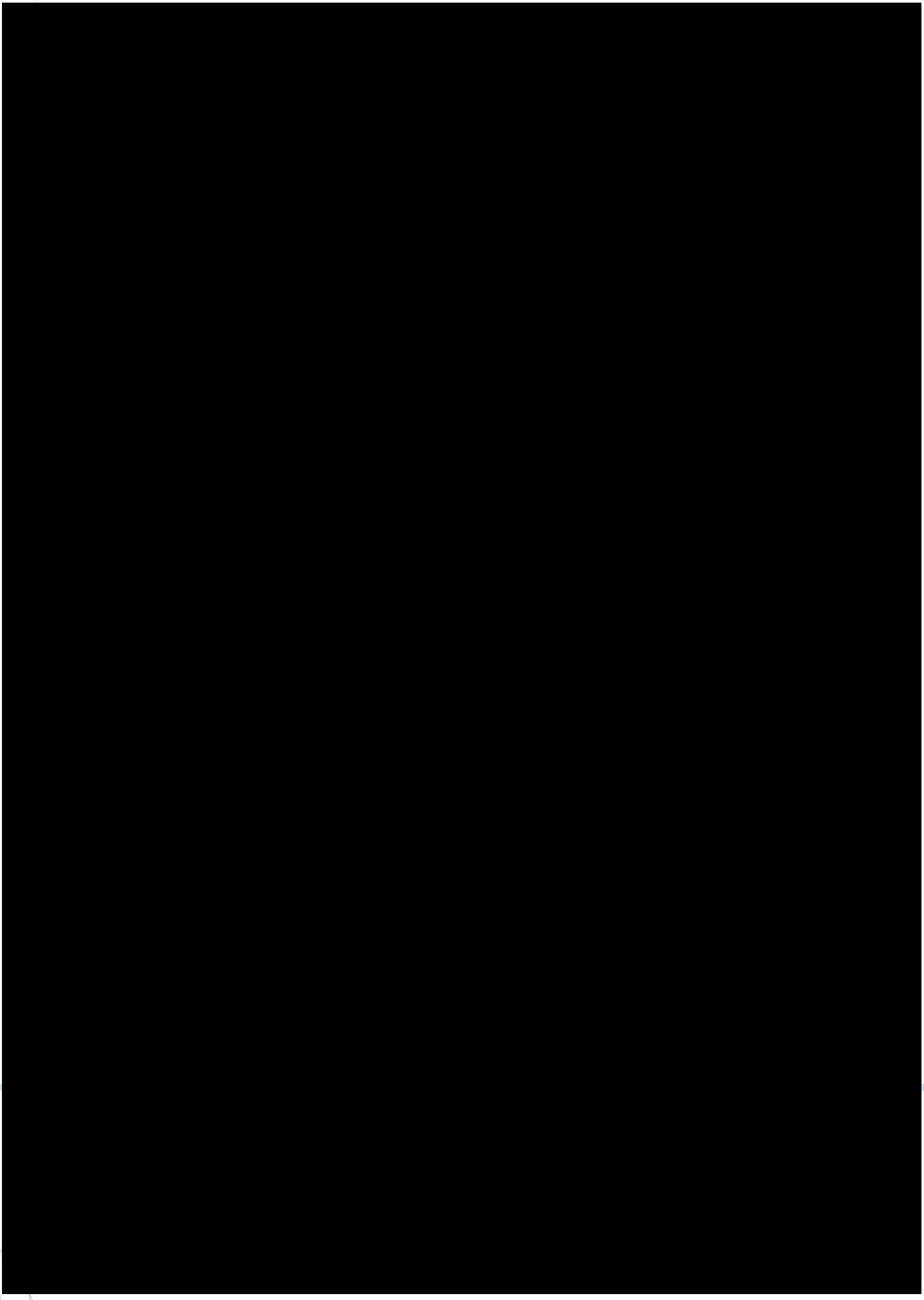

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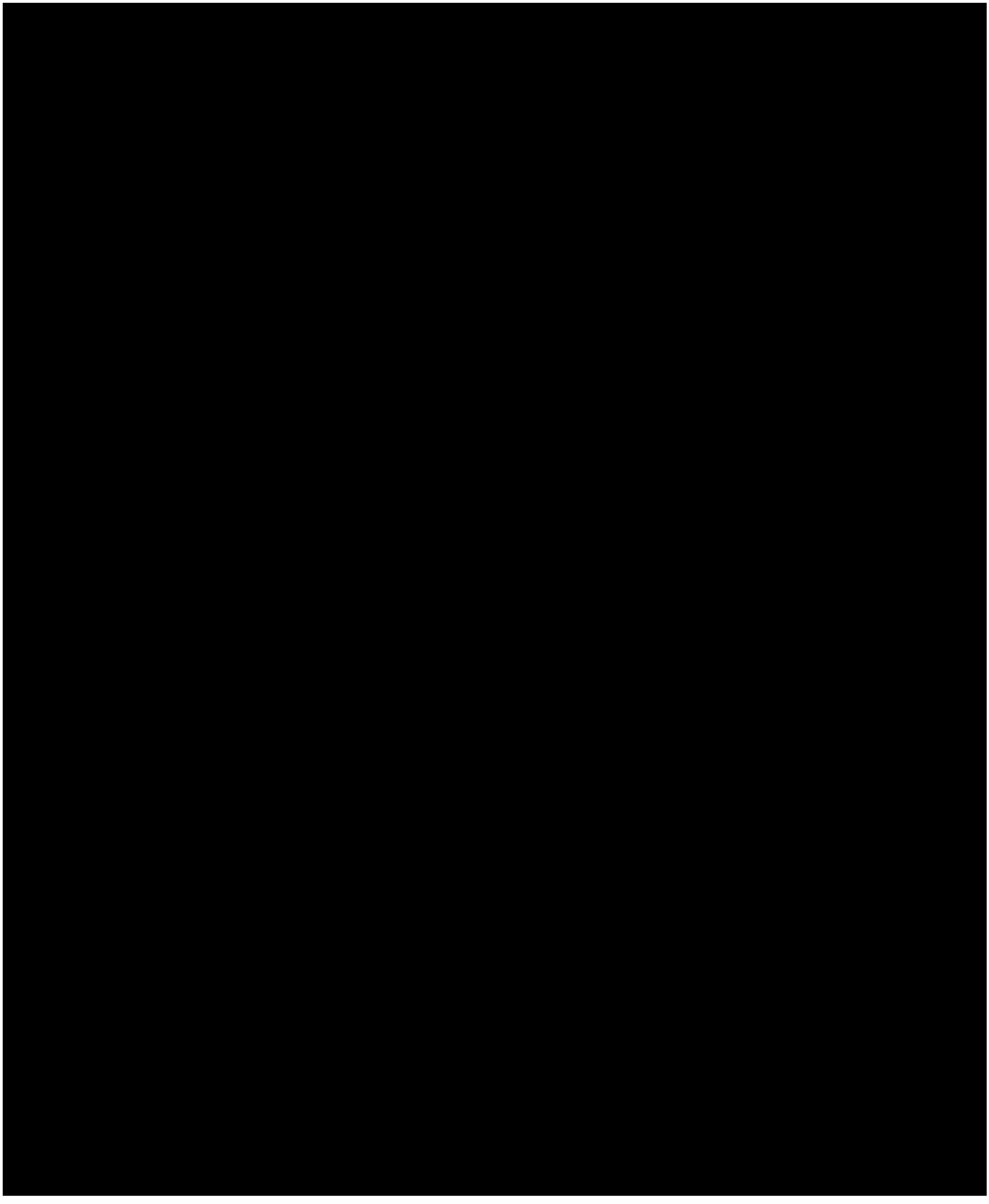

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R-05ac – Enrollment

Provide a narrative description of the following aspects of the school's enrollment plan including:

- *The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and*
- *A statement regarding whether the school might seek to apply for a full-day universal pre-K program.*

NOTE: Pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") proposes to educate young women and gender expansive youth in kindergarten through eighth grade, providing a seamless elementary and middle school girls' school experience for the families of Brooklyn. During our inaugural school year, Academic Year 2025-2026, we will enroll 54 kindergarten and 54 first grade students. We will target an opening enrollment of 54 kindergarten students and 54 first grade students, totaling 108 students. To be eligible for enrollment in kindergarten, all students must be at least five years of age on or before December 31st of the year they seek to start kindergarten. We will adopt a slow growth model, growing by one grade of 54 students each school year. Our slow growth model will allow our school to intentionally design and solidify our school culture, operational practices, and curriculum materials over time. At the end of our charter term in 2029-30, we plan to enroll 324 students. Our target enrollment for the years of our proposed charter term is detailed in **R-05c - Student Enrollment Table**.

We will reach our full enrollment without attrition, or 486 students, in 2032-2033. Kwenda Collegiate Girls fully embraces our status as a public school and is deeply committed to backfill all vacant seats from our wait list up to and including through the eighth grade. This commitment is in line with our guiding mantra to increase access for families seeking a tuition-free, public girls school option in our community. According to the traditionally experienced attrition rates of other New York City charter schools, we expect approximately 10% annual attrition. A more comprehensive description of our approach to backfilling is provided in **R-05d – Admissions Policy**.

While the presented enrollment table does not reflect this, our school reserves the right to retain or accelerate students based on their demonstrated skill level. We will partner intensively with families on such decisions as detailed further in **R-06e – Promotion and Graduation Policy.** Upon enrollment, we will administer baseline assessment such as the STEP and NWEA MAP assessments so that our team can best understand the grade placement option that best meets the individual needs of each student[1].

We are an intentionally small school committed to ensuring our students and families feel connected to a school community that knows of, and supports their, individual needs. We will adopt an academy

[1] Assessment results are solely for diagnostic and grade placement purposes, results do not impact admissions into Kwenda Collegiate Girls.

structure with separate and targeted academic leadership for the following distinct academies: our Lower Elementary Academy (K-2), our Upper Elementary Academy (3-5), and our Middle Academy (6-8). The break between elementary school and middle school begins when students begin 6th grade and enter the Middle Academy. Our K-8 structure is aligned with several existing district options in Community School District 22 and neighboring districts 17 and 18. Our terminal grade (8th) is a natural grade break for our students to enter most high schools in New York City.

In future years, we may consider applying for a full-day universal pre-K program. This program would allow for an even earlier start on literacy development, ensuring our kindergarten students have a consistently strong foundation on which to build.

Over the course of our charter term, we will closely monitor our school's application, enrollment and waitlist data with a laser-like focus on community demand for seats at our school. If we maintain significant waitlists or demand outpaces available seats, we may consider adding an additional cohort of 27 students in future charter terms.

Our decision to begin in elementary is driven by three primary factors**:** (a) demonstrated parent demand for additional public elementary girls' schools in the borough, (b) the foundational nature of literacy and oral language skills, and (c) the need for additional, gender and critical race-conscious learning environments for our youngest girls.

Demonstrated parent demand for additional public elementary girls' schools in the borough. As described further in **R1- Community Need and Proposed School Impact**, currently in Brooklyn, New York City's most populous borough, there is only one public girls' elementary school option – which reports a waitlist of several hundred students - in the entire borough. In comparison, several independent girls' schools with an elementary option are currently operating in Brooklyn. Kwenda Collegiate Girls seeks to provide an additional high-quality, tuition-free, public girls school option to increase access for Brooklyn's families. In the last eight months, we have garnered over 900 intent to apply forms from families that would be interested in sending their children to an all-girls school.

Foundational nature of literacy and oral language skills. We recognize the critical need for intervention in middle school as "the last best chance to identify students at risk of academic failure and get them back on track in time to succeed in high school.[2]" Middle schools performance continues to be an area of particular need in East Flatbush and Brooklyn Community District 17 with the majority of middle schools chronically underperforming when compared to state and district averages.[3] Kwenda Collegiate Girls rigorous academic model, focus on STEAM, and intentionally designed student supports will position our school as a high-quality elementary and middle school that ensures all of our students are fully equipped to succeed in high school, college, and beyond. However, our team recognizes the power and importance of a strong foundation in literacy and oral language – particularly for our young women from traditionally marginalized communities. If a student from a low-income background develops the ability to read with fluency and comprehension in the early elementary years, that student has a genuine chance at high school graduation and college completion[4]. If this same student fails to achieve fluency in reading by third grade, the likelihood of future academic

[2] "Gaining Ground in the Middle Grades: Why Some Schools Do Better" January 2011. https://files.eric.ed.gov/fulltext/ED508674.pdf

[3] A more comprehensive analysis of school performance is provided in **R-01 Community Need and Proposed School Impact.**

[4] https://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/

success lessens dramatically as "students who have lived in poverty are three times more likely to drop out or fail to graduate on time than their more affluent peers; if they read poorly, too, the rate is six times greater than that for all proficient readers. For black and Latino students, the combined effect of poverty and poor third grade reading skills makes the rate eight times [more likely to drop out of high school].[5]"

b. TARGET POPULATION ENROLLMENT

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;*
- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language); Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*
- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup;*

The concept of access or expanding opportunities for all students to receive a high-quality education, is bound up tightly in the identity and design of Kwenda Collegiate Girls. The very genesis of our proposed school is rooted in the idea. As such, our school is obsessive in our commitment to expand educational opportunities to families in our community who feel that a single-gender learning community is the best choice for their daughters – particularly for our students of highest need including: students with disabilities, English Language Learners, and students from Economically Disadvantaged backgrounds. Our ability to recruit and retain our students – particularly those of the aforementioned target populations – is a telling reflection of whether or not our school is truly delivering on its mission.

Target Population Enrollment

Our target geography – of East Flatbush, Flatbush, Erasmus, and larger Brooklyn Community District 17 – is split across multiple Community School Districts. As described further in **R-01 – Community Need and Proposed School Impact**, according to feedback from our community along with intensive review of school utilization, charter saturation rates, and student achievement gaps, we believe that CSD 22 – specifically the northernmost section that encompasses East Flatbush, Flatbush and Erasmus - is the most compelling option for our school. We also recognize the economic stratification of CSD 22 with the more affluent neighborhood to the south and comparably lower income neighborhoods making up our target geography in the north. **Figure 5b-1** and **Figure 5b-2** detail the comparable enrollment targets – for both Year 1 and Year 5 - for Kwenda Collegiate Girls if we are located in CSD 22[6].

In Year 1, with an expected enrollment of 108 students – 54 kindergarteners and 54 first graders –we expect to enroll a student population of at least 12.9% English Language Learners and 16.0% Students with Disabilities. As we recognize that these targets represent a baseline for student enrollment and given local demographics and demonstrated local need, we intend to recruit a higher percentage of Economically Disadvantaged Students, of between 80% to 90%, than established by the district calculator.

[5] Double Jeopardy. "https://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf"

[6] SUNY Enrollment and Retention Targets calculator: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/

Figure 5b-1: Year 1 Enrollment Targets (108 students – grade span K-1)		
	Comparable District Percentages by Grade Level	Baseline School Enrollment Target
Economically Disadvantaged	76.0%	82.6
English Language Learners	12.9%	13.93
Students with Disabilities	19.0%	20.52

Figure 5b-2: Year 5 Enrollment Targets (324 students – grade span K-5)		
	Comparable District Percentages by Grade Level	Baseline School Enrollment Target
Economically Disadvantaged	76.0%	248.2
English Language Learners	12.9%	41.79
Students with Disabilities	19.0%	61.56

Recruiting and Outreach for Target Populations

In order to fully deliver on our mission, we must recruit, enroll and retain a diverse student population that reflects our local community. As described further in **R-04c - Description and Analysis of Student Demand**, our school will implement a carefully designed student recruitment and outreach strategy to ensure we meet our enrollment targets. Our founding team hopes to build upon the momentum of our initial community engagement efforts and has drafted an intentionally designed outreach and family recruitment plan to meet our special population enrollment targets. If the school is authorized, the Head of School will formalize the school's recruitment strategy and submit a work plan for review to the Academic Achievement committee of the Board of Trustees. **Figure 5b-6** provides a high-level overview of our school's recruitment and outreach strategies for the specified target populations. Kwenda Collegiate Girls will not use at-risk admissions preferences in our application and lottery process. We are confident that with our strategic recruitment efforts, we will be able to reach our enrollment targets as proposed.

Figure 5b-6: Overview of Recruitment and Outreach strategies for Target Populations	
Target Population	**Strategy**
Economically Disadvantaged Students	• Proactively deepen current, and build new, relationships with New York City Housing Authority (NYCHA) tenant associations by presenting at meetings, tabling at events, and co-sponsoring events • Targeted direct mail outreach to zip codes in higher poverty census tracts and NYCHA complexes • Develop canvassing schedule for door-to-door flyer distribution, neighborhood walks and outreach at public housing complexes • Build relationships with management staff at extended stay motels/hotels • Host "Book and A Bite" events and book distributions at NYCHA properties • Deepen relationships with local area shelter, food banks, and benefits screening providers

	● Host "Book and A Bite" events and book distributions at local shelters and community centers ● Co-sponsor back-to-school events and other youth-facing events with local low-cost and free medical clinics and other community-based organizations ● Co-sponsor back-to-school supply drives, coat drives, and food drives with local community-based organizations
English Language Learners	● Making public announcements or statements that the school supports immigrant students and their families (shared in at least the top five languages in the district, or more if required in order to reach key groups within the school community); ● Leverage relationships with Haitian American Caucus, Haitian American Lawyers Association of New York, Haitian Evangelical Clergy Association, and other community-based organizations to co-sponsor recent immigrant and immigration services events and cross-market materials ● Proactively deepen and cultivate relationships with elected officials to cross-market immigration services (include elected events such as immigration services vans, legal service workshops in school newsletter), explore possibility of tabling at these events or having school information be made available to families ● Purchase ad space in local newspapers including Caribbean Life and other local newspapers ● Cultivate relationship with Citywide Council on English Language Learners ● Ensure all student recruitment and enrollment materials are translated into English, Spanish, and Haitian Creole. Build relationships with local education providers offering ESOL classes for adults
Students with Disabilities	● Draft marketing materials specifically highlighting the school's special education plan and commitment to individualized student supports ● Build relationship with includenyc and Advocates for Children of New York and other organizations with a special focus on serving parents of students with a disability ● Continue to build relationships with local school Parent-Teacher Associations and other parent groups ● Co-sponsor "Know Your Rights"/"Navigating Your Student's IEP" workshops with local advocacy and community-based organizations ● Continue to build relationships with the Committee on Special Education for CSD 22 and CSD 18

Recruiting and Outreach for Target Populations

We believe our proposed school is uniquely poised to meet the demonstrated needs of young women and girls in East Flatbush, Flatbush, Erasmus and greater Central Brooklyn. In order to fully deliver on our mission, we must recruit, enroll and retain a diverse student population that reflects our local community. Our founding team hopes to build upon the momentum of our initial community engagement efforts and has drafted an intentionally designed outreach and family recruitment plan to meet our enrollment targets. If the school is authorized, the Head of School will formalize the school's recruitment strategy and submit a work plan for review to the Academic Achievement committee of the Board of Trustees. **Figure**

5b-3 provides a high-level overview of our school's recruitment and outreach strategies for the specified target populations.

Retaining Students in Target Populations

We believe our proposed school is uniquely poised to meet the demonstrated needs (see **R-01ac – Community Need and Proposed School Impact**) of young women and girls in East Flatbush, Flatbush, Erasmus and greater Central Brooklyn. Every component of our design – from our Response to Intervention program, to our comprehensive ELL and SPED programs, and our commitment to supporting the social-emotional needs of students and staff– was intentionally designed to ensure that all our students can succeed. Kwenda Collegiate Girls leadership and Board of Trustees will carefully monitor the progress of our target populations by consistently reviewing disaggregated student data dashboards that include indicators around achievement data, attendance, enrollment, and attrition for all subgroups.

c. Student Enrollment Table

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

The table below reflects changes only to the proposed opening year and subsequent progression. The project enrollment remains the same to that proposed in the school's original proposal in 2019.

Figure 5c-1 details the project student enrollment over the course of the charter term.

Figure 5c-1: Projected Enrollment (Years 1-5)

Grades	Level	2025-26	2026-27	2027-28	2028-29	2029-2030
Kindergarten	Elementary School	54	54	54	54	54
1st Grade	Elementary School	54	54	54	54	54
2nd Grade	Elementary School	-	54	54	54	54
3rd Grade	Elementary School	-	-	54	54	54
4th Grade	Elementary School				54	54
5th Grade	Elementary School					54
Total		108	162	216	270	324

R-05d – Admissions Policy

d. ADMISSIONS POLICY

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: www.newyorkcharters.org/applications-admissions-materials/.

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") 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. Our school 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 antidiscrimination 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. This admissions policy was influenced by the policies of Brooklyn Emerging Leaders Academy, Valence College Preparatory Charter School, and Persistence Preparatory Charter School, all schools that are authorized by the SUNY Charter Schools Institute.

In its first year of operation, Kwenda Collegiate Girls will enroll 54 kindergarten and 54 first grade students, and will add one grade level at a time until full enrollment is reached in 2028 with 486 students. We will backfill all available seats through eighth grade. If Kwenda Collegiate Girls receives a greater number of applications than seats in a grade level, we will administer a random public lottery to determine which student will receive that seat.

Application Process

A student will be eligible to apply to Kwenda Collegiate Girls for kindergarten if they turn five on or before December 31 in the year which they seek to enroll. Each applicant must be a resident of New York State by the application deadline as demonstrated through two forms of proof of residency, with the exception of homeless students. Our application deadline for our inaugural class is April 1, 2020 and all complete applications will be eligible for the lottery. Applications can be submitted using the New York City Common Online Charter School Application or using a paper application[1]. The application form will comply with New York State Education Law 2854(2)(b) and will be based on the New York State Charter School Uniform Application. We will make no changes to the requests of families on the applications and will ensure that families have access to the application in multiple languages. Our applications will include our school logo and branding as well as our contact information so that families can reach out to learn more about our school model and programming.

Admissions Preferences

Our admissions preferences were determined to ensure we enroll a student population reflective of the community we seek to serve to increase quality school options for families that otherwise have limited options. Our preferences are as follows[2]:

1. Returning students (applicable following our first year of operation)

[1] https://www.nyccharterschools.org/resources/nyc-common-online-charter-school-application

[2] Our admissions preferences were modeled after those of Brooklyn Emerging Leaders Academy, as they are a single-gender school.

2. Girls and individuals who identify as female and are siblings of currently enrolled students (applicable following our first year of operation)
3. Girls and individuals who identify as female and are not siblings of currently enrolled students
4. Students who reside within CSD 22
5. Students who reside outside of CSD 22

Lottery Procedures

In the event that we have more complete applications than available seats at any grade level, we will hold a random public lottery to determine admission to Kwenda Collegiate Girls. This lottery will be held within one week of the application deadline in a publicly accessible space and we will post public notice of the lottery date, time, and location on our school website and through media platforms.

An impartial person, who is not a board member, employee of the school, or parent or family member of a current student or applicant, will conduct the randomized lottery. Names will be drawn in the lottery and students will be admitted until all available seats are filled. Once those seats are filled, we will create a waitlist and continue to draw until all names have been drawn. Families will be notified of their acceptance or waitlist number via mail within one week of holding the lottery and will have one week from the post-marked mailing to accept their seat.

Any completed applications received after April 1 will automatically be placed on the waitlist in the order that they were received following the lottery. In the case that a seat becomes available in the school, we will access the first name on the waitlist to offer admission to that student and will call the family to make this offer. The waitlist is subject to the same preferences as the lottery. Families have 48 hours to accept their space or the seat will be given to the next student on the waitlist.

Kwenda Collegiate Girls will document all steps of our lottery process and make them available to SUNY Charter Schools Institute or NYSED upon request.

R-06af – Curriculum and Instructional Design

a. CURRICULUM SELECTION AND PROCESSES

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- *Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- *Discussion of how the school's curriculum is aligned to New York State standards;*
- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;*
- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,*
- *The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

At Kwenda Collegiate Girls, we truly believe that education is freedom work. As economists debate the weight of a Bachelor's Degree in driving upward economic mobility in an age of rising student debt, the data remains clear for women of color, particularly those from lower socioeconomic backgrounds. The more education a young woman has, the more control she has over her own life outcomes as she is much more likely to gain employment, remain employed, and experience increased economic mobility over her lifetime[1]. Studies continue to show the economic empowerment of women and girls drives a litany of gender equality indicators including decreased rates of domestic violence[2], increased political representation for women, and even stronger educational outcomes for future generations[3]. We believe our young women deserve a fair shot at leading self-determined lives of promise and opportunity. Our role in that vision, as K-8 educators, is to provide a high-quality elementary and middle school education that ensures each of our alumnae have the knowledge, skills, and self-assuredness for success at a college-preparatory high school and are firmly planted on the path to college graduation.

We also recognize that schools are social institutions and "not only serve as sites for the construction of race, class, and gender identities" but often, in the absence of a critical lens, schools "reproduce existing inequalities in these areas…by solidifying or even exaggerating, the inequalities children bring with them to school."[4] We enthusiastically embrace our identity as a critically gender- and race-conscious school – or our recognition that the societal constructs of gender and race have tangible impact on our daily lived experiences. As described further in **R-04 - Community Outreach**, most young women and families that we engaged with yearn for an education that recognizes the lived experiences of women and that equips students to navigate the realities of gender-based and racial discrimination. In the words of one respondent, "the type of education my daughter receives is important to me because I want her to grow into the most aware and confident woman possible. I want her to be as equipped as possible to manage all the challenges and obstacles she will inevitably face in this society, in this world in a positive and healthy way. I want her to know her history/ her background, as a woman and more specifically a woman

[1] https://www.bls.gov/opub/reports/race-and-ethnicity/2017/home.htm

[2] https://www.npr.org/sections/goatsandsoda/2018/11/12/664511910/can-a-womans-rising-social-status-bring-down-rates-of-domestic-violence

[3] Casey foundation study

[4] Edward W. Morris, *"Ladies" or "Loudies"? Perceptions & Experiences of Black Girls in Classrooms*, 38 Youth & Soc'y 490, 511 (2007).

of color." Kwenda Collegiate Girls will provide a rigorous, standards-aligned, college preparatory instruction in all subjects to all students. However, for our vision, college-preparatory is necessary but not sufficient. Our curriculum must also be gender-responsive and culturally-relevant (as described further in **R2 – Addressing the Need**).

1. Girls' schools empower girls with **confidence of voice** and raise the bar of expectations for all.
2. Gender equity is deeply rooted in ensuring a **rigorous** college preparatory education, one that is **culturally-relevant** and **gender-responsive**, is in reach for all of our young women.
3. A school designed with girls in mind requires a **reimagined understanding of high-quality teaching**.
4. A strong foundation in **literacy** is prerequisite for our girls' success in academics and life.
5. A focus on 21st century skills through **STEAM** ensures that young women are poised to compete in a complex and interdependent global economy.

2023 Submission Updates

This section reflects minimal updates from the Kwenda Collegiate Girls founding team's original submission in 2019. Primarily, achievement scores for Kwenda inspiration schools have been updated. Our approach to curriculum identification, assessment, and intervention have been reviewed and analyzed according to the impact of COVID-19 learning loss. This is explained further in the Response **"Supplemental Academic Narrative"**.

Curriculum Selection and Development

To reach our ambitious vision, our curriculum, aligned to the New York State P-12 Common Core Standards and Next Generation Learning Standards (NGLS), will consist of both purchased curricula and materials internally developed by the Head of School and the school's instructional leadership team[5]. In the planning year leading up to school opening, the Head of School and Dean/Director of Curriculum and Instruction will develop comprehensive scope and sequences, corresponding interim assessments, unit plans, and daily lesson plans for each subject in the founding grades – kindergarten and first.

Our curricular choices, instructional approaches, and course offerings are informed by the highest leverage elements of high-performing charter schools from across the nation. Through the Building Excellent Schools fellowship, lead founder [redacted] has studied firsthand 30 of the highest performing schools around the country. The Kwenda Collegiate Girls founding team has selected 5 core schools, or "inspiration schools" to model our practice on. Narrowing our models of focus allows us to ensure clarity of vision and increases our potential to knit together the highest leverage aspects of each model with fidelity and alignment.

Kwenda Collegiate Girls Inspiration Schools were chosen after analysis of the following factors:

- **Results**. Does the school's student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?
- **Comparable student population.** Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Hispanic

[5] During the first charter term, this team will include the Head of School, the Lower Elementary DCI, the Upper Elementary DCI, the Dean of Student Supports, and Grade Level Leads.

students? Does the school serve comparable populations of Students with Disabilities, English Language Learners, and Economically Disadvantaged Students?

- **Potential for alignment with New York State P-12 Common Core Standards and the Next Generation Learning Standards.** Is the school a New York state school? If not, is the school located in a Common Core State? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards?
- **Ease of access to curricular materials.** Does the school regularly and consistently make curricular materials publicly available? Is it likely the Kwenda Collegiate Girls founding team will be able to access curricular materials during the founding year?

Figure 06a-1: Overview of Kwenda Collegiate Girls Inspiration Schools	
Springfield Preparatory Charter School (currently K-4, will grow to serve K-8) *A BES founded school located in Springfield, MA*	
Results	Does the school's student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?

	Assessment: Massachusetts Comprehensive Assessment System (MCAS)
	• **Math**[6]:
	  ○ In 2022, Springfield Prep was the highest achieving school (as measured by MCAS scores) of any school in Springfield, MA
	  ○ In 2022, **52% of 7th graders meeting or exceeding**, compared to 38% of students statewide, placing Springfield Prep in the top 19% of MA school districts[7]
	• **ELA**[8]**:**
	  ○ In 2022, **41% of 7th graders meeting or exceeding**, placing Springfield Prep in the **top quartile** of MA school districts[9]
	• **Achievement Gap**[10]
	  ○ **67% of African-American students meeting or exceeding in Math** compared to 29% of African American students statewide
	  ○ **76% of Hispanic students meeting or exceeding Math** compared to 31% of Hispanic students statewide
	  ○ **71% of African-American students meeting or exceeding in ELA** compared to 33% of African American students statewide
	  ○ **76% of Hispanic students meeting or exceeding ELA** compared to 33% of Hispanic students statewide

Student Population	Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Hispanic students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?

[redacted]

	• 72% Hispanic, 19% African American, 4.3% White, 2% Asian • 73% Economically Disadvantaged, 11% ELL, 19% Students with Disabilities
Alignment	Is the school a New York state school? If not, is the school located in a Common Core State? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards?
	• Massachusetts Curriculum Frameworks incorporate Common Core Standards • Springfield Prep uses a number of curricular materials aligned to NY State frameworks including EngageNY and Eureka Math
Access	Does the school regularly and consistently make curricular materials publicly available? Is it likely the Kwenda Collegiate Girls founding team will be able to access curricular materials during the founding year?
	• Our school's lead founder Christina Yi-Perry completed a BES intensive residency at Springfield Prep in 2019. She later went on to formally join the Springfield Prep team as their Manager of Student Supports for the 2019-2020 school year. • Springfield Prep makes a number of curricular planning resources – include unit planning guidance and intellectual prep protocols publicly available through their website (https://www.springfieldprep.org/instructional-resources/)
Success Academies (K-12) *Serving over 17,000 students in 47 schools across New York City*	
Results	Does the school's student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?
	Assessment: New York State 3-8 State Assessment • **Math**: In 2022, 82.7% of age-eligible students proficient or exceeds in Math • **ELA**: 76.4% of age-eligible student proficient or exceeds in ELA • **Achievement Gap** a) **73.8% of African-American students meeting or exceeding in ELA** compared to 35.8% of African-American students across NYC. b) **79.2% of African-American students meeting or exceeding in Math** compared to 20.6% of African-American students across NYC. c) **74.6% of Hispanic/Latine students meeting or exceeding in ELA** compared to 36.8% of Hispanic/Latine students across NYC. d) **82.0% of Hispanic/Latine student meeting or exceeding in Math** compared to 23.3% of Hispanic/Latine across NYC. e) **47.7% of ELLs proficient or exceeds in ELA**, compared with 12.7% of ELLs in NYC f) **63.8% of SWDs proficient or exceed in Math**, compared with 14.4% of SWDs in NYC g) **55.3% of SWDs proficient in English**, compared with 18.3% of SWDs in NYC

Student Population	• Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Hispanic students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?
	• 93% students of color • 76% Economically Disadvantaged
Alignment	Is the school a New York state school? If not, is the school located in a Common Core State? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards?
	• New York state school with aligned curriculum materials
Access	Does the school regularly and consistently make curricular materials publicly available? Is it likely the Kwenda Collegiate Girls founding team will be able to access curricular materials during the founding year?
	• Success has made several their curricular materials publicly available via open source on their Education Institute (https://www.successacademies.org/edinstitute/) • The Robertson Center at Success Academy opened in 2018 as center designed to provide professional development to educators on aspects of the Success Academies model free of charge
Brooke Charter Schools (serves grades K-12) *A network of high-performing schools in Massachusetts*	
Results	Does the school's student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?
	Assessment: Massachusetts Comprehensive Assessment System (MCAS) • Consistently ranks in the top ten highest performing K-8 schools on standardized tests in Math and ELA combined in Massachusetts • **ELA:** In 2022, **55% of Brooke 3-8 students proficient or advanced in ELA** compared to 41% of students statewide, placing Brooke in the top 19% of Massachusetts public schools • **Math:** In 2022, **56% of Brooke 3-8 students proficient or advanced** compared to 39% statewide, placing Brooke in the top 19% of Massachusetts public schools
Student Population	Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Hispanic students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?
	• 54.3% African American, 37.4% Hispanic

	• 9.7% Students with Disabilities, 7.5% English Language Learners, 46.9% Economically Disadvantaged[11]
Alignment	Is the school a New York state school? If not, is the school located in a Common Core State? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards?
	• Massachusetts Curriculum Frameworks incorporate Common Core Standards
Access	Does the school regularly and consistently make curricular materials publicly available? Is it likely the Kwenda Collegiate Girls founding team will be able to access curricular materials during the founding year?
	• Brooke makes a number of its curricular and instructional resources public available via their website (http://resources.ebrooke.org/)
Brooklyn Emerging Leaders Academy Charter School (BELA) - 9-12 *A SUNY Charter School Institute single-gender high school located in Community School District #16*	
Results	Does the school's student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?
	• BELA's first graduating class demonstrated a 100% college acceptance rate with 98% of graduates being accepted into a 4-year college/university. • **ELA:** In 2022, **71% of students scored proficient or above on the ELA Annual Regents Exam** compared to 57% scoring proficient or above in Community School District (CSD) #16[12]. • **Math:** In 2022, **63% of students scored proficient or above on the Algebra 1 Annual Regents exam** compared to 28% of scoring proficient or above in Community School District (CSD) #16[13].
Student Population	Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Hispanic students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?
	• 79% Black, 16% Hispanic • 82.8% Economically Disadvantaged, 18.0% Students with Disabilities, 9% Students Experiencing Homelessness
Alignment	Is the school a New York state school? If not, is the school located in a Common Core State? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards?

[11] In 2015, the Commonwealth revised its methodology in calculating "Economically Disadvantaged" causing dramatic drops many schools' data even as their populations remained the same. https://www.bostonglobe.com/metro/2015/06/21/mass-deems-fewer-students-poor-under-new-methodology/61zx5rGtwKm0CblQztqxGL/story.html

[12] https://data.nysed.gov/essa.php?instid=800000044965&year=2022&createreport=1&regents=1

[13] ibid

	• New York State School
Access	Does the school regularly and consistently make curricular materials publicly available? Is it likely the Kwenda Collegiate Girls founding team will be able to access curricular materials during the founding year?
	• BELA's founding Head of School is a member of the Kwenda Collegiate Girls' founding team and proposed Board of Trustees
Zeta Charter Schools (serves grades PK-6, will grown to PK-12) *A SUNY Charter School Institute network of schools currently operating 4 schools across the Bronx*	
Results	Does the school's student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?

	Assessment: New York State 3-8 State Assessment
	• **ELA:** In 2022, **68% of Zeta Inwood students (grades 3-8) scored proficient or above** in ELA compared to 47% of students statewide[14].
	• **Math:** In 2022, **80% of Zeta Inwood students (grades 3-8) scored proficient or above** in Math compared to 41% of students statewide[15].
	• **Achievement Gap:**
	  ○ **78% of Zeta Inwood African American 4th grade students scored proficient or above in ELA**[16] compared to 31% of African American students statewide[17].
	  ○ **60% of Zeta Inwood African American 4th grade students scored proficient or above in Math**[18] compared to 28% of African American 4th grade students statewide[19].
	  ○ **55% of Zeta Inwood Hispanic/Latine 4th grade students scored proficient or above in ELA** compared to 30% of Hispanic/Latine 4th grade students statewide.
	  ○ **82% of Zeta Inwood Hispanic/Latine 4th grade students scored proficient or above in Math** compared to 29% of 4th grade Hispanic/Latine 4th grade students statewide.

Student Population	Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Hispanic students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?
	• 16% African American, 78% Hispanic/Latine, 19% Students with Disabilities, 76% Economically Disadvantaged

14 https://data.nysed.gov/essa.php?instid=800000089931&year=2022&createreport=1&38ELA=1&38MATH=1

15 ibid

16 ibid

17 https://data.nysed.gov/essa.php?instid=800000081568&year=2022&createreport=1&38ELA=1&38MATH=1

18 https://data.nysed.gov/essa.php?instid=800000089931&year=2022&createreport=1&38ELA=1&38MATH=1

19 https://data.nysed.gov/essa.php?instid=800000081568&year=2022&createreport=1&38ELA=1&38MATH=1

Alignment	Is the school a New York state school? If not, is the school located in a Common Core State? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards? Does the school use curriculum programs aligned to New York State P-12 Common Core Standards?
	• New York State School
Access	Does the school regularly and consistently make curricular materials publicly available? Is it likely the Kwenda Collegiate Girls founding team will be able to access curricular materials during the founding year?
	• Lead Founder Christina Yi-Perry participated in the 2023 Z Combinator Fellowship by Zeta Charter Schools which allows participants to immerse themselves in the Zeta model and provides access to their network leadership team.

In the founding year, the Head of School and Dean of Curriculum and Instruction will adapt the curricular materials described in **Figure 06a-2** to ensure appropriate alignment and pacing to the New York P-12 Common Core Standards and level of cultural-relevancy and gender-consciousness. In subsequent years, curriculum development and evaluation will be led by the school's Deans of Curriculum of Instruction in partnership with grade level leads. Centralized development of our curriculum will allow our school to reinforce a seamless K-8 learning experience through meticulous vertical alignment across grade levels. Relative to literacy, the Head of School and Dean of Curriculum will prioritize intensive study and analysis of the Science of Reading framework in review of the school's literacy curricular materials and approach. This is described further in the Response **"Supplemental Academic Narrative"**.

Figure 06a-2: Curricula in Core Content Areas

	Literacy	Mathematics	Science	Social Studies
K-2	Phonics: Success for All (Success Academy) Guided Reading: Internally Created, closely aligned to THINK (Success Academy) Writing: Internally Created, closely aligned to THINK (Success Academy)	Core Skills/Math Workshop: TERC Investigations, Eureka Math (Springfield Prep, Success Academy) CGI: Internally Created, Closely aligned to (Springfield Prep)	Amplify	Internally Created
3-5	Guided Reading: Internally Created Novel Study: Internally Created	Math Workshop: TERC Investigations, Engage NY CGI: Internally Created	Amplify	Internally Created
6-8	Internally Created	Core Skills: EngageNY CGI: Internally Developed	Amplify	Internally Created

During summer orientation and onboarding, teachers will be provided with complete scope and sequences and unit plans for the school year. This will allow teachers to focus planning primarily on intellectual preparation, purposeful monitoring protocols, and reteaching based on formative assessment data. Teachers will submit their annotated lesson plans according to the cycle detailed below in **Figure 06a-3.** This cycle allows time for teachers to complete deep internalization of lessons and time for leaders to practice certain elements of a lesson with teachers prior to execution.

Figure 06a-3: Intellectual Preparation Feedback Cycle

Timeline	Action
Summer Orientation	Teachers receive unit plans and lesson plans for the first two units of instruction
2-3 weeks before the start of the next unit	Teachers review and analyze unit learning targets and scope and sequence
Monday of the week prior to teaching lesson	Teacher will submit intellectually prepped and annotated lesson plans to Head of School/DCI review Evidence of an appropriately prepped lesson include: • Exemplar answer key for all student materials • Identification of common student misconceptions (both the misconception and pacing in lesson where misconceptions are likely to arise) • Clearly articulated questioning and checks for understanding • Identified individual students/student groups for checks for understanding • Planned path for purposeful monitoring (described further in **R05c – Instructional Methods**)
Thursday of the week prior to teaching	Teachers receive feedback from the Head of School/Dean of Curriculum and Instruction. As necessary, Head of School/Dean will schedule check-ins with teachers to support teachers through purposeful practice, modeling instructional methods or key sections of lessons.
Sunday of the week of teaching	Teachers submit final lesson plans and student materials to the Head of School/Dean of Curriculum and Instruction

Evaluation of Curriculum

Over the course of the school year, the Head of School and DCI will use data from our assessment system including – NY State Assessments, Interim Assessments (IAs), STEP data, and exit ticket data (described further in **R-06b - Assessments**) - and will solicit input from teachers on scope and sequences, unit plans, and pacing guides. At the end of the school year, the Head of School and DCI will evaluate the curriculum for rigor, pacing, and effectiveness according to teacher feedback and student assessment data, both holistic and disaggregated by subgroup.

Literacy Instruction at Kwenda Collegiate Girls

At Kwenda Collegiate Girls, we believe that a school, through providing a strong foundation in literacy, can dramatically transform life outcomes for young women, particularly those from traditionally marginalized communities. Although 4th grade literacy proficiency across the nation, as evidenced by the National Assessment for Educational Progress (NAEP), has increased incrementally over time, "the share of low-income Black, Hispanic, and Native American students who score below proficient is catastrophically high"[20] or 84%, 80%, and 82% respectively[21]. Given these realities, we will ensure that every Kwenda Collegiate Girls student is empowered with a strong foundation in literacy on their journey to becoming powerful, voracious, and curious readers.

Literacy Curriculum in the Lower Elementary Academy (K-2)

We are committed to instilling a deep love of reading in all our students beginning at the earliest grades. In the Lower Academy, Kwenda Collegiate Girls students will be immersed in literature and texts spanning all genres as students build critical thinking and foundational textual analysis skills. Our daily schedule, described further in **R-07 – Calendar and Schedules**, dedicates 180 minutes to balanced literacy instruction in the Lower Academy. Our two-teacher model, described in **R-06c – Instructional Methods**, will provide ample opportunity for small group, targeted instruction.

In the Lower Academy, the Kwenda Collegiate Girls curriculum focuses primarily on building the foundation skills for students to access text, including phonemic awareness, decoding, vocabulary development, oral language development, fluency, and comprehension. The Lower Academy will operate on academy-wide literacy block each day, that includes small group phonics, guided reading instruction, and independent reading. As described further in **R-06b - Assessments**, reading levels will be regularly monitored and assessed via the Strategic Teaching and Evaluation of Progress assessment ("STEP"). During the K-2 literacy block, all students will be assigned to a homogenous phonics and guided reading group according to their STEP level. All Lead and Associate teachers, as well as Student Support staff, will lead student groups in both phonics and guided reading). This model, informed by the practice of Success Academy will allow for student-teacher ratios during literacy instruction to remain below 10:1 and for artful pairing of our most expert teachers with students needing the most intervention. Our K-2 literacy blocks allow for targeted, individualized phonics instruction (K-1) and rich text-based discussions at every grade level across the academy. The core components of model will include:

- **Read Aloud:** Daily interactive read aloud serves as a powerful opportunity for students to be immersed in rich, engaging texts above their independent reading levels and to be lost in the joyful theatrics and wonder of reading. During Interactive Read Aloud, teachers model the metacognitive skills and habits of strong readers – analyzing aloud the author's choices – while reading with fluency, inflection and excitement. A purposeful Read Aloud highlights common sight words, reinforces key vocabulary, and leverages artfully placed think alouds and text-based discussions to deepen student critical thinking. Read Aloud books will be chosen according to their complexity of text structure and language as well their alignment with our core values and commitment to exposing our students to gender-responsive texts. In kindergarten and first grade, students join the teacher at the rug to share in reading a shared poem, short text, or passage. Students follow along with their own copy of the text as the teacher models emergent reader [redacted]cking).

- **Phonics:** Our Lower Elementary literacy model is complemented by a daily phonics blocks in kindergarten and first grade. We will employ the research-based phonics program, Success for All, to help our students build foundational phonemic awareness and decoding skills. Direct phonics instructions provides daily opportunities for our beginning readers to build skill and fluency with letter recognition, letter-sound associations, and decoding strategies.
- **Guided Reading**: Guided reading is a daily cornerstone of the Kwenda Collegiate Girls literacy model in the Lower Elementary Academy. We will use an internally created guided reading curriculum closely modeled after Brooke Charter Schools and Springfield Preparatory Charter School.[22] Guided Reading gives students the opportunity to deepen their understanding of, and fluency with, a variety of reading comprehension skills and strategies. Students will be divided into homogenous guided reading groups of no more than 8-9 students according to their STEP level. Teachers select a text that is at students' instructional levels and guide students toward a clearly defined teaching point (e.g. "Strong readers are able to identify types of conflict and recognize the difference between internal and external conflict"). Teachers first model the teaching point, while frontloading vocabulary and contextual knowledge, emulating the comprehension skill or tool. A purposeful guided reading lesson maximizes student time in text while teachers confer with students in small groups and individually around the teaching point.
- **Close Reading**: Close reading is a powerful opportunity for students to interpret and respond to texts while also building the foundational habits of strong readers who are able to read to learn. Teachers will support students in diving deep into texts of a variety of genres while critically analyzing the main idea and seeking out text evidence to support their claims. Through close reading, students practice skills such as making inferences, understanding the author's motivations and stylistic writing choices, and understanding character feelings. Analyzing strong writing supports students in finding their own unique voices as writers.
- **Writing Workshop:** We will implement an internally created writing curriculum closely modeled after THINK Literacy and Calkins' Writing Workshop. Our curriculum will provide students multiple opportunities to hone their craft by composing a variety of genres including poems, essays, persuasive texts, as well as short stories and narratives. Writing in the Lower Academy will be a communal and iterative experience. Through Shared Writing, teachers and students work together to compose a text. The teacher takes on the roles of both scribe and facilitator, capturing student ideas while narrating their own meta-cognitive process for writing. Our youngest writers will begin honing their skills through Interactive Writing. During interactive writing students are immersed in both the physical mechanics of writing as well as direct and explicit instruction in phonemic awareness and word analysis. The experience is deeply cooperative with teacher and students jointly creating a written work often sharing the same physical writing utensil.

Literacy Curriculum in the Upper Elementary Academy (3-5)

With the transition to the Upper Elementary Academy, the focus of our literacy curriculum shifts to making meaning of more complex texts or "reading to learn". To support students in deepening their reading comprehension and text analysis skills, key elements of our literacy program – including guided reading and close reading – transfer over to the Upper Elementary Academy. Our focus shifts to more complex texts, chapter books, and more consistent exposure to informational texts.

[22] Springfield Prep also utilizes the STEP assessment and has a classroom size identical to that of our proposed enrollment (27 students in a class, 2 teachers in a class).

- **Guided Reading:** Guided reading continues in the Upper Elementary Academy as students are grouped for instruction according to STEP level.
- **Close Reading:** In the Upper Elementary Academy, students will continue close reading but will tackle longer narrative and more complex texts.
- **Novel Study:** Students read and analyze a novel together as a class. We will adopt a novel study curriculum modeled after Springfield Prep Charter School. Students hone their Habits of Discussion and deepen their ability to use text-based evidence through facilitated Book Talks – or rich-text based discussions with the class.
- **Direct Vocabulary Instruction:** Teachers build background to support students in diving into more complex texts.
- **Writing Workshop:** In Writing workshop, teachers launch the class with an engaging mini-lesson before students are given time to practice and write independently. Teachers support students during independent writing by circulating and providing feedback to students either individually or in small groups. Teachers also conference with students, supporting them in revising their writing. Writing assignments are aligned to the student course of study in Novel Study and Voice and Empowerment.

English Language Arts in the Middle Academy (6-8)

In the Middle Academy, we focus on ensuring all our students are poised to navigate and master content at a college preparatory high school. Our Middle Academy English Language Arts (ELA) curriculum will be the culmination of our school's core commitment to literacy, focusing heavily on:

1. Rich text-based discussion during which our young women critically analyze big ideas in texts – cementing confidence of voice through spirited debate rooted in complex text
2. Voracious reading – exploring the world through novel study as well as short fiction, poetry, and non-fiction analysis
3. Refining the voice of our students as writers – expressing ideas through writing in authentic voice in creative writing as well as persuasive and informative writing

- **Literature:** Following the model of Brooke Charter Schools, literature units in the Middle Academy are based around the study of a single novels or non-fiction books. Our students will immerse themselves in critically texts like *Wonder* by Raquel J. Palacio and *Brown Girl Dreaming* by Jacqueline Woodson that engage critical questions of voice, social justice, equality. Through comparative texts study, students will be exposed to rich non-fiction texts, persuasive texts, and poetry. Our primary focus will be on supporting our students in analyzing and interpreting the meaning of texts; drawing connections between big ideas, their lived experiences, and texts; as well as analyzing literary techniques and author's choices.
- **Writing:** In the Middle Academy, students will continue to refine and develop their author's voice across a variety of styles, genres, and formats. Whether zooming into small moments via a short vignette or drafting an argumentative stance on the role of food regulations, our students will sharpen their command of style, grammar, and vocabulary. Through Writers' Workshop teachers will provide regular feedback to students over the course of the writing process. Students will play a hand, as well, in developing the voices of their fellow classmates through our peer-to-peer review and editing process.

STEAM at Kwenda Collegiate Girls

Kwenda Collegiate Girls is deeply committed to ensuring all of our girls have the content knowledge and skills to enter high school prepared for rigorous courses in science, technology, engineering, arts, and mathematics. We will develop an internally created hands-on curriculum that is centered around cross-disciplinary student projects that infuse classroom content from each course, and students will have daily exposure to STEAM. The goal of our STEAM program is to unleash our students' potential to be innovative problem solvers in the 21st century, to make connections between art, math, science, and engineering, and utilize technology and mixed media to express their learning through the objects and systems they create. We will partner with best-in-class organizations such as STEM from Dance to ensure exposure to high-quality learning opportunities[23].

Mathematics in the Lower and Upper Elementary Academies (K-5)

The Kwenda Collegiate Girls approach to math is intentionally designed to develop our students' conceptual understanding through complex problem solving where they learn to apply transferrable skills to different mathematical scenarios, including those that are across disciplines. Students will also develop strong fact fluency in addition, subtraction, multiplication, and division and become flexible mathematical thinkers. Our mathematics curriculum is a combination of Cognitively Guided Instruction, TERC Investigations, and Eureka Math units. In K-2, our daily math schedule will also include dedicated time for Calendar Math, Logic/Number Stories, Math Routines and small-group Math Centers.

- **Math Workshop:** Workshop provides regular opportunities for students to build a foundation in counting, number sense, place value, geometry, fractions, measurement, and mathematical problem solving. We will use a mix of TERC Investigations and internally developed curriculum to drive Math Workshop. TERC Investigations uses a hands-on approach to learning, where students solve math problems by discovering their own strategies using concrete representations, such as manipulatives and drawings. Our lesson structure for Math Workshop is rooted in Deeper Instruction as described in Berger's *Learning that Lasts* (see **R-06c – Instructional Methods** for further details[24]).

- **Cognitively Guided Instruction (CGI):** Cognitively Guided Instruction drives conceptual understanding of mathematics. CGI is "focused on: (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking."[25]

- **Math Routines:** Math routines are short daily lessons that will supplement our core math program as distinct opportunities outside the math lesson to deepen understanding of key math concepts and to develop number sense, skills, and fluency. Math Routines allow for flexibility in time and materials – may take 5 minutes or 30 minutes depending on students' needs. We will use a mix of TERC Investigations and internally developed curriculum to support Math Routines.

[redacted]

Mathematics in the Middle Academy (6-8)

In order to be competitive for admission into a college-preparatory high school, our Middle Academy student must have a strong conceptual understanding of mathematics as well as strong numeracy skills. We will ensure that our students are prepared to excel in Algebra II, Geometry, and Physics in high school by offering a full-year, rigorous Algebra I course in 8th grade. All Mathematics curriculum in the Middle School Academy will be aligned to the New York State P-12 Common Core Learning Standards. Students will have two daily Math courses totaling 100 minutes of high-quality math instruction each day. The Middle School Academy courses have a dual-focus: (1) Math Procedures (skills) and (2) Math Problem Solving (application). To build upon Math Workshop in the Lower and Upper Elementary Academies, our Math Procedures courses will be rooted in EngageNY. We will internally develop our Math Problem Solving curriculum and expect to be informed by the Brooke Charter School problem solving curriculum.

Science in the Lower and Upper Elementary Academies (K-5)

Our science curriculum is aligned to the New York State P-12 Science Learning Standards, as well as the Grade 4 Elementary-Level Science Test. We will adopt the Amplify elementary curriculum, as well as the deeper learning instructional model to ensure that students are deepening their cross-curricular connections across math, science, and close reading of informational texts.

STEAM

In the Lower Elementary Academy, emphasis is placed on these skills by building the foundational computer skills in the areas of basic application and understanding of computers and digital citizenship, Internet use and Internet research skills, and digital storytelling. All students focus on using critical thinking skills, mathematical and scientific concepts, and materials and tools to solve real-world problems while working in teams. In the upper grades, students will explore and apply the relevant skills, concepts, and hands-on construction techniques through more advanced technology skills, such as coding and robotics. A key objective of the STEAM Workshop is to connect various disciplines of study to solve real-world problems.

Social Studies at Kwenda Collegiate Girls

In the Lower Elementary Academy, our K-2 will integrate historical knowledge and context into various literacy activities in both literacy blocks and Voice and Empowerment. A dedicated Social Studies block will begin in the Upper Elementary Academy. Our Social Studies program will be aligned to the New York State K-8 Social Studies Framework, and will actively complement our literacy program through the integration of grade level non-fiction texts and writing prompts. Our students will build from writing short answer responses to three- and five-paragraph essays, and will culminate with writing longer thematic essays.

B. ASSESSMENT SYSTEM

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment's purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessments and collecting and analyzing the results;*
- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;*

- *Explain how the following stakeholders will have access to and be able to use assessment results: teachers; school leaders; the education corporation's board of trustees; students and parents; and,*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.*

To fulfill our promise to families to ensure their students are firmly planted on the path to college graduation, our instructional team must have a deep understanding of the knowledge and skills students are able to demonstrate across content areas and grade levels. We will hold ourselves accountable to what knowledge and skill students can demonstrate in each content area at every grade level, we will measure that progress accurately and frequently within each year and across years, and we will adjust accordingly to drive student learning in the short-term to efficiently ensure student progress and in the long-term to continuously improve our program. Our curriculum, instruction, professional development, and overall school design will be driven by the results of standards-based, frequent cycles of assessment.

We believe deeply that our students can meet ambitious goals. We work every day to achieve those results, and we are kept humble and honest by frequently reevaluating our strategies to achieve our mission, based on data from a variety of sources. When staff knows where students are succeeding or struggling, they can challenge and/or support students accurately and appropriately. To give students the education they deserve and aligned to our mission, we will swiftly identify the skills and knowledge they need.

Figure 06b.1: Description of Kwenda Collegiate Assessment System

Assessment	Administered By	Description	Purpose	Analysis and Use
Interim Assessments	Classroom Teachers (K-8)	Aligned to NY State Assessments, administered during the last two trimesters of the year in core subjects	Provides insight mid-year into cumulative mastery of standards, mirrors the rigor of state assessments	Administered in Literacy and Math. Preview of student performance on NY State Assessments. After each interim assessment the school will conduct whole school data days to disaggregate. Data will help identify student groups for intervention and standards for reteach.
Unit Exams	Classroom Teachers (K-8)	Assessment administered at the close of each unit	Assess student mastery on multiple objectives and standards from the same unit.	Administered in Math, Science and Social studies. Informs where gaps are across a unit and which students should receive additional intervention.
Weekly Classroom Quizzes	Classroom Teachers (K-8)	8-12 minute assessment of weekly learning objectives	Assess student mastery of skills and objectives over a week's time	Will be graded weekly, students who do not demonstrate mastery will be identified for further intervention. Interventions may include small group reteaching and additional tutoring. Provides a snapshot into student mastery to inform adjustment of instruction

Daily Exit Tickets	Classroom Teachers (K-8)	Daily formative assessment to gauge student mastery, 1-3 questions	Assess mastery of daily objectives	Will be graded daily, students who do not demonstrate mastery will be identified for further intervention. Interventions may include small group reteaching and additional tutoring. As necessary, lesson plans will be adjusted.
STEP	Classroom Teachers and DCI (K-3)	Administered six times throughout the school year	Comprehensive measure of literacy skills (including phonemic awareness, comprehension, and fluency)	Data will underpin literacy instruction in the Lower Elementary Academy. Teachers will use STEP levels to identify the most appropriate guided reading groups for students.
NWEA MAP	DCI	Adaptive, nationally-normed assessment in Reading, English Language Arts and Math.	Measure the performance of our students compared to students at their grade level nationally. Measure student growth over the course of one academic year.	Provide comparative lens at the national level for student performance
NY State Exam	Proctors will include teachers and other school personnel	State assessment for Math and Reading (3-8) and Science (grades 4 and 8) aligned to the New York State Common Core Standards	Demonstrates mastery of standards across the year	Comparative, objective measure of student performance of grade level objectives and skills in core subjects.

We embrace transparency at all levels, and we communicate relevant data with all key stakeholders. We foster a community of continuous professional growth, and believe that growth is largely driven through honest reflections and conversations grounded in data. A summary of our approach to reporting results to key stakeholders is below in **Figure 06b-2.**

Figure 06b-2: Reporting Assessment Results to Stakeholders	
Stakeholder	**Reporting Process**
Families	Quarterly Family Conferences to review student progress, review student assessment scores, review student work, and reflect on the next quarter. Daily communication via homework folder. We will develop a weekly family data report to be sent home with students on a weekly basis via the homework folder. We will maintain a consistent format with Academies for predictability and ease of use.

Students	In alignment with our vision of self-determination and increasing student autonomy, Kwenda Collegiate Girls students must be adept and skillful goal setters. Students should deeply know and understand their progress, areas for growth, and key focus areas. We will develop a Weekly Goal setting protocol for students to reflect on during Voice and Empowerment (in the Elementary Academies) and in Advisory (in the Middle Academy).
Teachers	We will support our teachers' data analysis skills through regular professional development. Grade-level teams will engage in regular data analysis cycles.
School Leaders	The Leadership Team will adopt a weekly data review protocol aligned to team meetings and coaching cycles.
Board of Trustees	The Head of School will prepare monthly data dashboard for the Board of Trustees, outlining all progress on all pertinent data points (enrollment, attendance, academics, behavior, etc.). The Board, led by the Academic Achievement committee, uses this data to provide oversight of the academic program, ensuring progress towards predetermined goals.
District and State	We will post our state assessment and nationally-normed assessments results on our website, as well as in our Annual Report.

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a); and,*
- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.*

As described in **R-02 – Addressing the Need**, our school's key design elements were thoughtfully crafted to support our school to – in meeting the needs of our community – deliver on our urgent mission. No one design element isolation will effectively deliver our mission. Instead, our instructional methods and practices must intentionally knit together our design elements for consistent execution. Our instructional methods must ensure:

1. We support our girls in developing academic courage, or **confident of voice,** in all aspects of learning
2. We provide an **accessible** college preparatory education
3. We support **teachers** in becoming **highly-skilled** relationship builders
4. We **reinforce literacy skills** at every available opportunity
5. We support our student's **cross-disciplinary learning** as typified through our **STEAM** program

Figure 06c-1: Alignment of our Key Instruction Methods with our Key Design Elements		
Key Design Element #1: We support our girls in developing academic courage, or confidence of voice, in all aspects of learning		
Method	**What this will look like**	**Rationale**
Workshop model in math and reading	A key feature of Berger's Deeper Instruction model, the workshop model "has distinct components that limit the amount of teacher talk and make time for students to *think* and *do*, apply their learning and reflect on what they've	• Commonly used at Success Academy and Springfield Prep • We know the "the workshop model [staunchly] fosters collaboration, communication,

	learned."[26] We will leverage the workshop model in math and reading to encourage our students to make meaningful connections to their learning by grappling with big ideas in complex texts and mathematical problems.	and responsibility by structuring roles and times for students to work together, independently, and on tasks that hold them accountable for learning."[27]
Habits of Discussion and Socratic Method	We will adopt clear protocols for vibrant and productive academic discussions beginning as early as kindergarten. This will support a culture of academic conversation "that is respectful, inclusive, one in which students who speak up feel both safe and valued."[28]	• Discussion protocols are mainstays at Springfield Prep, Success, Brooke Charter Schools, and BELA Academy (in the company of several other of the highest performing charter schools across the country)
Purposeful monitoring	Teachers will circulate the room during student practice and provide quick feedback to students on their progress using a set of mutually normed upon codes. These codes will allow students to self-monitor their work and correct mistakes in the moment. By providing ample processing and work time for students to correct mistakes, we normalize error and ease the sting of making a mistake.	• Purposeful, or "aggressive monitoring" is a mainstay at high-performing charters including Springfield Prep[29]
Discovery-based lessons	To extend student learning, we will frequently employ the discovery-based lesson structure primarily in science and STEAM.	• Inquiry and discovery-based lessons are key to the design of Success Academy's approach to Science[30]
Key Design Element #2: We provide an accessible college preparatory education.		
Instructional Method	**What this will look like**	**Why we made this choice**
Various modes of instruction	We use a mix of direct, academy-wide, and small group instruction as well as blended learning and regular intervention to support the learning modalities of all learners.	• Various modes of instruction are regularly observed at all of our inspiration schools

[26] Berger, R., Woodfin, L., Vilen, A., & Mehta, J. (2016). *Learning That Lasts: Engaging, Challenging, and Empowering Students with De*. John Wiley & Sons.

[27] Ibid

[28] Ibid

[29] Bambrick-Santoyo, P. (2016). Get better faster: A 90-day plan for coaching new teachers. San Francisco, CA: Jossey-Bass.

[30] https://www.successacademies.org/app/uploads/2018/05/es-curriculum-guide.pdf

Two teacher model	We will employ a two-teacher model to ensure to maximize the opportunity for small-group instruction and targeted supports/intervention.	• Observed at Springfield Prep and several other high-performing schools (e.g. Uncommon Schools and Achievement First)
Key Design Element #3: We support teachers in becoming highly skilled relationship builders		
Instructional Method	**What this will look like**	**Why we made this choice**
Prioritize teacher taxonomies	We will carefully select teacher taxonomies based on the proven methods of high-performing charter schools for school-wide focus.	• Schools across the country, including our inspiration schools, have adopted taxonomies from Teach Like a Champion 2.0[31]
Voice and Empowerment/ Advisory	Voice and Empowerment and Advisory will provide dedicated opportunity for teachers and students to build relationship	• Advisories (and similar opportunities in the elementary school level) have been proved to improved connectedness across the classroom community[32]
Key Design Element #4: We reinforce literacy skills at every available opportunity.		
Method	**What this will look like**	**Why we made this choice**
Extended time	We will operate on an extended school day and school year. Students will receive at least 180 minutes of literacy instruction in elementary school and at least two blocks daily of ELA instruction in middle school.	• A longer school day and school year is implemented at each of our inspiration schools and the vast majority of high-performing charter schools
Turn and Talk	Turn and talks allow teachers to support students in analyzing and building upon the thoughts/voices of their classmates. We will use artfully placed turn and talks to push student thinking and increase student opportunity to grapple with a question.	• Turn and Talks are common method used at all of our inspiration schools
Close Reading	Classes collectively read a longer narrative text as a class, through the lens of a specific daily focus question. With the focus question in mind, students dive deeply into the text	• Both Success Academy and Springfield Prep dedicate time to close reading as a component of their daily literacy program

	annotating the text and crafting a written response to the focus question, citing their text evidence.	
Classroom libraries/physical space	Every K-5 classroom will have a diverse classroom library with an extensive selection of books at various levels and genres. Students will have the opportunity to book shop from their classroom library on a weekly basis and choose books appropriate for their reading level and aligned to their interests. To extend learning when students are home, students will bring home their independent classroom library books each night.	• Success Academy regularly uses a book "shopping model"
Key Design Element #5: We support our student's cross-disciplinary learning as typified through our STEAM program		
Method	**What this will look like**	**Why we made this choice**
Project-based learning	Students dive deep into a thematic unit or question over several weeks. Teachers knit together a cross-disciplinary experience for students – supporting students in making connections across science, reading, writing, math, and art. Students work in small pairs and groups to explore the central question and apply their prior knowledge to creative projects.	All our inspiration schools weave in at least one PBL unit over the course of the school year.
Interdisciplinary Approach	We will ensure that our students have ample opportunity to build connections across core subjects. Through our STEAM curriculum the New York State P-12 Common Core Standards will be embedded across interdisciplinary units.	Supporting students in making connections across content areas is a key tenet of deeper instruction

Our Foundation: Developing Academic Courage Through Deeper Instruction

Our classrooms will be dynamic, child-centered learning communities where our girls engage in cross-curriculum learning. We believe to truly become life-long learners students must fall in love with the wonder and joy of learning. A day at Kwenda Collegiate Girls will be typified by productive struggle, collaborative problem solving, and ample opportunity for students to do the intellectual heavy lifting of deeper learning. Beginning in kindergarten, our students will explore the world around them through both fiction and non-fiction texts. Kwenda Collegiate Girls Charter School graduates will be characterized by their boundless curiosity, authentic love of learning, and an unshakeable self-assuredness. With this in mind, we have embraced the Deeper Instruction model as the foundation to our instructional approach.

Described in Berger's *Learning that Lasts,* deeper instruction is "a model of instruction refined in some of the nation's most successful public schools—schools that are beating the odds to create remarkable achievement—sited primarily in urban and rural low-income communities.[33]" Designed to promote deeper understanding, higher order thinking, and student independence, the deeper instruction model provides a clear framework for supporting student learning across all grade levels, subjects, and student populations. The concept of academic courage – or actively cultivating student confidence to take risks in the classroom by promoting a culture of productive struggle and error – is cornerstone to the deeper instruction model. We believe the Deeper Learning model and its focus on instruction that is – challenging, engaging, and empowering – provides a natural frame and foundation for our instructional approach.

The Workshop Model

A key feature of Berger's Deeper Instruction framework, the Workshop model "has distinct components that limit the amount of teacher talk and make time for students to *think* and *do*, apply their learning and reflect on what they've learned."[34] We will leverage the workshop model in math and reading to encourage our students to make meaningful connections to their learning by grappling with big ideas in complex texts and mathematical problems. As described in publicly available curriculum resources, Success Academy regularly leverages the Workshop model in elementary school to deepen students' understanding and fluency with mathematical concepts and computation.[35]

Habits of Discussion

Aligned with our commitment to helping ensure our students develop confidence of voice, we will explicitly teach the Habits of Discussion, whose progression is described in **Figure 05c-2**, beginning in kindergarten. This solid foundation in oral language development and discussion will support our students in rich text-based discussions across academies at Kwenda Collegiate Girls.

Figure 05c-2: Progression of the Habits of Discussion	
Phase I – Habits of Discussion: Finding and Using Your Voice[36]	
Learning to Share	**Ideal Student Actions**
Listen and Talk Only in Turn	• Track the speaker. • Keep hands down when someone is speaking. • Do not interrupt.
Speak Audibly	• Use a voice others can hear.
Speak in Complete Sentences	• Restate the question in the response; use complete sentences.
Interact Peer to Peer	• Look at every group member, when giving an answer.
Phase II – Habits of Discussion: Building ON the Voices of Others[37]	
Elaborate on Your Answer	• When prompted, add relevant detail to an answer.

[redacted]

Build Off Others' Answers	• Build off what the previous student said; comments are not in isolation.
Evaluate Others' Responses	• Use thumbs up, to the side, or down: agree, slightly agree or disagree, disagree. • Say, "I agree with what you said because…" or "I somewhat agree with what you said, but…"
Praise Your Peers	• Praise each other's work or thinking.
Prompt Peers with Universal Prompts	• Say, "Tell me more." • Ask, "What in the story makes you think that?", "Why do you think that?", "Why is that important?" • Repeat the original question.
Hint, Don't Tell	• Give a hint to another student to find the answer.
No Hands	• Understand wait time and know when to prompt a peer in the conversation.
Lead	• Stay focused on the core question. • Identify when the sharing strays and redirect conversation.
Come Prepared in Writing	• Use written responses done during independent reading to guide the discussion.

Small Group Instruction through our Integrated Co-Teaching Model

We will adopt a two-teacher model across all academies at Kwenda Collegiate Girls. At least one classroom in each grade level, will use an Integrated Coteaching (ICT) model in which two teachers – one special education teacher and one general education teacher. This model will allow for flexible small group instruction while also ensuring targeted intervention for struggling students. Small groups maximize the number of "at-bats"[38] – or practice each student receives – as well as increase one-on-one support between students and teachers. We will begin content specialization in the Upper Elementary Academy (3-5) with each grade level having one specialized teacher in each homeroom who teaches ELA/Humanities and the other who teaches Math/Science.

Prioritized Teacher Taxonomies

We will prioritize the taxonomies presented below in **Figure 05c-3** in our teaching coaching and development. These taxonomies – described in detail in Lemov's *Teach Like a Champion 2.0* have been utilized by many of the highest performing schools in the country. Our prioritized list was chosen according to their alignment with the principles of Responsive Classroom (see **R-10 – Culture and Discipline**). We believe this alignment drastically increases their potential to reinforce our school's core values as well as our underlying commitment to providing psychologically safe learning environments rooted in a culture of trust, productive struggle and wonder for learning.

Figure 05c-3: Kwenda Collegiate Girls Core Instructional Taxonomies[39]	
Taxonomy	**Description**
High Behavioral Expectations	

[redacted]

What To Do	Directions must be clear and useful – teacher gives directions that are specific, concrete, sequential, and observable so that students understand exactly what is being asked of them
100%	All students are expected to follow the clear direction of the teacher all the time. Anything less than 100% is not acceptable.
Precise Praise	Teachers provide feedback on student behavior that reinforces actions not traits, and is aligned to the teaching objective. As a gender-responsive school, we will not make comment or give praise according to a student's aesthetic.
Firm, Calm Finesse	Teacher consistently maintains poise, catches off task-behaviors via scanning, uses language that consistently reminds students of the "why" behind behavioral expectations, and uses a variety of non-invasive teacher moves (e.g. confirmation glance, bright face, and universal language) to reinforce desired behaviors without interrupting instruction
High Academic Expectation	
Everybody Writes	Teachers ask students to prepare for academic discussion or a heavy intellectual lift by asking all students to briefly reflect on their answer in writing. This supports the teacher in ensuring a diversity of student voice in the classroom (higher participation ratio) and provides support for all students – including those that need time and silence to process – to participate.
Turn and Talk	Teacher sets a clear routine that students practice in advance with assigned partners. Teacher has a clear phrase that instructs students to turn and talk, as well as one that tells them when to end their conversation and return to the group. Teacher gives students a clear amount of time to talk as well as expectations on what they are expected to share from their conversation when they return whole group.
Cold Call/Show Call	Teacher establishes expectation that everyone participates so that we can learn from each other. Teacher will call on students who may not raise hand. While it might seem random to students, teacher selection of who to cold call is deeply intentional based on level of students' individual engagement, need to check for understanding, and what student answer may push deeper analysis by the class.
Normalize Error	Provide a safe space for students to get things wrong and celebrate their willingness to try and the process of learning. Getting things wrong is a natural part of the learning cycle with which students need to be comfortable.
Building Trust	
Positive Framing	Teachers always use precise language particularly when providing academic or behavioral corrections. Teachers assume the best, narrate the positive to build momentum and allow plausible anonymity when students are making a good faith effort.
Emotional Constancy	Above all else, teachers maintain control of their emotions and response – lessening the intensity of reaction when emotionally triggered (frustration, disappointment).
Warm/Strict	Teachers consistently maintain warm/strict balance in interactions with students by explaining rationale behind consequences or teacher action,

	naming the behavior not the character traits of the student, and demonstrating that consequences are temporary.

d. Course or Subject Overview

*Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in **Request 7 – Calendar and Schedules**. This should include, at minimum:*

- *A general description of the specific content and skills that would be addressed in the course; if known;*
- *The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;*
- *Essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,*

Overview of the Lower Elementary Academy (K-2)

Literacy in Lower Elementary Academy

Our K-2 program is modeled closely after the THINK Literacy framework implemented at Success Academy. Success Academy has made the THINK Literacy framework, along with several other curricular resources, available open source via their online Success Academy Education Institute. Training and immersive workshops on THINK Literacy are also available through The Robertson Center at Success Academy. THINK Literacy is aligned with the New York State Common Core Standards and has catapulted Success Academy ELA scores to among the highest in the state. We believe strongly that THINK Literacy's foundation – daily opportunities to become voracious readers by making connections between their own lived experiences and great books – is deeply aligned to our school's core beliefs around literacy[40]. Given our commitment to cultural responsiveness, the Head of School and Dean of Curriculum and Instruction will complete an audit of the THINK Literacy framework materials and other Success Academy literacy curricular materials prior to adoption (this review process is detailed further in R-06a – Curriculum Selection Process). We will adopt the Success For All (SFA) curriculum as the foundation of our phonics program. Success Academy also uses SFA to supplement the THINK Literacy framework in their phonics instruction. We will utilize the STEP assessment to track student progress and achievement in K-2 literacy.

Our approach to literacy instructional is modeled after the proven practices of the some of the high-performing charter schools in New York City and across the country including several BES schools, including Springfield Prep and Vista College Prep as well as schools from across the country like Excellence Girls Primary and Uncommon Schools as described in *Great Habits and Great Readers.* Through the components described below students are exposed to 180 daily minutes of high-quality literacy instruction in a mixture of whole-group, small-group, and individual settings. The bulk of our literacy instruction is delivered through small group literacy rotations during our daily academy-wide literacy block. According to STEP level, students are grouped into guided reading groups of 8-10 students. Students cycle through three literacy rotations described in further detail in Figure 06d-1.

Figure 06d-1: Description of Literacy Rotations during Small-Group Literacy Instruction

Literacy Block	Daily Minutes	Description
Phonics	30 minutes	Daily phonics instruction rooted in research-based phonics programs. Focus on understanding letter-sound correspondence blending and segmenting words, reading simple text, learning concepts of print and vocabulary, spelling, fluency
Guided Reading	30 minutes	Teachers select a text that is at students' instructional levels and guide students toward a clearly defined teaching point (e.g. "Strong readers are able to identify types of conflict and recognize the

[40] Described further in R-6a -Curriculum and Instruction

		difference between internal and external conflict"). Teachers first model the teaching point, while frontloading vocabulary and contextual knowledge, emulating the comprehension skill or tool. A purposeful guided reading lesson maximizes student time in text while teachers confer with students in small groups and individually around the teaching point. The THINK literacy framework will serve as the foundation for our guided reading curriculum and we will supplement this with materials from Springfield Prep charter school.
Independent Reading	30 minutes	We will utilize a mix of independent reading and blended learning modules (e.g. Lexia) to support this rotation across K-2.

In alignment with the THINK Literacy framework and the practice of Springfield Prep Charter School, our K-2 students will also receive literacy instruction during the following daily blocks described in **Figure 06d-2**. These blocks will most often take place as whole-group instruction to support our students in building community, as well as the Habits of Discussion (as described in **R-06c – Instructional Methods**).

Figure 06d-2: Components of Whole Group Reading Instruction

Literacy Component	Daily Minutes	Description
Read Aloud	20 minutes	Daily read aloud serves as a powerful opportunity for students to be immersed in rich, engaging texts above their independent reading levels and to be lost in the joyful theatrics and wonder of reading. Teachers model the metacognitive skills and habits of strong readers – analyzing aloud the author's choices – while reading with fluency, inflection and excitement. Read Aloud highlights common sight words, reinforces key vocabulary, and leverages artfully placed think alouds and text-based discussions to deepen student critical thinking. It also builds student's listening comprehension skills. Read-aloud is also a powerful opportunity to reinforce the school's core values and commitment to gender-consciousness through exemplar books.
Shared Reading/Close Reading	30 minutes	In shared reading, students follow along with a copy of a text during read aloud and engage in discussion. Beginning in January of their kindergarten year, students will shift to also working on close reading. During close reading, teacher models finding the central idea of the text and analyzes the author's choices to communicate the idea. By analyzing the moves of great writers, students sharpen their reading comprehension and writing skills. Students will also have exposure to close reading of non-fiction and informational humanities text during Voice and Empowerment as well as science texts in STEAM and Science.
Writer's Workshop	40 minutes	In the Writing workshop, teachers launch the class with an engaging mini-lesson before students are given time to practice. The bulk of Writer's Workshop in K-2 takes the form of Shared and Interactive Writing. Through Shared Writing, teachers and students working together to compose a text. The teacher takes on the roles of both scribe and facilitator, capturing student ideas while narrating their

		own meta-cognitive process for writing. Our youngest writers will begin honing their skills through Interactive Writing. During interactive writing students are immersed in both the physical mechanics of writing as well as direct and explicit instruction in phonemic awareness and word analysis. The experience is deeply cooperative with teacher and students jointly creating a written work often sharing the same physical writing utensil.

Mathematics in the Lower Elementary Academy

The Kwenda Collegiate Girls approach to math is intentionally designed to develop our students' conceptual understanding through complex problem solving where they learn to apply transferable skills to different mathematical scenarios. Students will also develop strong fact fluency in addition, subtraction, multiplication, and division and become flexible mathematical thinkers. Our mathematics curriculum represents a combination of Cognitively Guided Instruction and TERC Investigations and is aligned to NY state curriculum frameworks. The components of our Math program in the Lower Elementary Academy are described below in **Figure 06d-3**.

Figure 06d-3: Components of K-2 Math Program

Component	Daily Minutes	Description
Calendar Math	10 minutes	During Morning Meeting, teachers will dedicate 7-10 minutes to a daily calendar math whole group mini-lesson. Calendar math provides spiraled support of counting skills, arrays, and numerous standards-aligned skills.
Core Math/Math Workshop	40 minutes	Math Workshop introduces and immerses students in new math topics and serves as the cornerstone of our math program. We will use TERC Investigations as our core program in Math Workshop. Math workshop begins with brief spiraled review of fluency or counting strategies. This is followed by a mini-lesson during which the teacher models the skill and activity for the day. Students then work independently or in small groups (as partner games and activities are quite common in workshop) while teachers circulate and monitor student progress. Workshop is a powerful option for intervention as our two-teacher model allows for small-group intervention or one-on-one intervention and conferencing during workshop.
Cognitively-Guided Instruction	40 minutes	We will use an internally created CGI curriculum closely aligned to Springfield Prep. During CGI students focus on math problem-solving using applying their math knowledge to solve relevant problems using modeling and math manipulatives. 1-2 students with different strategies for solving lead the class in a show call analysis of their work, explaining and defending their answer. The rest of the class has the thinking job of analyzing and comparing

		their classmates' work to their own and each other. Through CGI, K-2 students dive deep into counting, cardinality, operations, algebraic thinking, and base ten foundations and configurations.

Voice and Empowerment in the Lower Elementary Academy

During the Planning Year, the Head of School and Dean of Curriculum and Instruction will develop and finalize the school's Voice and Empowerment curriculum. We anticipate working closely with our strategic partners at The Sadie Nash Leadership project to develop a curriculum backwards-planned from their highly successful, evidence-based Sisterhood Academy curriculum. Sisterhood Academy in an intensive leadership development curriculum focused on supporting young women in developing their inherent leadership skills through intellectual and personal growth. The curriculum intentionally seeks to build community as well as question and redefine traditional notions of leadership through exploration of topics such as sisterhood, activism, identity, personal wellness, and social justice. In K-2, students will build the basic content, vocabulary and Habits of Discussion necessary to engage in more robust discussion in upper grades. The Lower Academy Voice and Empowerment experience will be our school's opportunity for daily touchpoints with the NY State the NY State K-12 Social Studies Framework. A sampling of core topics include the following:

- Kindergarten: "Self and Others", exploring the five main areas of Individual Development and Cultural Identity, Civic Ideals and Practices, Geography, Humans, and the Environment, Time, Continuity and Change, and Economic Systems.
- First grade: "My Family and Other Families, Now and Long Ago", students are immersed in how families have developed and changed over time. Students also begin to explore the basics of civic responsibility and engagement
- Second grade: "My Community and Other Communities", students explore the concept of community, identify and explore their own sub-system of communities and learn about different types of communities and their interdependence.

We will purposefully weave in close reading and writing instruction to stretch and deepen our students' literacy skills.

The Upper Elementary Academy

Literacy in the Upper Elementary Academy

In the Upper Elementary Academy, literacy includes three key components - guided reading for small group interventions in reading comprehension, chapter book studies, and Writer's Workshop. In the Upper Elementary Academy, as is the experience of Springfield Prep Charter School, literacy classes will be led by two teachers – a writing teacher and a literature teacher. Figure 06d-4 provides a description of our literacy course offerings in the Upper Elementary Academy. The NY 3-8 Assessments and internally based Interim Assessments will be used to measure student achievement.

Figure 06d-4: Components of Whole Group Reading Instruction

Literacy Component	Daily Minutes	Description
Guided Reading	40 minutes	In the Upper Elementary Academy, students will continue to be grouped in homogenous guided reading groups based on STEP and IA data. Students read book at their designated reading level and shift their focus to more

		complex comprehension skills and written response. We will use an internally developed curriculum closely modeled after THINK Literacy and Springfield Prep Charter School.
Novel Study	30 minutes	Students read and analyze a novel together as a class. We will adopt a novel study curriculum modeled after Springfield Prep charter school. Students hone their Habits of Discussion and deepen their ability to use text-based evidence through facilitated Book Talks – or rich-text based discussions with the class. We will audit our booklists to ensure alignment with our commitment to being gender-responsive and culturally relevant. Students will respond to texts in a variety of writing formats and their work will be iterated in Writer's Workshop (described below). At least one block per week, on Wednesday, Novel Study will be truncated to 30 minutes (as a result of our abbreviated schedule – see R-07 Calendar) will be dedicated to independent reading and intervention.
Writer's Workshop	40 minutes	In Writing workshop, teachers launch the class with an engaging mini-lesson before students are given time to practice and write independently. Teachers support students during independent writing by circulating and providing feedback to students either individually or in small groups. Teachers also conference with students, supporting them in revising their writing. Writing assignments are aligned to the student course of study in Novel Study and Voice and Empowerment.

Math in Upper Elementary Academy

Students in the Upper Elementary Academy will continue to deepen their math understanding through two courses: Math Workshop and CGI. We will continue to use TERC Investigations and the EngageNY curriculums as the core drivers of Math Workshop as well as our internally-developed curriculum based on that of Springfield Prep. An overview of key concepts covered in the Upper Elementary Academy math scope and sequence is provided below:

- Third grade: properties of multiplication and division, the concept and calculation of area, data collection and display, and begins to lay the foundational understanding of fractions as numbers on a number line
- Fourth grade: multi-digit multiplication and division, fraction equivalence, and ordering
- Fifth graders: fractions, solving volume and area, and begin their introduction to solving problems on the coordinate plane.

Figure 06d-3: Components of 3-5 Math Program		
Component	**Daily Minutes**	**Description**

Core Math/Math Workshop	40 minutes	Math Workshop introduces and immerses students in new math topics and serves as the cornerstone of our math program. We will use TERC Investigations as our core program in Math Workshop. Math workshop begins with brief spiraled review of fluency or counting strategies. This is followed by a mini-lesson during which the teacher models the skill and activity for the day. Students then work independently or in small groups (as partner games and activities are quite common in workshop) while teachers circulate and monitor student progress. Workshop is a powerful option for intervention as our two-teacher model allows for small-group intervention or one-on-one intervention and conferencing during workshop.
Cognitively-Guided Instruction	40 minutes	We will use an internally created CGI curriculum closely aligned to Springfield Prep. During CGI students focus on math problem-solving using applying their math knowledge to solve relevant problems using modeling and math manipulatives. 1-2 students with different strategies for solving lead the class in a show call analysis of their work, explaining and defending their answer. The rest of the class has the thinking job of analyzing and comparing their classmates' work to their own and each other. Through CGI, K-2 students dive deep into counting, cardinality, operations, algebraic thinking, and base ten foundations and configurations.

The NY 3-8 assessments and interim assessments will be used to assess student achievement in this subject.

Humanities in the Upper Elementary Academy

Beginning in the third grade, our humanities curriculum is rooted in a dedicated daily social studies course. We will continue to use an internally created curriculum aligned to the New York State K-12 Social Studies Framework with a special focus on civic engagement and social justice. An overview of key thematic elements in the Upper Elementary social studies curriculum is provided below:

- Third grade: “Communities Around the World,” introduces students to the concept of being a “global citizen”
- Fourth grade: New York State’s history and government
- Fifth grade: Western Hemisphere, history of cultures and civilizations over time.

In the Upper Elementary Academy, our social studies, Novel study, Voice and Empowerment scope and sequences will be closely aligned and mutually reinforcing. Teachers will artfully make cross-disciplinary connections between courses using close reading of informational texts or shorter readings to build content knowledge and key vocabulary for the next chapter of the grade’s novel study. In *Reading Reconsidered*, Lemov highlights the importance of cross-disciplinary reading, or using shorter nonfiction texts to illuminate a primary text, to reinforce student’s critical thinking and text analysis. He argues for intentional use of nonfiction texts to “give content, provide background, show a contrast, or develop a

useful idea that helps students better engage the primary text.[41]" Figure 06d-5 provides a sample cross-disciplinary student experience in the Upper Elementary Academy.

Figure 06d-5: Sample Primary Text and Cross-Disciplinary Engagement		
Sample Novel	**Engagement in Social Studies**	**Engagement in Voice and Empowerment**
Esperanza Rising by Pam Muñoz Ryan (5th grade)	During a unit on the history of Mexico and other Central American countries, students may conduct a close reading analysis of Article on Mexican Revolution to set historical scene leading to Papa's death at start of novel or an article on Mexican emigration to United States	Students may engage in discussions around current events related to immigration policy, ICE, and the rights of recent immigrants and immigrants in this country.

Voice and Empowerment in the Upper Elementary Academy

In the Upper Academy, the Voice and Empowerment curriculum is expanded to 30 minutes daily. We will continue to use an internally-created curriculum closely modeled after the Sadie Nash Leadership Project and will insure alignment with the New York State K-12 Social Studies framework. Our focus on personal goal-setting, leadership competencies, and social justice intensifies in the Upper Academy.

STEAM in the Lower and Upper Elementary Academies

Figure 06d-6: Description of STEAM course components		
Component	**Minutes Per Day**	**Description**
Science Investigations	Up to 40 minutes	Students works in small groups to answer a big idea question through hands-on experiments. All content will be aligned to the Next Generation Science Standards.
Science Close Reading	Up to 40 minutes	Students deepen Science Content knowledge as well as text analysis skills through close reading of science texts
STEM from Dance (or Performing Arts-based activity)	40 minutes per week 1 day	Students are exposed to the basics of dance, light engineering and coding.

The Middle Academy (6-8)

English Language Arts in the Middle Academy

In the Middle Academy, we focus on ensuring all our students are poised to navigate and master content at a college preparatory high school. Our Middle Academy English Language Arts (ELA) curriculum will be the culmination of our school's core commitment to literacy, focusing heavily on:

- Rich text-based discussion during which our young women critically analyze big ideas in texts – cementing confidence of voice through spirited debate rooted in complex text
- Voracious reading – exploring the world through novel study as well as short fiction, poetry, and non-fiction analysis
- Refining the voice of our students as writers – expressing ideas through writing in authentic voice in creative writing as well as persuasive and informative writing

English Language Arts in the Middle Academy is comprised of two daily courses – Literature and Writing – that are described in greater detail in Figure 06d-7. Students will be assessed using the state assessment and internally development interim assessments.

Figure 06d-7: Components of the Kwenda Collegiate Girls Middle School Curriculum		
Literacy Component	**Daily Minutes**	**Description**
Literature	50 minutes	Following the model of Brooke Charter Schools, literature units in the Middle Academy are based around the study of a single novels or non-fiction books Our students will immerse themselves in critically texts like *Wonder* by Raquel J. Palacio and *Brown Girl Dreaming* by Jacqueline Woodson that engage critical questions of voice, social justice, equality. Through comparative texts study, students will be exposed to rich non-fiction texts, persuasive texts, and poetry. Our primary focus will be on supporting our students in analyzing and interpreting the meaning of texts; drawing connections between big ideas, their lived experiences, and texts; as well as analyzing literary techniques and author's choices. Students will analyze and respond to literature in a variety of ways including various writing assignments, oral presentations, projects, and Socratic seminars.
Writing	50 minutes	In the Middle Academy, students will continue to refine and develop their author's voice across a variety of styles, genres, and formats. Whether zooming into small moments via a short vignette or drafting an argumentative stance on the role of food regulations, our students will sharpen their command of style, grammar, and vocabulary. Through Writers' Workshop teachers will provide regular feedback to students over the course of the writing process. Students will play a hand, as well, in developing the voices of their fellow classmates through our peer-to-peer review and editing process.

Math in the Middle Academy (6-8)

All Mathematics curriculum in the Middle School Academy will be aligned to the New York State P-12 Common Core Learning Standards. Students will have two daily Math courses totaling 100 minutes of high-quality math instruction each day. The Middle School Academy courses have a dual-focus: (1) Math Procedures (skills) and (2) Math Problem Solving (application). To build upon Math Workshop in the Lower and Upper Elementary Academies, our Math Procedures courses will be rooted in EngageNY. We will internally develop our Math Problem Solving curriculum and expect to be informed the experience at Brooke Charter Schools. Students will be assessed according to the NY 3-8 Assessments. In 8th grade, we will offer a Regents Algebra I course. We will leverage internally created interim assessments to track student progress over the course of the year.

An overview of the progression of Math courses by grade level in the Middle School Academy is provided below in Figure 06d-8.

Figure 06d-8: Components of the Kwenda Collegiate Girls Middle School Curriculum			
Grade	**Course(s)**	**Daily Minutes**	**Key concepts**
6	Math 6 Procedures Math 6 Problem Solving	50 minutes each	• The use of fractions and ratios, including fluent multiplication and division of fractions. • Theoretical and practical understanding of negative numbers in contrast to positive number, ordering and operations with positive and negative numbers • Graphing and the coordinate plane • Simplifying expressions with variables • Solving single-variable equations • Solving area and volume problems with real-life applications • Interpreting statistical data sets • Graph points in all quadrants of the coordinate plane.
7	Pre-Algebra Pre-Algebra Problem Solving	50 minutes each	• Using proportional relationships to solve logical and real-world problems • Operations with fractions, decimals, negative and positive integers and decimals, and simple algebraic expressions. • Converting descriptions of expressions in text and word problems to symbolic and algebraic representations. • Modeling problems with geometric figures • Describing two-dimensional slicing of three-dimensional figures • Solving problems using angle measures, area, surface area, and volume. • Fundamentals of probability
8	Regents Algebra I	50 minutes	• The structure of expressions, arithmetic with polynomials and rational functions • Creating equations based on word problems or described relationships • Solving equations and inequalities • Use functions to model situations and use multiple representations of functions to solve real-world and abstract problems

Science in the Middle Academy (6-8)

We will offer a daily course in Science (totaling 50 minutes daily) in addition to our daily STEAM course at the middle school grades. Our curriculum with be aligned to the Next Generation Science Standards and will deepen students' science understanding by developing and using scientific models, analyzing and interpreting data, and constructing explanations and designing solutions. During their time in the Middle

Academy will study the areas Physical Science, Life Science, Earth and Space Science, and Engineering, Technology and Applications of Science.

Voice and Empowerment in the Middle Academy (6-8)
During the Planning Year, the Head of School and Dean of Curriculum and Instruction will develop and finalize the school's Voice and Empowerment curriculum. We anticipate working closely with our strategic partners at The Sadie Nash Leadership project to develop a curriculum backwards-planned from their highly successful, evidence-based Sisterhood Academy curriculum. Sisterhood Academy in an intensive leadership development curriculum focused on supporting young women in developing their inherent leadership skills through intellectual and personal growth. The curriculum intentionally seeks to build community as well as question and redefine traditional notions of leadership through exploration of topics such as sisterhood, activism, identity, personal wellness, and social justice.

e. PROMOTION AND GRADUATION POLICY
Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. If the school will offer high school grades within the proposed charter term:

- *Describe the types of diplomas the school will offer along with the credit and other requirements for each;*
- *Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,*
- *Include any additional specific graduation requirements and the rationale for their selection*

The Kwenda Collegiate Girls promotion policy is designed to ensure that all students are firmly on the path to succeed to graduate from the college of their choice with courage to lead. Inherent in this mission is the expectation that all students demonstrate the necessary academic and character growth at each grade level that will continue to set them up for success.

Promotion Policy

We believe in the limitless potential of all of our students, and believe that all learners can achieve at high levels when proactively supported. We have a clear picture of our academic and behavioral expectations, and hold all students to the same level. We believe that the data-driven small group and individual instruction offered throughout the year will ensure that the vast majority of Kwenda Collegiate Girls students meet our expectations and are promoted to the next grade. We do, however, also recognize that our students will be coming to us with varying levels of academic preparation. In light of this, we do reserve the right to retain a student. These decisions will be made after intensive overview of academic performance, attendance, and overall participation in our academic program. All efforts will be made to avoid retention including multiple conferences with the family, teachers, student, and school leadership. These decisions will not be made lightly, but will always reflect what is in the best interest of the student. All final retention decisions will be made by the Head of School. More specifics on the considered components are included below.

Academics

At our core, Kwenda Collegiate Girls is an academic institution focused on preparing all students for success in rigorous high schools and four-year colleges and universities. We will use end of year grades and scores from end-of-course assessments in determining promotion and retention. In grades K-3, performance on the STEP assessment will also be a key metric. Proactive efforts will be made throughout

the year if it appears a student is in danger of retention. After each round of STEP assessments and interim assessments, teachers and school leadership will discuss students who are not meeting various benchmarks. This information will then be communicated to families and an action plan will be put in place. In our Middle Academy (6-8), students who have received below a 70% for a final grade in a course will be required to enroll in summer school. Students cannot enroll in summer school for more than two courses. A comprehensive assessment will be given at the conclusion of summer school, and, if a student receives a passing grade, he/she will earn promotion to the next grade. Kwenda Collegiate Girls reserves the right to amend criteria based on the accommodations outlined in a student's IEP.

Attendance

We hold an attendance expectation of 95% for the year. With our extended school year, this means that a student cannot have more than 10 unexcused absences during the year. While a student will not be retained based solely on attendance, it will be a factor considered in our decision-making. Just as we proactively intervene about academics, we will also be proactive about attendance. If a student has more than two unexcused absences in a quarter, a family conference will be held with a member of the Leadership Team.

f. PROGRAMMATIC AUDITS

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts.

The plan should include, but is not limited to, the:

- *Purpose and objectives; Areas to be audited; Schedule of events;*
- *Responsible persons, which may include outside consultants;*
- *Description of written end product;*
- *How and to whom such written end product will be disseminated; and,*
- *Any plans to hire outside consultants to perform such audits.*

We are committed to ongoing and consistent self-reflection and continuous improvement as an organization. We will work closely with Building Excellent Schools through Follow On Support, provided for the planning period and the first two years of school operation, to conduct an internal review of our progress as school. Kwenda Collegiate Girl's Follow-on Support coach will audit the school three times per year through a review of our academic achievement data, survey data, classroom, and school-wide observations. The coach will provide written and verbal feedback to the Head of School and support the Head of School in the implementation of this feedback. The structure of the following additional audits are informed by the practices of Forte College Preparatory Academy, Valence College Prep and comply with all relevant laws and regulations regarding annual audits.

Annual Report

Annually, we will systematically evaluate our progress through a comprehensive programmatic audit. The review will include analysis and study of our academic, stakeholder engagement, and financial metrics. In compliance with New York State Education Law § 2851(2)(f), we will capture the findings of our annual audit via an Annual Report that will be made available on our school's website and submitted for review to the SUNY Charter School Institute and New York State Department of Education.

- Financial health of our organization, based on revenues, expenses, and enrollment

- Academic health of the organization, including student assessment results and student growth measures
- The overall health of the organization and strategic planning based on key issues raised by our annual survey, including highlighted accomplishments and areas for growth of the previous year

Financial Audit

Each year, Kwenda Collegiate Girls Board of Trustees will hire an external contractor to perform a financial audit of the school. The Finance Committee of the Board will oversee the annual hiring of an external auditor to complete the annual financial audit and generate a report for the Board, the authorizer, and the public. The audit will be submitted to the New York State Education Department and the SUNY Charter Schools Institute by November and the Board will address any findings in a timely manner.

Board Self-Evaluation

The Board of Trustees will annually conduct an internal administrative audit, consisting of:

- Board of Trustees' self-evaluation
- Board of Trustees' review of the Head of School
- A review of stakeholder data from student, staff, and parent surveys

The Governance Committee of the Board will initiate both the Board's self-review and manage this process on an annual basis.

R-06g – Accountability Plan

Complete the Accountability Plan Template available on the Institute's website. The web page includes additional detail to assist the applicant in drafting the required SUNY Accountability Plan. This response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL

Accountability Plan

for the Accountability Period 2025-26 to 2029-30

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ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Index ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.
- As measured by the STEP assessment, at least 70% of Kindergarten students will be on a Step 3 by the end of the year, demonstrating first grade reading readiness.
- As measured by the STEP assessment, at least 80% of first grade students who have been enrolled in the school for at least one full year will be on a Step 6 by the end of the year, demonstrating second grade reading readiness.
- As measured by the STEP assessment, at least 90% of second grade students who have been enrolled in the school for at least two full years will be on a Step 9 by the end of the year, demonstrating third grade reading readiness.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4th – 8th grades will be above the target of 50.
- Each year, all students will average a growth of at least five percentile points on the Reading Comprehension section of the nationally norm-referenced NWEA MAP assessment, until the average percentile score reaches 85.
- Each year, 90% of students will grow a minimum of three Steps as measured by the STEP Assessment.

GOAL II: MATHEMATICS

Students will be proficient in mathematics.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4^{th} – 8^{th} grades will be above the target of 50.
- Each year, all students will average a growth of at least five percentile points on the math section of the nationally norm-referenced NWEA MAP assessment, until the average percentile score reaches 85.

GOAL III: SCIENCE

Students will be proficient in science.

Absolute Measures

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

Comparative Measures

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

GOAL IV: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

GOAL VI: HIGH SCHOOL GRADUATION

Request is not applicable.

GOAL VII: COLLEGE PREPARATION

Request is not applicable.

GOAL VIII: STEAM

Kwenda Collegiate Girls students will demonstrate confidence of voice and proficiency in STEAM.

Absolute Measure

- 85% of students will earn a rating of proficiency or higher on their capstone STEAM project and presentation at the end of each grade band (Grades 2, 5, and 8) as measured using a rubric scored by a panel of external evaluators.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: FISCAL RESPONSIBILITY

The school will demonstrate financial responsibility.

- Each year, the school will demonstrate that it meets or exceeds standards of generally accepted accounting principles (GAAP).
- Each year, the school will operate a mission-aligned, balanced budget.

GOAL II: ENROLLMENT

Kwenda Collegiate Girls will be fully enrolled, with high levels of attendance and re-enrollment.

- The school will meet projected enrollment targets and will maintain this class over the course of year.
- Of the students who successfully complete the year, 90% will re-enroll for the following year.
- The school will average a daily attendance rate of at least 95%.

GOAL III: FAMILY AND STUDENT SATISFACTION

Families will demonstrate satisfaction with the school's academic program and family communication.

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- 85% of families will report satisfaction with the academic program on an annual survey, with 85% of families responding.
- 85% of families will report satisfaction with the school's communication on an annual survey, with 85% of families responding.

Students will demonstrate satisfaction with the school's academic program and culture.

- 85% of students will report satisfaction with the school's academic program on an annual survey, with 90% of students responding.
- 85% of students will report satisfaction with the school's communication on an annual survey, with 90% of students responding.

GOAL IV: BOARD OF TRUSTEES

The Board of Trustees will provide effective and sound oversight of the school.

- The board will conduct a formal annual review of the school leader.
- The board will conduct an annual self-evaluation to assess strengths/weaknesses.
- The board will conduct a formal annual review of bylaws and policies.
- The board will conduct an annual review of organizational strengths/weaknesses.

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R-07ac - Calendar and Schedules

a. SCHOOL CALENDAR

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- *Total number of days of instruction for the school year including whole and half days;*
- *Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;*
- *First and last day of classes;*
- *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
- *All planned holidays and other days off, as well as planned half days; and,*
- *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

Kwenda Collegiate Girls has intentionally designed our annual calendar to support our mission and key commitment to ensuring all our young women achieve at the highest levels. Our proposed annual calendar, in **Figure 7a-1**, dictates dedicated time for intentional assessment, data review, and planning; intensive family engagement prior to the opening of school; ongoing opportunities for community building with families; and frequent opportunities for professional development and staff reflection. Our school year, which includes 185 days of instruction, is divided into quarters which frame our interim assessment and family conference schedules. The calendar includes 28 professional development days inclusive of five Data Days (or full days dedicated to analysis of student performance, grade-level trends and subsequent intervention planning). The calendar also reflects ten opportunities for family conferences and programming.

To ensure that our school launches with a strong start from Day 1, we have dedicated 20 days in the summer prior to the start of the school year for our **Kwenda Collegiate Girls Summer Institute.** The Institute is a high-leverage opportunity to build staff culture, build connections between staff and the community, and provide staff with ample opportunity to learn, practice and perfect our school's operational procedures, systems and routines (described further in **R-09c – Professional Development**). In addition to the 28 full days dedicated to staff professional development, we have included 36 abbreviated days to allow for a weekly professional development. Each Wednesday, students will be dismissed at 2:00pm so that school staff can come together for targeted coaching and development.

Our assessment and data cycles – driven by STEP and our internally created Math Interim Assessments are strategically followed by one of five **Data Days** where we will analyze assessment data and create targeted plans to address the data findings. We will also administer the NWEA MAP assessment in literacy and math three times (September, December, and June) throughout the year to analyze our annual academic growth of our scholars compared to the progress of their peers in schools across the nation.

In Academic Year 2027-2028, we will welcome our first class of third graders. Beginning in third grade we will implement **Saturday Academy** days throughout our school year. Saturday Academy will be a targeted intervention time to close gaps for our students through purposeful, small group instruction. These days will be highly recommended for students to attend, and will run for three hours, approximately 12 Saturdays during the year.

We believe it is crucial to our students' success to build strong, positive relationships with our families. Every enrolled Kwenda Collegiate Girls student will receive a **Home Visit** prior to the beginning of the school year. During this crucial time, we will begin deeper our connection with families, share any

pertinent operations or pending paperwork requests, and administer an initial STEP assessment. Over the course of the school year, we will host a variety of family events – aimed at dedicating time to showcase student performances and capstone projects, build consistent opportunities for families to connect with school leadership and provide services to families such as mobile health clinics or Know Your Rights seminars. We will host regular **Family Conferences** to meet with families one-on-one and discuss student performance.

Figure 7a-1: Proposed Kwenda Collegiate Girls Annual Calendar (Year 1 of Operation)

Kwenda Collegiate Girls 2025-2026 Academic Calendar

March 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days:

April 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days:

Key:

- Professional Development Days (No Students)
- First and Last Day of School for Students
- Vacation Days
- Assessment Days (STEP, Interim, MAP)
- Family Conferences/Events/Home Visits
- End of Quarter

Total Instructional Days: 185
Total Professional Development Days: 28

May 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days:
Professional Development Days:

June 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1		3	4	5	6	7
8	2	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional Days:
Professional Development Days:

Important Dates:

June 2: Start of Home Visits
July 17: End of Home Visits
July 28: Summer Professional Development begins (PD)
August 25: First Day of School (Quarter 1)
August 25-27: Early Dismissal (12:30)
August 28-September 2: STEP Assessment 1
September 1: Labor Day, No School
September 3: MAP BOY Assessment
September 18: Back to School Night
September 19: PD, No School
September 24: Math Interim Assessment (IA) 1
October 6-10: STEP Assessment 2
October 13: Indigenous Peoples Day, No School
October 14: PD/Data Day, No School
October 22: Family Event TBD
October 24: End of Quarter 1
October 29-30: Family Conferences
November 11: Veterans Day
November 19: Math IA 2
November 25-28: Thanksgiving Break, No School
December 1: PD, No School
December 4: Family Event
December 10: MAP MOY Assessment
December 15-19: STEP Assessment 3
December 23-January 1: Winter Break, No School
January 2: PD, No School
January 14: Math IA3, ELA IA 1
January 16: End of Quarter 2
January 20: Martin Luther King, Jr. Day, No School
January 21-22: Family Conferences
February 17: Presidents' Day
February 26: Family Event TBD
March 2-6: STEP Assessment 4
March 11: Math IA 4, ELA IA 1
March 13th: End of Quarter 3
March 12: End of Quarter 3
March 16-20: Spring Break, No School
March 23: PD Day, No School
April 1-2: Family Conferences
April 23: Family Event TBD
April 27: PD Day, No School
May 18-22: STEP Assessment 5
May 25: PD Day, No School
May 26: Memorial Day, No School
June 3: Math IA 5
June 5: End of Quarter 4
June 10: MAP EOY Assessment
June 11: Family Conferences
June 18: Last Day of School for Students
June 19: Juneteenth, School Closed
June 22: PD Day

July 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days:
Professional Development Days: 5

August 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 5
Professional Development Days: 15

September 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 20
Professional Development Days: 1

October 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 21
Professional Development Days: 1

November 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 15
Professional Development Days: 0

December 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 16
Professional Development Days: 1

January 2026

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 19
Professional Development Days: 1

February 2026

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Instructional Days: 19
Professional Development Days: 0

March 2026

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 16
Professional Development Days: 1

April 2026

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days: 21
Professional Development Days: 1

May 2026

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 19
Professional Development Days: 1

June 2026

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 14
Professional Development Days: 1

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- *A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;*
- *A table that clearly identifies the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,*
- *A sample student schedule for a typical week*

Our school's daily schedule operationalizes our commitment to ensuring every Kwenda Collegiate Girls student receives an education that provides the knowledge, skills, and academic courage for her to go wherever she wants to in life – from college, to the board room, to the White House. It allows for extended time across academies for students in literacy and mathematics, dedicated time for cross-disciplinary exposure to STEAM, and is anchored by daily opportunities to reinforce our school's core values, build community, and social emotional skill development.

Informed by the practice of our inspiration schools – Success Academies, Springfield Prep Charter School, Brooke Charter Schools, and Brooklyn Emerging Leaders Academy[1] - we have adopted an extended daily schedule to allow additional time in literacy and math. Across all academics, our typical school day (Monday, Tuesday, Thursday, Friday) instruction begins at 7:50am and ends and students are dismissed at 4:00pm. Keeping with our core commitment to coaching and developing our staff, we will operate on an abbreviated schedule on Wednesdays - with students being dismissed at 2:00pm to allow for a 2-hour schoolwide professional development and staff culture building.

Daily Schedule in the Lower Elementary Academy (K-2)

In the Lower Elementary Academy, our extended schedule provides for 180 minutes of literacy instruction and 90 minutes of math instruction daily. To support all learners and to maximize opportunities for intervention, our daily schedule includes Academy-wide literacy blocks each morning. From 8:20-10:10 each morning, all K-2 classrooms will be engaged in literacy instruction (Read Aloud, Guided Reading, Phonics, and Independent Reading). All students, regardless of grade level, will be grouped according to STEP level and will rotate across classrooms.

Figure 7b-1 outlines and describes the major components of our Lower Elementary Daily Schedule. More comprehensive descriptions of instructional components can be found in **R-06ad - Curriculum and Instruction.**

Figure 7b-1: Components of the Lower Elementary Daily Schedule

Block	Daily Minutes	Description
Arrival/ Breakfast	20 minutes	School doors open at 7:30. The Head of School will greet each student individually at the door upon arrival to the school. All students then

[1] Inspiration described further in R-6 – Curriculum and Instruction

		transition to their classrooms for breakfast. After eating breakfast, students will complete **Brain Breakfast**, or additional practice/spiraled review, designed to activate student thinking in preparation for the school day. According to STEP and exit ticket data, associate teachers will pull small groups of students during breakfast for small group tutoring and math/literacy drills.
Morning Meeting	30 minutes	Morning Meeting occurs daily (on Monday, Tuesday, Thursday and Friday) to anchor students in their classroom communities. A key component of **Responsive Classroom**[2] , Morning Meeting allows the classroom to start the day off in unity, calm and encouragement. During this time, students and teachers will greet each other by name, share information about important events in their lives and engage in a mini-lesson rooted in the school's core values. The last 10 minutes of Morning Meeting will be dedicated to Math Routines. During this time, Lower Academy students focus on Calendar Math or routine review of calendar skills, patterns, skip counting. On Wednesdays, Sisterhood Circle takes places during Morning Meeting. Students gather in a communal space This dedicated Academy-wide is designed to cement the school's identity, reinforce core values, celebrate achievement and drill academic skills. Sister Circle will kick off with designated students (who exemplify our school core values) leading their homerooms in an energizer. The Head of School will then lead students in an academic mini-lesson that drills academic skills and provides opportunities for students to practice public speaking and the habits of discussion. This time also allows the Head of School to model instructional strategies that will benefit both students and instructional staff. Sister Circle will close with the Kwenda Collegiate Girls cheer and inspiration for the school day.
Read Aloud	20 minutes	Daily interactive read aloud serves as a powerful opportunity for students to be immersed in rich, engaging texts above their independent reading levels and to be lost in the joyful theatrics and wonder of reading. During Interactive Read Aloud, teachers model the metacognitive skills and habits of strong readers – analyzing aloud the author's choices – while reading with fluency, inflection and excitement. Read Aloud books will be chosen according to their complexity of text structure and language as well their alignment with our core values and commitment to exposing our students to gender-responsive texts.
Small-Group Literacy Instruction	90 minutes	According to STEP level, students are grouped into guided reading groups of 8-10 students. Students cycle through three literacy rotations: ● Phonics ● Guided reading ● Independent reading/blended learning

[2] https://www.responsiveclassroom.org/what-is-morning-meeting/

Snack	15 minutes	Students eat a heathy snack in their classrooms and take a bathroom break. Associate teachers lead the class through an Energizer or brain break activity.
Physical Education	40 minutes	Students have time dedicated daily for physical education.
STEAM	40 minutes	STEAM Workshop weaves together STEM, the arts, and community service through multi-disciplinary thematic units. Aligned to the Next Generation Science standards, STEAM workshop uses a variety of learning modes – discovery learning, close reading, hands-on projects – for daily exposure to STEAM topics and build their digital literacy.
CGI Math	40 minutes	Cognitively Guided Instruction (CGI) deepens students conceptual understanding of math by exploring multiple solutions to relevant number story problems. Students use arrays and other visual representations to solve each problem. Students are then asked to present their solutions to the class for analysis.
Voice & Empowerment	20 minutes	The curriculum intentionally seeks to build community as well as question and redefine traditional notions of leadership through exploration of topics such as sisterhood, activism, identity, personal wellness, and social justice. In K-2, students will build the basic content, vocabulary and Habits of Discussion necessary to engage in more robust discussion in upper grades. The Lower Academy Voice and Empowerment experience will be our school's opportunity for daily touchpoints with the NY State K-12 Social Studies Framework.
Math Workshop	40 minutes	Math Workshop introduces and immerses students in new math topics and serves as the cornerstone of our math program. We will use TERC Investigations as our core program in Math Workshop. Math Workshop begins with brief spiraled review of fluency or counting strategies. This is followed by a mini-lesson during which the teacher models the skill and activity for the day. Students then work independently or in small groups (as partner games and activities are quite common in workshop) while teachers circulate and monitor student progress.
Writer's Workshop	40 minutes	In Writing workshop, teachers launch the class with an engaging mini-lesson before students are given time to practice. Teachers support our youngest writers through Shared and Interactive Writing in K-1 before students move on to writing longer pieces with more independence.
Shared Reading	30 minutes	In shared reading, students follow along with a copy of a text during read aloud and engage in discussion. Beginning in January of their kindergarten year, students will shift to also working on close reading. During close reading, teacher models finding the central idea of the text and analyzes the author choices to communicate the idea. By analyzing the moves of great writers, students sharpen their reading comprehension and writing skills. Students will also have exposure to close reading of non-fiction and informational

		humanities text during Voice and Empowerment as well as science texts in STEAM and Science.
Choice Time/ Intervention	30 minutes	Choice Time offers students structured choice time, where students practice what they have learned during other parts of the day, learn in more independent and hands-on ways, and learn to cooperate with others. Possible centers include Blocks Center, Dramatic Play, Reading Center, Math Center, and Computer Center. Centers change based on students' ability levels and needs. Over time, students learn to plan and track their time to meet weekly goals. This time can also be leveraged for intervention.
Closing Circle	15 minutes	At the end of every day, students will form a circle on the carpet and share in a group reflection on the day. This will include a reflection on our core values, shout-outs, and goal setting for the following day.

Figure 7b-2 provides the Lower Elementary instructional minutes, broken down by core content areas, and includes both regular and abbreviated day minutes. Annually, students in K-2 receive 1,267 hours of instruction.

Figure 7b-2: Lower Elementary Instructional Minutes

Content Area	Daily Minutes (M, T, Th, F)	Daily Minutes (Wednesday)	Weekly Minutes
Literacy	180	160	880
Mathematics	90	80	440
Science/STEAM	40	40	200
Social Studies	20	0	80
Physical Education	40	0	160
Intervention	30	0	120
Instructional	435	315	2,055
Annual Instructional Hours: 1,267			

Day in the Life of a 1st Grade Student at Kwenda Collegiate Girls

It's Tuesday. Zuri is walking the four short blocks from her apartment on Utica Avenue to school with her sister Asha, a senior in high school, close behind. Zuri strides confidently ahead, clasping her sister's hand tightly, her Kwenda Collegiate Girls backpack bouncing rhythmically against the back of her legs, it is 7:30am. As they approach the school, Asha releases Zuri's hand and helps her unzip her backpack. The bag, seemingly larger than life on Zuri's small frame, is rather empty – its only contents are a smaller book baggy with a two independent reading books and Zuri's Kwenda Collegiate Girls **Lifework** folder. Asha removes Zuri's Lifework folder, flips it over for a quick scan to ensure it has been signed, and hands the folder to Zuri who excitedly slips it under her right arm. Asha gives Zuri a peck on the cheek before heading towards the Church Avenue station on her way to school.

The Head of School, who is standing at the doorway of the school as Zuri approaches, extends her right hand to shake Zuri's hand and says, "There's my fellow lefty. Good morning, Zuri."

"Good morning, Ms. Perry," Zuri responds.

"Zuri, I am so glad to see you this morning. Our school wouldn't be the same without you."

Zuri giggles before slipping past Ms. Perry into the school building. She clutches her Lifework folder tight to her chest. As she enters the school, there is a large Compass design on the wall with the school's core values emblazoned overhead in large font: **Community. Curiosity. Courage. Compassion. Control Your Own Destiny.** As she walks up the lined hallway to her homeroom, Howard University, Zuri passes a wall adorned with photos – Sonia Sotomayor, Marley Dias, Oprah Winfrey, Shirley Chisolm. Zuri gives the last photo a lingering glance. "She looks so much like Aunt Tanya," Zuri always thinks as she rounds the corner to Howard.

When Zuri arrives at her classroom, one of her teachers, Ms. Scott, is greeting students at the door. Zuri waits in line quietly until it's her turn. "Good morning, Zuri."

"Good morning, Ms. Scott."

Today, Ms. Scott has a set of index cards on a key ring in her hands. As she sifts through the cards, she asks, "How are you this morning, Zuri?".

"I am so excited, Ms. Scott. It's Tuesday. How are you?"

"You're right, Zuri. It is. I am feeling hopeful today, thank you for asking. Did Asha get her internship?"

"Yes, she starts it today and I get to stay for Homework Kidz at the YMCA until she can pick me up."

"Fantastic. Okay, Zuri, a few quick Heart Words." She flips the cards asking for Zuri to read the sight words. Zuri zips through the first three words but pauses at the fourth word.

"Tink?"

"Watch my mouth when I say it." Ms. Scott points to her chin and draws out the beginning blend.

"Thhhh---'th' makes the 'thhhh' sound. Now you try."

"Thhh. Thhhh-ink. Think."

Ms. Scott gives Zuri a high five and the pair shuffle through a few more Heart Words before Zuri heads into her classroom.

Zuri hangs her backpack and her cardigan in her cubby. She walks over to the Guided Reading table and places her Lifework folder in the designated bin. She then heads over to the front of the classroom to a small cart near the Read Aloud chair. There are popsicles sticks each with a different student's name each affixed by a magnet to the front of the cart. Zuri finds her name and grabs her popsicle stick. On top of the cart are three small metal buckets each with a picture of a lunch option for the day: Red Beans and Rice and a Roll, Chicken Breast and Baked Potato Wedges, or a Sun Butter and Jelly Sandwich. Zuri places her popsicle stick in the Sun Butter and Jelly Sandwich bucket and takes her seat at the green table.

At her seat, she finds her breakfast has been laid out for her along with her **Brain Breakfast** – a spiraled math review in side of a plastic laminated folder – along with a dry erase marker and small eraser. The room is quiet and soft music plays as the class enjoys breakfast. Zuri eats her breakfast and then starts on

her Brain Breakfast sheet. While Ms. Scott is at the door greeting students, Mr. Tookes, the other Howard teacher circulates around the room. For those students already working on Brain Breakfast, he takes note of their progress on his clipboard and crouches down to give support as necessary. He check-ins in briefly with students who are still eating breakfast. He crouches down by Zuri's desk and greets her.

At 7:47, it is time for "Last Bites". This week, one of Zuri's classmates, Hannah is the breakfast clean-up helper. She wheels the trash can over to each table and her classmates place their trash inside. After her trash is cleared, Zuri places her plastic folder, capped dry erase marker and eraser in her seat sack pocket on the back of her chair.

Ms. Scott begins inviting tables by color to join her on the rug for **Morning Meeting**. She is looking for tables that are completely clean and whose students have put away their Brain Breakfast materials. She knows tables are ready when students have voices off and are tracking her. Zuri's table joins the rest of the class at the rug. Students are sitting in a Circle along with Ms. Scott. Ms. Scott greets the class, "Good morning, Howard University!"

"Good morning, Ms. Scott and Mr. Tookes!" the class responds in unison. Mr. Tookes who is stacking the breakfast caddies for the Operations team to pick up before moving to setting the classroom for **Small Group Literacy Instruction**, waves to the class.

The class moves into the Greeting and Weather Check-in as Ms. Scott passes around the Talking Stick – a decorated pointer the class also uses during Calendar Math. The students pass the Talking Stick around the Circle, each student stopping to greet the class and share their mood this morning. Today, the class is greeting each other in Spanish. When the Talking Stick gets to Zuri, she exclaims, "Buenos Dias!". The class responds, "Hola Zuri!". Zuri then shares that she is "feeling Sunny" that day because she got to play outside with her cousin last night after reading with Asha. The class continues this pattern until all students have been greeted individually and have shared their mood. The class then moves into News Stories. Ms. Scott invites 3 students to share any important news in their life. Each day, a different 3 students presents according to the weekly tracking poster at the front of the room. Zuri listens intently as her classmates share their updates. She claps along with the class when Olivia shares her new puppy is finally officially potty trained.

The class then launches into a discussion around their core value of focus – "Compassion". Ms. Scott thinks aloud trying to remember the meaning of the word "dignity" that the class learned last week. Students raise their hands excitedly to share their thoughts. After some discussion, the class agrees that dignity is the right we all have to be treated with honor a respect because we each are so valuable. Ms. Scott reminds the class that Compassion starts with recognizing that everyone has dignity. The class then moves from their Circle to their designated Rug Rows. Zuri moves to her spot, the third square from the font in the purple row. The class then watches "The Present" a four-minute digital short that chronicles the first meeting of a young boy with a physical disability and his dog who he learns also has a physical disability.

In Turn-and-Talk Partners, the class discusses how the boy in the video displayed, and did not display, Compassion. Zuri comments to her partner, Adelaide, that she thinks the boy showed Compassion when he realized the dog was sad because he was being ignored so the boy took him out to play. She mentions that she thinks the boy was Off-Compass at the beginning of the short because he was being selfish and treating the dog badly. At 8:10, the class begins the "Days of the Week" cheer and works together as a class to name the day's date and day of the week

At 8:20, Ms. Scott moves to the big reading chair at the front of the room. It is time for **Read Aloud.** Today, the class is reading *Up Home* by Shauntay Grant. The book, written as an extended poem, tells the story of a young girl who is discovering her family's history and their rich connection to the community she grew up in. Ms. Scott pauses throughout to story modeling how she is using the book's pictures and other context clues to make inferences on what the young girl may discover next.

At 8:38, Ms. Scott and Mr. Tookes gives each student a lanyard to wear – some students have a lanyard that has a card with picture of a young woman Engineer, some have a Community Organizer lanyard, some have a Architect lanyard, and some have a Zoologist lanyard. All the lanyards are in the same Howard University blue to designate the student's homeroom. Zuri is in the Architect group and slips her lanyard around her neck – on the back of her lanyard there is a sticker for Medgar-Evers College. She is going to be working with Ms. Williams and Mr. Bailey in Medgar-Evers today. At 8:40, all Kwenda Collegiate Girls K-2 classroom moves to Literacy Rotations. Mr. Tookes asks all Architects to line up by the door where they are met by Mr. Bailey. Mr. Bailey walks the Architects across the hall to Medger Evers. Once in Medger Evers, Mr. Bailey asks her to sit in chair 2 at the **Guided Reading** table with Ms. Williams for her first literacy rotation. Davida, a 2nd grader from Wellesley who lives across the street from Zuri, is in chair 3. Zuri and Davida clasp hands excitedly before jumping into the Guided Reading lesson with Ms. Williams. The students will be taking their STEP test next week to show how much they have grown their brains, and today, Ms. Williams dedicates most of the time to individual or partner practice on specific skills. Today, Zuri is working on cross checking. She has been working on this with Ms. Williams for a few weeks and feels confident that she will move up a STEP next week.

Next, Zuri's moves to Mr. Bailey's group for **Phonics.** Zuri loves Phonics because the group gets to practice on the rug with their Blending Pocket. At 9:40, Zuri moves to **Independent Reading**. She pulls up a red reading rocker and dives into a book until Mr. Bailey calls for the Howard Architects to line up for the end of Literacy Rotations at 10:10.

Zuri waits patiently at the Howard doorway with her line as the Columbia Zoologists file out Howard back to their homeroom. Once back in Howard, Zuri finds her seat at the green table. Ms. Scott is handing out snack. Once everyone has their snack, Mr. Tookes leads the class in a Math Routines energizer. Students stand beside their desks. Mr. Tookes quickly shows a two-digit number via Ten Frame cards. He turns the cards back over and asks students to think about what number they saw represented. When a student thinks they know the number they stretch their arms as high as they can towards the ceiling. Mr. Bailey calls on a student to answer and the other students show that they agree or disagree by holding an thumbs up or thumbs down to their chest. Zuri gets up on her tippy toes in excitement when she recognizes the number. Ms. Scott walks dismisses table to the bathroom over the course of break. Ms. Gonzalez, one of the school's Culture Coordinators, is facilitating the bathroom transition in the hallway.

The class begins **Math Workshop** at 10:25. Mr. Tookes leads Math Workshop. Today the class is working on measurement. Mr. Tookes shows the class a long pencil over the Document Camera. He has two tools to measure the pencil – counting cubes and inch tiles. He is wondering if he measures the pencil with the small cubes and then with the inch tiles if he will use the same number of cubes and tiles. He challenges the class to think about ways you can accurately measure the length of an object? What do they think will happen if these use different units (e.g. cubes vs tiles) to measure the same object? Students work in pairs to measure an object at their tables with their own sets of cubes and tiles and taking note of their observations. Both Mr. Tookes and Ms. Scott circulate around the room crouching down by pairs to ask them about their strategies. While Zuri likes Math, today her mind is on the YMCA and how excited she is for that afterschool program. She is a bit off-task during Workshop using her cubes to show her partner,

Lucy, how she plans to zoom around the gym at YMCA. Mr. Tookes is finishing up with another table nearby and spots Zuri's animated reenactment. He straightens up and says "Woah, I forgot for a minute that I was in a first grade classroom. So many of us are SO focused on using our cubes to *measure* this object. You are being so curious about today's big question." Lucy realizes she needs to get back to measuring but Zuri is wrapped up in her cube play and is now pretending the longer tiles and cubes are trucks running into each other. Mr. Tookes finishes with his table and approaches Zuri's table.

"Green table!" He exclaims. "You are really growing your brains by…" He stops talking abruptly. Zuri snaps out of her daydream and locks eyes with Mr. Tookes who is looking at her intently.

She puts down her cubes. Mr. Tookes continues "…You are really growing your brains by measuring the object with cubes first and then trying with the tiles." Zuri gets back to work. Mr. Tookes conferences with the adjacent Blue table but glances up to ensure Zuri is staying on course. He makes his way to Zuri and Lucy. He asks about what they have noticed and how their answers compare. Before moving on to the next table, he stops by Zuri and whispers, "You jumped right back into measuring and got back on Compass. You recognized right away that best way to Control Your Own Destiny in Math is to focus on your practice and not to let yourself get distracted again. I'm proud of you Zuri." After practice, Mr. Tookes has a few students share how they approached measuring. The period ends with an exit ticket, students must measure a picture of a pencil with different units and write what they notice about the measurements.

Math Workshop ends at 11:05. The Operations Manager comes by with the class' lunches on a cart. Zuri digs into her Sunbutter and Jelly sandwich and talks with her neighbor. The class then heads up to the rooftop for recess. Zuri zooms around the playground with her friend, Alaia from Medger Evers. She stretches her arms out wide and pretends she a plane.

At 11:45, it is time for **Voice and Empowerment**. Zuri has been waiting for this class since her walk to school this morning. It's Tuesday. Today, the class is sitting in a circle and discussing their family histories and building out their family trees. Ms. Scott shares she call her mom's best friend her "Aunt" even though they are not really related. Her aunt supported her so much when she was a little girl so Ms. Scott thinks of her as family. She is proud to include her on her family tree. It is Tuesday, so the last 5 minutes of Voice and Empowerment is dedicated to taking class nominations for Student Recognition during tomorrow's schoolwide Sisterhood Circle. This week they are nominating students that have shown Compassion. Zuri's hand shoots straight up. Ms. Scott smiles and calls on her.

"I would like to nominate Olivia for Compassion. Last week during Circle when I shared my mom was sick again Olivia and her mom walked to my apartment after school that day to check on me and Asha. They brought patties for dinner and Olivia even brought her puppy for us to play with outside." As is customary for nominations, Zuri turns to Olivia and thanks her directly.

STEAM begins at 12:05 after Voice and Empowerment. Today, the class is on their 2nd day of their project cycle. This unit, the first grade has been learning about families, their history and how families communicate even if they are long distances apart. This week's STEAM project has the students working on building a device that would allow them to communicate with the other first grade class, or "family" across the hall without using any electricity. Zuri's class in on the second step of the Engineering Design Process – "research". The STEAM team teacher, Ms. Boswell[3], is having students generate a list of

[3] In Y1 of operation, Associate Teachers will teach STEAM. In Y2 and beyond, we will have a dedicated content specialist teaching STEAM.

questions the class needs to answer before that can design and build their device. As students share out questions aloud she records them on an anchor chart. Zuri shares, "We need to answer the question: how far away is the other classroom?" Ms. Boswell smiles and adds it to the chart.

At 12:45, it is time for **CGI Math**. Ms. Scott and Mr. Tookes co-teach CGI. Zuri works in Ms. Scott's group to solve the day's story problem with her unifix cubes. Ms. Williams picks two students to present their strategies for solving to the class. After CGI at 1:25, Ms. Julien, one the Physical Education teachers picks up Howard to transition to **Physical Education**. During PE, the students play Alligator Swamp. It is one of Zuri's favorite activities because she loves that the class gets to race against each other.

Writers' Workshop begins at 2:05. Today the class is working on capturing and describing a family event in sequential order. Zuri is telling the story of the time she and her mom took the train into the city for the big Christmas tree lighting. She is working on her "next" session by adding a photo to describe what she saw in Manhattan. At 2:45, the class moves to **Close Reading**. This week Zuri and her classmates are reading a fable called "The Camel Dances". The class is analyzing how the author uses dialogue to show the reader about the character's personalities and motivations.

At 3:15, it is time for **Choice Time**. Zuri heads to the Makey Invention kit station. Today she is designing a touch pad to connect to the internet with PlayDoh. During Choice Time, Mr. Tookes and Ms. Scott check-in with individual students. When Ms. Scott check-in with Zuri they talk through moments of the day Zuri felt like she was On-Compass or Off-Compass. Ms. Scott writes these reflections in Zuri's communication log in her Lifework folder. The check-in lasts no more than three minutes.

At 3:15, it is time for **Closing Circle**. Students pack up their belongings and form a Circle on the rug. They share gratitude with each other, share shout-outs, and what they are looking forward to tomorrow. At 4:00, Mr. Washington comes to the door to walk the YMCA students to the van. Zuri puts on her backpack and joins the line. She can't wait to get to the YMCA, finish her homework, and play in the gym until Asha picks her up.

Figure 7b-3 provides the Lower Elementary proposed daily schedule for Monday, Tuesday, Thursday, Friday.

Figure 7b-3: Daily Lower Elementary Schedule (M, T, TH, F)				
Time	**K – Spelman**	**K - Columbia**	**1st – Howard**	**1st – MEC**
7:30-7:50	**Arrival/Breakfast**			
7:50-8:20	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**
8:20 – 8:40	**Read Aloud**	**Read Aloud**	**Read Aloud**	**Read Aloud**
8:40 – 10:10	**Small Group Literacy Instruction**	**Small Group Literacy Instruction**	**Small Group Literacy Instruction**	**Small Group Literacy Instruction**
10:10– 10:25	**Snack**	**Snack**	**Snack**	**Snack**
10:25 – 11:05	**Physical Education**	**STEAM**	**Math Workshop**	**Math Workshop**
11:05-11:45	**Lunch / Recess**			
11:45-12:05	**Voice & Empowerment**	**Voice & Empowerment**	**Voice & Empowerment**	**Voice & Empowerment**
12:05-12:45	**Math Workshop**	**Math Workshop**	**STEAM**	**Physical Education**
12:45-1:25	**STEAM**	**Physical Education**	**CGI Math**	**CGI Math**
1:25-2:05	**CGI Math**	**CGI Math**	**Physical Education**	**STEAM**
2:05-2:45	**Writer's Workshop**	**Writer's Workshop**	**Writer's Workshop**	**Writer's Workshop**
2:45-3:15	**Shared Reading**	**Shared Reading**	**Close Reading / Shared Reading**	**Close Reading / Shared Reading**

3:15-3:45	Choice Time/ Intervention	Choice Time/ Intervention	Choice Time/ Intervention	Choice Time/ Intervention
3:45-4:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle
4:00-4:15	Dismissal			

Figure 7b-4 provides the Lower Elementary's proposed schedule for Wednesdays (abbreviated for professional development).

Figure 7b-4: Lower Elementary Schedule (Wednesday)				
TIME	**K – Spelman**	**K- Columbia**	**1st – Howard**	**1st – MEC**
7:30 - 7:50	Arrival / Breakfast			
7:50-8:20	Sisterhood Circle	Sisterhood Circle	Sisterhood Circle	Sisterhood Circle
8:20-8:40	Read Aloud	Read Aloud	Read Aloud	Read Aloud
8:40-10:10	Small Group Literacy Instruction	Small Group Literacy Instruction	Small Group Literacy Instruction	Small Group Literacy Instruction
10:10– 10:20	Snack	Snack	Snack	Snack
10:20-11:00	Writer's Workshop	STEAM	Math Workshop	Math Workshop
11:00-11:40	Lunch / Recess			
11:40-12:20	Math Workshop	Math Workshop	STEAM	Writer's Workshop
12:25-1:05	STEAM	Writer's Workshop	CGI Math	CGI Math
1:05-1:45	CGI	CGI	Writer's Workshop	STEAM
1:45-2:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle
2:00-2:15	Dismissal			

Daily Schedule in the Upper Elementary Academy (3-5)

In the Upper Elementary Academy, our extended schedule provides for 140 minutes of literacy instruction and 80 minutes of math instruction daily. Literacy instruction in the Upper Elementary grades includes Guided Reading, Novel Study, Writer's Workshop, and Humanities. In alignment with our STEAM focus, student students will have 30-minutes of Science four times per week and 30 minutes of STEAM daily. Students will have also Choice Time and Intervention for 30-minutes daily.

Figure 7b-5 outlines and describes the major components of our Upper Elementary Daily Schedule. More comprehensive descriptions of instructional components can be found in **R-06ad - Curriculum and Instruction.**

Figure 7b-5: Components of the Upper Elementary Daily Schedule		
Block	**Daily Minutes**	**Description**
Arrival/ Breakfast	20 minutes	School doors open at 7:30. The Head of School will greet each student individually at the door upon arrival to the school. All students then transition to their classrooms for breakfast. After eating breakfast, students will complete **Brain Breakfast**, or additional practice/spiraled review, designed to activate student thinking in preparation for the school day. According to STEP and exit ticket data, associate teachers will pull small groups of students during breakfast for small group tutoring and math/literacy drills.

Morning Meeting	30 minutes	Morning Meeting occurs daily (on Monday, Tuesday, Thursday and Friday) to anchor students in their classroom communities. A key component of Responsive Classroom[4], Morning Meeting allows the classroom to start the day off in unity, calm and encouragement. During this time, students and teachers will greet each other by name, share information about important events in their lives and engage in a mini-lesson rooted in the school's core values. The last 10 minutes of Morning Meeting will be dedicated to Math Routines. During this time, Lower Academy students focus on Calendar Math or routine review of calendar skills, patterns, skip counting. On Wednesdays, Sisterhood Circle takes places during Morning Meeting. Students gather in a communal space This dedicated Academy-wide is designed to cement the school's identity, reinforce core values, celebrate achievement and drill academic skills. Sister Circle will kick off with designated students (who exemplify our school core values) leading their homerooms in an energizer. The Head of School will then lead students in an academic mini-lesson that drills academic skills and provides opportunities for students to practice public speaking and the habits of discussion. This time also allows the Head of School to model instructional strategies that will benefit both students and instructional staff. Sister Circle will close with the Kwenda Collegiate Girls cheer and inspiration for the school day.
Science	30 minutes	Our science curriculum is aligned to the New York State P-12 Science Learning Standards, as well as the Grade 4 Elementary-Level Science Test. We will adopt the FOSS Next Generation elementary curriculum, as well as the deeper learning instructional model to ensure that students are deepening their cross-curricular connections across math, science, and close reading of informational texts.
Guided Reading	40 minutes	Guided reading is an opportunity for students to practice reading comprehension skills modeled during read aloud with in small groups differentiated by STEP level. Students drive towards a daily reading purpose or objective with an appropriately level book. In the Upper Elementary Academy, students deepen comprehension and analysis understanding.
Snack	15 minutes	Students eat a heathy snack in their classrooms and take a bathroom break. Associate teachers lead the class through an Energizer or brain break activity.
Novel Study	30 minutes	Students read and analyze a novel together as a class. We will adopt a novel study curriculum modeled after Springfield Prep Charter School. Students hone their Habits of Discussion and deepen their ability to use text-based evidence through facilitated Book Talks – or rich-text based discussions with the class. We will audit our booklists to ensure alignment with our commitment to being gender-responsive and culturally relevant. Students will respond to texts in a variety of writing formats and their work will be iterated in

[4] https://www.responsiveclassroom.org/what-is-morning-meeting/

		Writer's Workshop (described below). On Wednesday, Novel Study will be truncated to 30 minutes and will be dedicated to independent reading and intervention.
Physical Education	40 minutes	Students have time dedicated daily for physical education.
STEAM	30 minutes	STEAM Workshop weaves together STEM, the arts, and community service through multi-disciplinary thematic units. Aligned to the Next Generation Science standards, STEAM workshop uses a variety of learning modes – discovery learning, close reading, hands-on projects – for daily exposure to STEAM topics and build their digital literacy.
CGI Math	40 minutes	Cognitively Guided Instruction (CGI) deepens students conceptual understanding of math by exploring multiple solutions to relevant number story problems. Students use arrays and other visual representations to solve each problem. Students are then asked to present their solutions to the class for analysis.
Voice/ Empowerment	30 minutes	The curriculum intentionally seeks to build community as well as question and redefine traditional notions of leadership through exploration of topics such as sisterhood, activism, identity, personal wellness, and social justice.
Math Workshop	40 minutes	Math Workshop introduces and immerses students in new math topics and serves as the cornerstone of our math program. We will use TERC Investigations as our core program in Math Workshop. Math workshop begins with brief spiraled review of fluency or counting strategies. This is followed by a mini-lesson during which the teacher models the skill and activity for the day. Students then work independently or in small groups (as partner games and activities are quite common in workshop) while teachers circulate and monitor student progress.
Writer's Workshop	30 minutes	In Writing workshop, teachers launch the class with an engaging mini-lesson before students are given time to practice and write independently. Teachers support students during independent writing by circulating and providing feedback to students either individually or in small groups. Teachers also conference with students, supporting them in revising their writing. Writing assignments are aligned to the student course of study in Novel Study and Voice and Empowerment.
Humanities	40 minutes	Humanities is rooted in a dedicated daily social studies course. We will use an internally created curriculum aligned to the New York State K-12 Social Studies Framework with a special focus on civic engagement and social justice. An overview of key thematic elements in the Upper Elementary social studies curriculum is provided below: ● Third grade: "Communities Around the World," introduces students to the concept of being a "global citizen" ● Fourth grade: New York State's history and government ● Fifth grade: Western Hemisphere, history of cultures and civilizations over time.

Choice Time/ Intervention	30 minutes	Choice Time offers students structured choice time, where students practice what they have learned during other parts of the day, learn in more independent and hands-on ways, and learn to cooperate with others. Possible centers include Blocks Center, Dramatic Play, Reading Center, Math Center, and Computer Center. Centers change based on students' ability levels and needs. Over time, students learn to plan and track their time to meet weekly goals. This time can also be leveraged for intervention.
Closing Circle	15 minutes	At the end of every day, students will form a circle on the carpet and share in a group reflection on the day. This will include a reflection on our core values, shout-outs, and goal setting for the following day.

Figure 7b-6 provides the Upper Elementary instructional minutes, broken down by core content areas, and includes both regular and abbreviated day minutes. Annually, students in grades 3-5 received 1,267 hours of instruction.

Figure 7b-6: Upper Elementary Instructional Minutes			
Content Area	**Daily Minutes (M, T, Th, F)**	**Daily Minutes (Wednesday)**	**Weekly Minutes**
Literacy	140	130	690
Mathematics	80	80	400
Science/STEAM	60	30	270
Social Studies	30	30	150
Physical Education	40	0	160
Intervention	30	0	120
Instructional	435	315	2,055
Annual Instructional Hours: 1,267			

Figure 7b-7 details the school's proposed Upper Elementary daily schedule on Monday, Tuesday, Thursday, Friday.

Figure 7b-7: Daily Upper Elementary Schedule (M, T, Th, F)			
TIME	**3rd Grade**	**4th Grade**	**5th Grade**
7:30 – 7:50	**Arrival / Breakfast**		
7:50 - 8:20	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**
8:20 – 8:50	**Science**	**Science**	**Science**
8:50-9:30	**Guided Reading**	**Guided Reading**	**Physical Education**
9:30-10:00	**Novel Study**	**Voice & Empowerment**	**STEAM**
10:00-10:30	**Voice & Empowerment**	**STEAM**	**Voice & Empowerment**
10:30-10:45	**Snack**	**Snack**	**Snack**
10:45-11:15	**STEAM**	**Novel Study**	**Novel Study**
11:15-12:05	**Humanities**	**Humanities**	**Humanities**
12:05-12:45	**Lunch/Recess**	**Lunch/Recess**	**Lunch/Recess**
12:45-1:25	**Physical Education**	**CGI**	**CGI**
1:25-2:05	**CGI Math**	**Physical Education**	**Guided Reading**
2:05-2:35	**Writer's Workshop**	**Writer's Workshop**	**Writer's Workshop**
2:35-3:15	**Math Workshop**	**Math Workshop**	**Math Workshop**
3:15-3:45	**Choice Time/ Intervention**	**Choice Time/ Intervention**	**Choice Time/ Intervention**

3:45-4:00	Closing Circle	Closing Circle	Closing Circle
4:00-4:15	Dismissal		

Figure 7b-8 details the school's proposed Upper Elementary Wednesday schedule (abbreviated for professional development).

Figure 7b-8: Upper ElementaryAbbreviated Schedule (Wednesday)			
TIME	**3rd Grade**	**4th Grade**	**5th Grade**
7:30 – 7:50	Arrival / Breakfast		
7:50 - 8:20	Community Circle		
8:20-9:00	Guided Reading	Guided Reading	Guided Reading
9:00-9:30	Novel Study	STEAM	Novel Study
9:30-10:00	STEAM	Novel Study	Humanities
10:00-10:30	Humanities	Humanities	STEAM
10:30-10:45	Snack	Snack	Snack
10:45-11:25	CGI	CGI	CGI
11:25-12:05	Math Workshop	Math Workshop	Math Workshop
12:05-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:15	Writer's Workshop	Writer's Workshop	Writer's Workshop
1:15-1:45	Voice and Empowerment	Voice and Empowerment	Voice and Empowerment
1:45-2:00	Closing Circle	Closing Circle	Closing Circle
2:00-2:15	Dismissal		

Daily Schedule in the Middle Academy (6-8)

In the Middle School Academy, we transition to a content-expert teacher-model, where students will have one teacher for each core content area – English Language Arts, Mathematics, science/STEAM, and Humanities/Voice & Empowerment. Our extended school day model allows for 150 minutes of literacy, 100 minutes of mathematics, 50 minutes of science and humanities each, and 50 minutes of steam (twice per week) daily.

Figure 7b-9 outlines and describes the core content classes of our Middle School daily schedule. More comprehensive descriptions of instructional components can be found in **R-06ad - Curriculum and Instruction.**

Figure 7b-9: Components of the Middle Academy Daily Schedule		
Block	**Daily Minutes**	**Description**
Literacy	100	Literacy in the Middle School Academy is broken into 50-minutes of Literature and 50-minutes of Writing daily. Built from the ELA curriculum at Brooke Charter Schools, we focus on rich text-based discussion during which our young women critically analyze big ideas in texts – cementing confidence of voice through spirited debate rooted in complex text; Voracious reading – exploring the world through novel study as well as short fiction, poetry, and non-fiction analysis; and Refining the voice of our students as writers – expressing ideas through writing in authentic voice in creative writing as well as persuasive and informative writing
Math	100	The Middle School Academy courses have a dual-focus: (1) Math Procedures (skills) and (2) Math Problem Solving (application). To

		build upon Math Workshop in the Lower and Upper Elementary Academies, our Math Procedures courses will be rooted in EngageNY. Math courses will evolve into Pre-Algebra (7th grade) and Algebra 1 (8th grade).
Science	50	Our curriculum with be aligned to the Next Generation Science Standards and will deepen students' science understanding by developing and using scientific models, analyzing and interpreting data, and constructing explanations and designing solutions. During their time in the Middle Academy will study the areas Physical Science, Life Science, Earth and Space Science, and Engineering, Technology and Applications of Science.
STEAM	50	Students will continue to deepen cross-curricular understanding through STEAM. In the Middle Academy, STEAM will be structured around introductory units to the STEAM pathways students may encounter in college preparatory high schools across New York City.
Humanities	50	Students will dive deep into global history, US history and World History over the course of their time at the Middle Academy.

Figure 7b-10 details the Middle School instructional minutes each week which equate to 1,341 hours of instruction annually.

Figure 7b-10: Middle Academy Instructional Minutes			
Content Area	**Daily Minutes (M, T, Th, F)**	**Daily Minutes (Wednesday)**	**Weekly Minutes**
Literacy	150	100	700
Mathematics	100	100	500
Science/STEAM	50 (Sci), 50 2x/week (STEAM)	0	300
Social Studies	30)	30	150
Physical Education	50 (2x/week)	0	100
Intervention	30	0	120
Instructional	460	335	2,175
Annual Instructional Hours: 1,341			

Figure 7b-11 details the school's proposed Middle School Daily (M, T, Th, F).

Figure 7b-11: Middle Academy Schedule (M, T, Th, F)		
Time	**Stanford**	**Wellesley**
7:30-7:50	**Arrival/Breakfast**	
7:50-8:20	**Advisory**	**Advisory**
8:20-9:10	**Enrichment/STEAM**	**Literature**
9:10-10:00	**Math**	**Writing**
10:00-10:50	**Math Problem Solving**	**Science**
10:50-11:05	**AM Break**	**AM Break**
11:05-11:55	**Literature**	**Math**
11:55-12:45	**Writing**	**Math Problem Solving**

12:45-1:10	Lunch	Lunch
1:10-2:00	Humanities	Enrichment/STEAM
2:00-2:50	Science	Humanities
2:50-3:20	Voice & Empowerment	Intervention
3:20-3:50	Intervention	Voice & Empowerment
3:40-4:00	PM Advisory	PM Advisory
4:00-4:15	Dismissal	

Figure 7b-12 details the school's proposed Middle School Wednesday schedule (abbreviated for professional development).

Figure 7b-12: Middle Academy Abbreviated Day Schedule (Wednesday)		
Time	Stanford	Wellesley
7:30-7:50	Arrival/Breakfast	
7:50-8:50	Sisterhood Circle	Sisterhood Circle
8:50-9:40	Literature	Math Procedures
9:40-10:30	Writing	Math Problem Solving
10:30-10:40	AM Break	AM Break
10:40-11:30	Math Problem Solving	Writing
11:30-12:20	Math Procedures	Literature
12:20-12:45	Lunch	Lunch
12:45-1:00	PM Advisory	PM Advisory
1:00-2:00	Enrichment	
2:00-2:15	Dismissal	

c. SAMPLE TEACHER SCHEDULE

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- *Length of teachers' work day; Time devoted to core teaching assignments, planning, and other activities; and,*
- *A brief scenario describing a typical teacher day and week.*

Lower Elementary Academy (K-2)

In the Lower Academy, all K-2 classrooms have two dedicated teachers. In Year 1, Physical Education is supported by a combined role or .5 Physical Education Teacher and .5 Student Culture Coordinator. In Year 1, STEAM is taught by the Associate Teacher. In Year 2, we plan to hire a full time Physical Education teacher and a full time STEAM teacher. The two-teacher model in K-2 allows our school to maximize student exposure to small group instruction specifically in Literacy rotations where student-to-teacher ratios will not exceed 9:1. At every grade level, we will have one Integrated Co-Teaching classroom with one Special Education Teacher and one General Education Teacher. The other classroom at the grade level will include one Lead Teacher and one Associate Teacher.

Our teacher work day starts at 7:00 AM each day and ends at 4:45 PM. Lead K-1 Teachers have 150 minutes of planning while Associate teachers have 170 minutes of planning during the typical day (M, T, TH, F). All Lead teachers have planning time during Physical Education and STEAM. In Year 1, all Associate Teachers will have planning during Physical Education and Voice and Empowerment. In Year 2, Associate Teachers will also be relieved during STEAM. All Lead and Associate teachers will be relieved for Lunch and Recess. STEAM and Physical Education teacher teach their respective] courses and support homeroom teachers throughout the day – providing coverage during Lunch and Recess. **Figure 7c-1** provides an overview of the typical Monday, Tuesday, Thursday, Friday K-2 Teacher schedule.

Figure 7c-1: Sample Lower Elementary Teacher Schedule (M, T, TH, F)			
TIME	**K – Spelman**	**Lead Teacher**	**Associate Teacher**
7:00	Teacher Arrival		
7:20-7:50	**Arrival / Breakfast**	**Coverage**	**Coverage**
7:50-8:20	**Morning Meeting**	**Lead Teacher**	**Support Teacher**
8:20 – 8:40	**Read Aloud**	**Lead Teacher**	**Support Teacher**
8:40-10:10	**Small Group Literacy Instruction**	**Lead Literacy Group 1**	**Lead Literacy Group 2**
10:10– 10:25	**Snack**	**Coverage**	**Coverage**
10:25 – 11:05	**Physical Education**	**Planning**	**Planning**
11:05-11:45	**Lunch / Recess**	**Planning**	**Planning**
11:45-12:05	**Voice & Empowerment**	**Lead Teacher**	**Planning**
12:05-12:45	**Math Workshop**	**Support Teacher**	**Lead Teacher**
12:45-1:25	**STEAM**	**Planning**	**Lead Teacher**
1:25-2:05	**CGI Math**	**Support Teacher**	**Lead Teacher**
2:05-2:45	**Writer's Workshop**	**Lead Teacher**	**Support Teacher**
2:45-3:15	**Shared Reading**	**Lead Teacher**	**Support Teacher**
3:15-3:45	**Choice Time/ Interventions**	**Lead Interventions**	**Lead Choice Time**
3:45-4:00	**Closing Circle**	**Lead Teacher**	**Support Teacher**
4:00-4:15	**Dismissal**	**Coverage**	**Coverage**
4:15-4:45	**End of Day**	**Planning**	**Planning**

Figure 7c-2 provides an overview of the Wednesday schedule (abbreviated for professional development).

Figure 7b-3: Lower Elementary Schedule (Wednesday)			
TIME	**K – Spelman**	**Lead Teacher**	**Associate Teacher**
7:00	**Teacher Arrival**		
7:20 - 7:50	**Arrival / Breakfast**	**Coverage**	**Coverage**
7:50 - 8:20	**Sisterhood Circle**	**Lead Teacher**	**Lead Teacher**
8:20-8:40	**Read Aloud**	**Lead Teacher**	**Support Teacher**
8:40-10:10	**Small Group Literacy Instruction**	**Lead Literacy Group 1**	**Lead Literacy Group 2**
10:10-10:20	**Snack**	**Coverage**	**Coverage**
10:20-11:00	**Writer's Workshop**	**Lead Teacher**	**Support Teacher**
11:00-11:40	**Lunch / Recess**	**Planning**	**Planning**
11:40-12:20	**Math Workshop**	**Support Teacher**	**Lead Teacher**
12:25-1:05	**STEAM**	**Planning**	**Planning**
1:05-1:45	**CGI**	**Support Teacher**	**Lead Teacher**
1:45-2:00	**Closing Circle/Pack-up**	**Lead Teacher**	**Support Teacher**
2:00-2:15	**Dismissal**	**Coverage**	**Coverage**
2:30-4:30	**Professional Development**		

Day in the Life of First Grade Teacher at Kwenda Collegiate Girls

Ms. Scott is walking the 6 short blocks from her apartment to Kwenda Collegiate Girls. As she walks, the light from her phone illuminates her face, and she reads the Daily Memo from the Head of School and the Operations Manager. 100% of 1st grade students were present and on-time yesterday - excellent. She arrives at school at 6:58 AM and she stops by the front desk to wish the Operations Manager, Ms. Wiggins, a "Happy Birthday!" and then heads to her classroom, Howard University. When she arrives, she notices Ms. Wiggins has already dropped off the breakfast and snack bins for the day in the corner of the classroom. Her co-teacher, Mr. Tookes, enters the room shortly thereafter. They greet each other as Ms. Scott begins unpacking the breakfast bin, placing an individually wrapped muffin and a milk at each students' seat. Mr. Tookes, grabs the bin of laminated folders each pre-filled with today's Brain Breakfast spiral review, and places a folder at each seat along with a dry erase marker and eraser. Two students in

the classroom have individual behavior trackers affixed to their desks. Ms. Scott walks around and ensures they are both taped down neatly and the corresponding column reflect the day's date.

At 7:08, Ms. Scott and Mr. Tookes huddle briefly to go over literacy rotations for the day. Mr. Tookes has that period's Kickboard[5] data overview from yesterday pulled up. Adelaide and Natasha from across the hall in Spelman were a bit chatty during Independent Reading yesterday as notated by the number of "Redirects" under each student's name. They decide to add switch Adelaide into phonics rotation first so the pair won't overlap today. At 7:12, Ms. Scott sits at her desk to give the Daily Memo a brief final skim. At 7:17, she turns on the music for Brain Breakfast, tucks her clipboard under her arm, and walks towards the door. A few sets of sight words and ten-frames printed on laminated card stock hang on hooks by the door. Ms. Scott grabs the ten-frame cards. School doors open at 7:20 and Ms. Scott stands perched by the door of Howard, keeping one foot on each side of the door to ensure visibility of both the hallway and the classroom. She greets students by name as they approach the door and asks a question about their night or how they are feeling. For students who need extra intervention in Math Workshop, she quizzes them with a few ten-frame Quick Flashes before they enter the classroom.

Inside the classroom, Mr. Tookes is circulating the room, checking-in with students and making note of student's progress on during Brain Breakfast. All their students have arrived by 7:42 so Ms. Scott moves into the classroom. At 7:47, Mr. Tookes pauses and says "Last Bites!" notating for student it is time to begin packing up breakfast. Hannah, this week's breakfast clean-up helper, begins wheeling in the classroom trash can that Ms. Wiggins placed in the hallway a few minutes before. Ms. Scott circulates the classroom grabbing any extra trash and helping students clear their desks.

Today, Ms. Scott is leading **Morning Meeting**. As she dismisses students from their tables to the rug, Mr. Tookes begins organizing and zipping up the breakfast bins. "Good morning Howard University!" Ms. Scott exclaims. "Good morning Ms. Scott and Mr. Tookes," the class responds in unison. After the class greeting, Mr. Tookes slips out to deliver the breakfast bins to the main office. Morning Meeting includes a class greeting (where every student is greeted by name), a News Section (where students alternate sharing life updates), and short mini-lesson on the school's core values. Today, the class is focused on Courage. Their lesson will center around a read-aloud of the book, *The Most Magnificent Thing*, during a which a young girl has the courage to try again even after her first attempt at her project fails. Morning Meeting concludes with **Calendar Math**.

At 7:50, the class moves into their **Read Aloud** lesson. Today the class is revisiting *The Crown on Your Head* diving deeper into the vocabulary of the extended poem. Ms. Scott leads read aloud while Mr. Tookes readies the room for literacy rotation and ensures all homework from the night before has been checked. At 8:38, Ms. Scott and Mr. Tookes begin passing out student lanyards for **Literacy Rotations**. All students across K-2 are divided into small groups according to STEP level. Given Ms. Scott's background in literacy intervention and demonstrated success in moving struggling students, she is paired with the students needing most intervention – the Zoologists. Ms. Scott stands in the doorway of Howard and asks the Architects to line up at the door. At 8:40, Ms. Williams from across the hall is at the door with her line of Zoologists. The Architects file out of Howard and stand at the opposite wall while Ms. Williams' Zoologists file into Howard. Ms. Scott welcomes in the Zoologists and directs them to the back table for Guided Reading. This cycle continues until all the Zoologists K-2 have made their way to Howard.

[5] Kickboard is a data platform utilized at a number of high performing to track the effectiveness of behavior management and social emotional support interventions

Ms. Scott teaches her **Guided Reading Lesson** to all three groups. Mr. Tookes is at the rug with students for **Phonics** while the third group reads independently at a table or quietly beside a table in a reading rocker. Ms. Scott asks for the Medgar Evers Zoologists to line up at 10:10.

Students transition back into the classroom for snack at 10:10. Mr. Tookes leads an Energizer activity while Ms. Scott ensures every student has a snack and takes a bathroom break.

At 10:25, Mr. Tookes leads **Math Workshop**. Ms. Scott circulates around the room and supports students, crouching down to ask clarifying questions to deepen student thinking.
At 11:05, Ms. Julien, the school's Physical Education teacher comes to relieve Ms. Scott and Mr. Tookes for **Lunch and Recess**. During the first planning block, the first grade team meets together in the Teacher Work room for community planning. They do a quick review of that day, review any adjustments for the afternoon, preview tomorrow briefly and close with a high-level look at the week ahead. This informs how teachers prioritize their planning time during their second planning block. Community planning ends at 10:45 so that teachers can stop and enjoy lunch.

At 11:43, as she and Mr. Tookes are walking back to the classroom to relieve Ms. Julien, Ms. Scott texts a few parents with updates on their students' progress that day.

Voice and Empowerment begins at 11:45. Today, the students are presenting an art project inspired by their Read Aloud book – *The Crown on Your Head*. Each student had designed a crown that represented their unique personalities, strengths, and gifts. They take turns presenting their crowns during today's Voice and Empowerment. Ms. Scott coaches students on presence and voice, modeling for students how our voices project when we stand up tall and breathe deeply from our diaphragms. After a short diaphragm breathing exercises, the students begin to present.

Olivia begins to present in a soft voice. Ms. Scott smiles and says, "I want to hear that strong voice all the way in the back, Olivia. Boom it!" Olivia straightens up and begins again in a louder voice.

At 12:05, Ms. Boswell comes to collect the class for **STEAM**. Ms. Scott remains in the classroom and spends time reviewing tomorrow's guided reading lesson and adjusting according this morning's community planning meeting. She spends the remainder of her planning period marking up her Read Aloud books through the end of the week. In the last 4 minutes, she and Mr. Tookes discuss a few "quick hit" reminders for today's CGI lesson.

CGI begins at 12:45. Mr. Tookes leads today's **CGI lesson** and Ms. Scott supports.

At 1:25, Ms. Julien collects the class for **Physical Education**. Ms. Scott checks in with Ms. Joell, the Lower Elementary Director of Curriculum and Instruction and her coach, to review video from last Friday's observation. Ms. Scott brings student work from that Writing lesson to the check-in. First, they watch snippets of the video. Ms. Scott reflects on strengths and areas of growth from the lesson and Ms. Joell shares her observations. Then, the pair reviews the student work, and chooses an area of focus for the next observation.

At 2:03, Ms. Scott heads back to the classroom for **Writer's Workshop** which will begin at 2:05. Today, the class is continuing the writing process on a piece they started yesterday. Ms. Scott leads with a mini-lesson then she and Mr. Tookes circulate the room, conferencing with individual students and providing specific feedback on their writing.

At 2:45, it is time for **Close Reading**. Today, the class is analyzing an informational text called "Working and Learning Together in Japan" and discussing the how the author uses text features, such as the photos in the text, to support the main idea of the text.

The class moves into **Choice Time** at 3:15. Ms. Scott conferences with the class individually for 3-4 minutes while Mr. Tookes conferences with the other half. During a closing conference, the teacher and student review the day and set mini-goals for the following day. Goals and student progress are captured on the student's Lifework folders.

At 3:45 the class comes together for **Closing Circle**. During Closing Circle, students and teachers express gratitude to each other and celebrate the progress they made during the day.

At 4:00, **dismissal** begins and all students have been dismissed by 4:15. Ms. Scott and Mr. Tookes turn the music on in their classroom and tidy the room for tomorrow while discussing quick hits or reflections for the day. Ms. Scott captures any to-dos on her phone via Basecamp. Mr. Tookes makes sure that Brain Breakfasts are ready for the morning and Ms. Scott updates the board. They spend the few minutes of planning entering their behavior data into Kickboard then high five after another successful day.

Upper Elementary Academy (3-5)

In the Upper Elementary Academy, teachers begin to departmentalize, or become content specific. Each homeroom will have two teachers, one who is responsible for planning and execution of all ELA and Humanities courses, and the other who is responsible for planning and execution of Mathematics and Science courses. Both homeroom teachers will be responsible for creating and maintaining a warm, inclusive, and demanding classroom environment that celebrates our girls and pushes them towards academic excellence. Through content specialization, our teachers will be able to focus on planning in-depth, rigorous content instruction in each academic area, including Voice & Empowerment and STEAM.

Our teacher work day starts at 7:00 AM each day and ends at 4:45 PM. Each content teacher will have 210 minutes of planning on our typical day (M, T, TH, F) and 150 minutes of planning on our abbreviated day (Wednesday). Our ELA/Humanities teacher will teach Voice & Empowerment and our Math/Science teacher will teach STEAM courses. Our Physical Education teacher and our administrative staff will and support homeroom teachers throughout the day – providing coverage during Lunch and Recess. **Figure 7c-3** provides an overview of our typical Upper Elementary teacher schedule, and **Figure 7c-4** provides an overview of our abbreviated day Upper Elementary teacher schedule.

Figure 7c-3: Upper Elementary Teacher Schedule (M, T, TH, F)

TIME	Sample Schedule (3-5)	ELA/Humanities	Math/Science
7:00	Teacher Arrival		
7:20 - 7:50	Arrival / Breakfast	Coverage	Coverage
7:50 - 8:20	Morning Meeting	Teach	Teach
8:20 – 8:50	Science	Planning	Teach
8:50-9:30	Guided Reading	Teach	Planning
9:30-10:00	Novel Study	Teach	Teach
10:00-10:30	Voice & Empowerment	Teach	Planning
10:30-10:45	Snack	Coverage	Coverage
10:45-11:15	STEAM	Planning	Teach
11:15-12:05	Humanities	Teach	Planning

12:05-12:45	Lunch/Recess	Planning	Coverage
12:45-1:25	Physical Education	Planning	Planning
1:25-2:05	CGI Math	Planning	Teach
2:05-2:35	Writer's Workshop	Teach	Planning
2:35-3:15	Math Workshop	Planning	Teach
3:15-3:45	Choice Time/ Interventions	Teach	Teach
3:45-4:00	Closing Circle	Teach	Teach
4:00-4:15	Dismissal	Coverage	Coverage
4:15-4:45	End of Day	Planning	Planning

Figure 7c-4: Upper Elementary Teacher Schedule (Wednesday)			
TIME	Sample Schedule (3-5)	ELA/Humanities	Math/Science
7:00	Teacher Arrival		
7:20 - 7:50	Arrival / Breakfast	Coverage	Coverage
8:20-9:00	Guided Reading	Lead Teacher	Planning
9:00-9:30	Novel Study	Teach	Teach
9:30-10:00	STEAM	Planning	Lead Teacher
10:00-10:30	Humanities	Lead Teacher	Planning
10:30-10:45	Snack	Coverage	Coverage
10:45-11:25	CGI	Planning	Lead Teacher
11:25-12:05	Math Workshop	Planning	Lead Teacher
12:05-12:45	Lunch/Recess	Planning	Planning
12:45-1:15	Writer's Workshop	Teach	Planning
1:15-1:45	Voice and Empowerment	Teach	Planning
1:45-2:00	Closing Circle	Teach	Teach
2:00-2:15	Dismissal	Coverage	Coverage
2:30-4:30	Professional Development		

Middle Academy (6-8)

In Middle Academy, teachers fully departmentalize. Each grade level will have a dedicated ELA, Math, Science, and Social Studies teacher as the content knowledge required to execute rigorous lessons at the middle school grades requires depth of knowledge in the content itself. We seek to hire teachers who have content expertise in their subject matter, whether through a degree or relevant work experience. For example, in order to successfully drive student achievement in Regents Algebra, our 8th grade math teacher must have a nuanced understanding of Pre-Algebra, Algebra, and Algebra II. This teacher could have a degree in mathematics, business, finance, or a related field. Each homeroom will be assigned two homeroom teachers, who are responsible for morning coverage, advisory, and PM advisory in that particular classroom in addition to their teaching responsibilities. Both homeroom teachers will be responsible for creating and maintaining a warm, inclusive, and demanding classroom environment that celebrates our girls and pushes them towards academic excellence.

Our teacher work day starts at 7:00 AM each day and ends at 4:45 PM. On a typical day, our ELA teachers have 205 minutes of planning time, Math have 220 minutes of planning time, Science/STEAM teachers have 225 minutes of planning time, and Humanities teachers have 250 minutes of planning time. On our abbreviated day, ELA and Math teachers have 110 minutes of planning time, and Science and Social Studies teacher each have 100 minutes of planning time. On our abbreviated day, Science and Social Studies teachers will provide push-in support during one Literature class and will lead our STEAM based

enrichment programming. **Figure 7c-5** provides an overview of our typical Middle School teacher schedule, and **Figure 7c-6** provides an overview of our abbreviated day Middle School teacher schedule.

Figure 7c-5: Middle Academy Teacher Schedule (M, T, Th, F)						
Time	Stanford	Wellesley	ELA	Math	Science	SS
7:30-7:50	Arrival/Breakfast		Coverage	Coverage	Coverage	Coverage
7:50-8:20	Advisory	Advisory	Teach	Teach	Teach	Teach
8:20-9:10	Enrichment/STEAM	Literature	Teach	Planning	Teach	Planning
9:10-10:00	Math	Writing	Teach	Teach	Planning	Planning
10:00-10:50	Math Problem Solving	Science	Planning	Teach	Teach	Planning
10:50-11:05	AM Break	AM Break	Coverage	Planning	Planning	Coverage
11:05-11:55	Literature	Math	Teach	Teach	Planning	Planning
11:55-12:45	Writing	Math Problem Solving	Teach	Teach	Planning	Planning
12:45-1:10	Lunch	Lunch	Planning	Planning	Coverage	Coverage
1:10-2:00	Humanities	Enrichment/STEAM	Planning	Planning	Teach	Teach
2:00-2:50	Science	Humanities	Planning	Planning	Teach	Teach
2:50-3:20	Voice & Empowerment	Intervention	Teach	Teach	Planning	Teach
3:20-3:50	Intervention	Voice & Empowerment	Teach	Teach	Planning	Teach
3:40-4:00	PM Advisory	PM Advisory	Coverage	Coverage	Coverage	Coverage
4:00-4:15	Dismissal		Coverage	Coverage	Coverage	Coverage

Figure 7c-6: Middle Academy Teacher Schedule (Wednesday)						
Time	Stanford	Wellesley	ELA	Math	Science	SS
7:30-7:50	Arrival/Breakfast		Coverage	Coverage	Coverage	Coverage
7:50-8:50	Sisterhood Circle	Sisterhood Circle	Support	Support	Teach	Teach
8:50-9:40	Literature	Math Procedures	Teach	Teach	Support	Support
9:40-10:30	Writing	Math Problem Solving	Teach	Teach	Planning	Planning
10:30-10:40	AM Break	AM Break	Planning	Planning	Coverage	Coverage
10:40-11:30	Math Problem Solving	Writing	Teach	Teach	Support	Support
11:30-12:20	Math Procedures	Literature	Teach	Teach	Planning	Planning
12:20-12:45	Lunch	Lunch	Planning	Planning	Coverage	Coverage
12:45-1:00	PM Advisory	PM Advisory	Teach	Teach	Teach	Teach
1:00-2:00	Enrichment		Planning	Planning	Teach	Teach
2:00-2:15	Dismissal		Coverage	Coverage	Coverage	Coverage
2:30-4:30	Professional Development					

R-08ad – Specific Populations

a. STRUGGLING STUDENTS

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

Kwenda Collegiate Girls Charter School (Kwenda Collegiate Girls) is committed to enrolling a student body that reflects the demographics of East Flatbush as described further in **R-01ac – Community Need and Proposed School Impact**. We anticipate our student body to be between 80-90% African American and 13-20% Hispanic. In alignment with current enrollment percentages at district and charter schools in the surrounding community, we anticipate 15-20% of our students will qualify for IEP services and 9% will be identified as English Language Learners.

As a public charter school informed by the 2015 reauthorization of the Every Student Succeeds Act (ESSA), we have designed a flexible, responsive, and data-driven set of approaches that we will execute with fidelity to ensure the success of every student enrolled in the school. By providing a robust set of responses and actions framed within the Response to Intervention protocols, these approaches are further designed to avoid over-identification of students into special education services.

2023 Submission Updates

This section reflects minimal updates from the Kwenda Collegiate Girls founding team's original submission in 2019. Primarily, enrollment years in **Table 8b-1** have been updated and all assurances have been reviewed to ensure alignment with the 2023 SUNY Request for Proposals. Our approach to curriculum identification, assessment, and intervention for Special Populations have been reviewed and analyzed according to the impact of COVID-19 learning loss. This is explained further in the Response **"Supplemental Academic Narrative"**.

Response to Intervention (RTI) – Data, Enrollment, and Preparation Before Day 1

Kwenda Collegiate Girls will proactively use data to swiftly and nimbly meet the individual learning needs of all students and all learners. To reach our ambitious mission, our instructional team will maintain at all times a clear and accurate understanding of how individual students are performing academically and behaviorally so that we have the necessary information to deploy additional intervention as appropriate. This commitment to data begins before our first day of school, with a time-sequenced series of interactions with families and newly enrolled students. In all years, starting in our planning year as we prepare to open our doors to our inaugural cohort of students, our team, consisting in year one of the Head of School, Dean of Curriculum and Instruction, and Social Worker, and in future years to include teachers, will conduct home visits[1] with each family to discuss our school model, our commitment to parent communication, and each

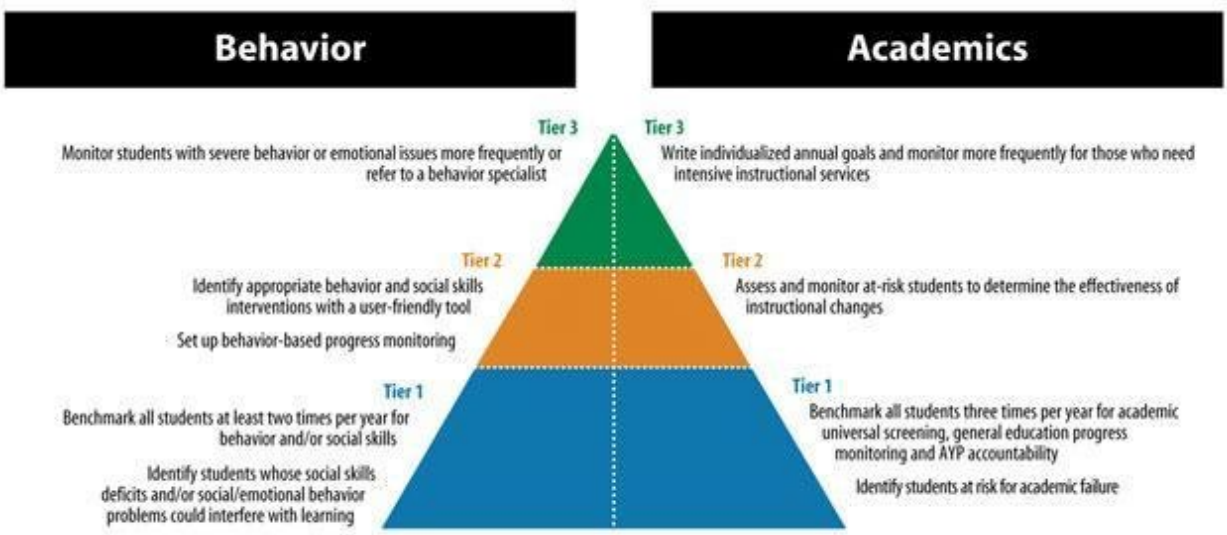
[1]The process of home visits is not to visit the home itself, but to have personalized, one on one time with all newly enrolled families prior to the start of the year. If a family prefers, we will meet in a public location such as a library.

family's vision for their student's success. During this visit, we will administer the Strategic Testing of Educational Progress ("STEP") literacy assessment and an informal math assessment on pre-Kindergarten readiness skills. These initial assessments will allow us to establish baseline literacy and math data for each student and have a clear picture of each student's strengths and challenges prior to the start of the school year. For students who enroll after the inaugural grades and therefore who may be transferring from another school, we will collect all previous academic data, including any standardized assessment results, to best understand the specific incoming needs of our students. The Operations Manager will capture all data in an electronic platform such as Kickboard for use by the teachers, Head of School, and Dean of Curriculum and Instruction, along with the Dean of Student Supports starting in year three, who then will analyze the data to inform student groupings, identify classroom needs, and prepare for immediate interventions as appropriate. Over the course of the year, and under the leadership of the Head of School and support of the Dean of Curriculum and Instruction (and Directors as hired in years two and five for the Lower and Upper Elementary Academies, respectively) and Dean of Student Supports as hired, we will monitor student data via our academic and behavioral dashboard that captures such data on a daily, weekly, mid-quarter, and end-of-quarter basis.

Identifying Struggling Students

Once enrolled and actively engaged in our school community, we will define an academically struggling student as a student who is below the identified STEP level benchmarks (K-3) at any point during the year,[2] who does not demonstrate appropriate rates of growth on the NWEA MAP during each administration (fall/winter/spring), or who consistently receives below a 70% on unit and/or interim assessments in core content areas. A student will be identified as struggling with attendance after three or more unexcused absences by the end of the first quarter, six or more by the end of the second quarter, or nine or more by the end of the third quarter. We define a behaviorally struggling student as a student who has earned more than three Community Violations (for more details on our discipline plan, see **R-10a – Culture and Discipline** and **R-10b – Discipline Policy**) within one month. To support all students, we will engage in strong, whole school practices of Tier 1, including the development of close and supportive relationships between home and school and students and staff, the implementation of a predictable and consistent set of daily and weekly routines that support student success, and the provision of a consistent, clear, and values-based response to behavioral challenges to prevent escalation and disruptions to student learning. For our struggling students, we will continue to employ a tiered Response to Intervention (RTI) model with clearly delineated assessment, intervention, data review, and family communication timestamps that will guide us through the implementation of Tier 2 and Tier 3 as appropriate and as outlined below.

FIGURE 8a-1: RTI Behavioral and Academic Tiers[3]



As detailed in *Using a Response to Intervention Framework to Improve Student Learning: A Guide for State and District Leaders*, schools are most successful in improving student outcomes when they identify needs early, implement plans with fidelity, use data to improve instructional quality, and thus monitor and propel student success. All details below are framed within that flexible framework.[4]

Academic Response to Intervention

The Kwenda Collegiate Girls academic RTI flexible framework consists of three tiers of support. To support all instructional staff in implementation of that framework, the Head of School, Dean of Curriculum and Instruction, and Dean of Student Support as hired will lead professional development beginning in Summer Institute and over the course of the school year, detailing the RTI framework, its referral protocol, and our focus on using all tiers to ensure that we support the needs and school success of every student.

The RTI framework begins with Tier 1, which encompasses all of the supports provided to all students through high-quality, standards-based daily instruction, our extended instructional day, and our double blocks in Literacy and Mathematics. Given our attention to data, weekly professional development (Wednesdays 2:30pm – 4:30pm), dedicated times for supports within the extended school day, and our commitment to fidelity of execution which lies at the heart of student success within the RTI model, we expect Tier 1 will be sufficient to ensure academic success for 80%-85% of all students. At the beginning of each school year, students who have already been identified as having an IEP or 504 Plan will immediately receive accommodations and modifications as required and will otherwise follow the same intervention process as all students. Students with an IEP or 504 Plan will be given access to all of the supports detailed here and will be assigned a case manager, either a special education teacher or the Dean of Student Supports starting in year three, both of whom will be licensed special educators in New York State.

Students scoring below identified STEP level benchmarks in October or during other testing periods through the year, not making adequate growth on the NWEA MAP (administered in fall/winter/spring), and/or scoring below 70% proficiency on any math interim assessment will begin receiving Tier 2 interventions. Teachers, instructional leadership team members, and student support staff members may also refer a

[4] Melnerney, Maurice Ph.D., and Ana Elledge, Ph.D. *Using a Response to Intervention Framework to Improve Student Learning: A Guide for State and District Leaders.* American Institutes for Research. May 2013. https://www.air.org/sites/default/files/downloads/report/Response_to_Intervention_Pocket_Guide_2_0.pdf.

student to the Student Support Team (SST) for Tier 2 interventions if student performance data does not reflect adequate progress during the year. Upon referral, the Student Support Team - made up of the Head of School, Dean of Students (starting in year two), Social Worker, special educator (which will be the Dean of Student Supports starting in year three), rotating teacher representation, and family - will collaborate on the most appropriate, time-bound intervention plan for each student and ensure regular communication with parents on progress. Tier 2 interventions, described in more detail in **Figure 8a-2**, will be tracked on a six-week basis by the classroom teacher. At the close of the six-week data window, the SST will reconvene with the parent to continue the interventions if successful or to determine if additional interventions are necessary. Throughout all steps of the RTI process, the SST will be guided by three framing questions: "1. Who is experiencing a problem and what specifically is the problem? 2. What intervention strategies can be used to solve the problem or reduce its severity? 3. Did the problem (or problems) go away or decline in severity as a result of the intervention(s)?"[5]

Depending on the student's need, Tier 2 interventions may include one-on-one academic support and additional small group instruction. Our academy-wide literacy rotation structure will allow our Instructional Team to pair students needing the most intervention with our strongest Lead Teachers. The impact of these interventions will be tracked for a six-week period by the classroom teacher.

Figure 8a-2: Description of Tier 2 Academic Interventions

Intervention	Description
Zero Period/Breakfast tutoring	Small group literacy and math academic intervention from 7:25am-8:00am. Held daily for reteaching as informed by exit ticket data and for additional academic intervention.
Lower Elementary Academy (K-2) "academy-wide" Literacy Blocks	Literacy blocks across Lower Elementary Academy (K-2) will take place at scheduled times daily.[6] Struggling students may be able to push into a literacy block at another grade level to meet their needs.
Weekly goal-setting and daily check-ins and check-outs	Students will check-in for conferencing with homeroom teacher during breakfast each morning to review academic goals established for that week. The teacher will also check-out with the students and review progress at the end of the day during Choice Time.
Double doses of daily Guided Reading	Students may be assigned to additional guided reading blocks instead of independent reading or be pulled for additional small-group intervention.

At the end of the six-week period, the team will meet again to assess the success of the intervention and determine next steps. If the student does not make adequate progress as a result of Tier 2 supports, the SST will reconvene, including the parent, and the student will be escalated to Tier 3 supports. At the Tier 3 level, interventions will be even more tailored to the individual student and the demonstrated area(s) of need; Tier 3 interventions will typically decrease the size of the group receiving the intervention to one or

[5] Ervin, Ruth, Ph.D. *Considering Tier 3 Within a Response-to-Intervention Model.* RTI Action Network. http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3.

[6] For detail on our daily schedule, please see **R-07ac**.

two students and lessen the frequency of the interventions each day. We expect that approximately 5% of our scholars will require Tier 3 support. These interventions will also be implemented and tracked for a six-week period. If, at the end of that time, a student has not demonstrated the appropriate amount of growth as determined by grade level benchmarks, she will be referred for Special Education testing with the written consent of the parent(s)/guardian(s).

Behavior and Attendance Response to Intervention

We define a behaviorally struggling student as a student who has earned more than three Community Violations (for more details see **R-10a – Culture and Discipline** and **R-10b – Discipline Policy**) within one month. We will follow a similar approach for behavioral interventions aligned to data from our daily behavioral tracker and will develop with the SST a Behavioral Intervention Plan (BIP) to be assessed after six weeks. If strategies have been successful, they will continue; if the child is not making behavioral progress and behaviors continue to impede the child's academic and social progress, the SST will implement Tier 3 strategies, and assess those after another six-week period. If those interventions were successful, they will continue; if they were not, the SST will seek the family's written consent to consider the presence of a disability.

As indicated, a student will be identified as struggling with attendance after three or more unexcused absences by the end of the first quarter, six or more by the end of the second quarter, or nine or more by the end of the third quarter. For attendance concerns, the SST will convene with the family and institute Tier 2 interventions, creating an attendance action plan that includes appropriate levels of incentive and recognition for success, and with immediate check-ins with the family, by the Head of School in year one and Dean of Students starting in year two, upon any subsequent absence, and a weekly check-in with the homeroom teacher and family. If the student continues to demonstrate attendance challenges at the end of a six-week monitoring period, the SST will reconvene with the family in order to provide more intensive Tier 3 interventions, which will include updating the attendance action plan to include daily rewards and consequences, the Dean of Students having daily check-ins with the family, a required meeting for any additional day(s) of absence, and possible family referral to outside agencies as needed.

Response to Intervention Program Evaluation

At the end of each year, all staff members on the SST will review the successes and challenges of the school's RTI process, using STEP, NWEA MAP, state testing (if applicable per grade level) and internal grades, along with attendance records and behavioral referrals to measure that success; individual experiences will provide more nuanced contextualization of success, but will supplement rather than replace quantitative data. Within our annual evaluation of teachers and all appropriate leadership or administrative roles as participating in the RTI framework, we will measure the degree of students' academic, attendance, and behavioral growth and the successful implementation of the RTI process as part of such growth. We will continue to use this data in all years to consistently inform our professional development needs across the school.

b. STUDENTS WITH DISABILITIES

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special

Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act); Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- *Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.*

At Kwenda Collegiate Girls, we believe that every girl has unlimited potential. The belief that all girls can and will succeed regardless of the color of her skin, ethnic background, zip code, native language, or disability status is core to our school identity. We are committed to holding each of our students to high academic and behavioral expectations while simultaneously providing the necessary supports and individualized interventions to meet each child's learning needs. A rigorous college preparatory education is a right for all students and we commit to deeply understanding and meeting the learning needs of all our students to ensure their success.

2023 RFP Supplement Updates

While the Kwenda Collegiate Girls Charter School response to the 2023 SUNY Charter School Institute Request for Proposal is the result of a deep systematic audit of our 2019 response, this section reflects minimal updates limited to updating the enrollment years in **Figure 8b-1: Staffing for Special Education During Charter Term**. The founding team believes that the remainder of this section is in alignment with our school mission and approach.

Assurances

We agree to abide by all the assurances regarding the provision of special education services provided in Appendix B of the RFP, Assurances Regarding the Provision of Special Education Services.

These assurances are reproduced below.

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- *The education corporation will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.*
- *The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:*

- *Have available to them a free, appropriate, public education ("FAPE");*
- *Are appropriately evaluated; o Are provided with an Individualized Education Program ("IEP");*
- *Receive an appropriate education in the least restrictive environment ("LRE");*
- *Are involved in the development of and decisions regarding the IEP, along with their parents; and,*
- *Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.*

- *The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.*
- *The education corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.*
- *The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.*
- *The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.*
- *The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.*
- *The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.*
- *The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.*
- *Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.*

Kwenda Collegiate Girls Charter School will provide a Free and Appropriate Public Education to serve all children identified to have disabilities under the law or whom we suspect to have such disabilities. We will comply with all relevant federal and state law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We will provide all students with a special need with the least restrictive environment (LRE) alongside their peers without disabilities, to the greatest extent possible and as determined in their Individualized Education Program (IEP). Our school does not discriminate in its admission and enrollment practices against

students having or suspected to have disabilities. Kwenda Collegiate Girls will work in close partnership with the Committee on Special Education (CSE) from the NYCDOE and other local partner organizations to ensure that all students receive appropriate services.

Supporting Teachers in Supporting All Learners

Kwenda Collegiate Girls is committed to providing high quality professional development and coaching around supporting all students, including students with disabilities. To ensure that teachers deeply understand student Individualized Education Plans (IEPs) and are able to execute each student's provision of services with fidelity, Kwenda Collegiate Girls will develop a scope of training and coaching experiences for teachers to take place over the course of the school year. Our Head of School in years one and two and Dean of Student Supports, who will be licensed in special education in New York, starting in year three, will lead the majority of these sessions. Each summer during professional development, we will immerse teachers in our school's Response to Intervention process and approach to special education, including sessions on:

1. Appropriately accessing, reading, and understanding students' IEPs;
2. Understanding and providing accommodations and modifications as detailed within an IEP; and
3. Effective strategies for supporting unique learners, including students with disabilities.

The Head of School and Dean of Student Supports will continue to support teachers over the course of the year through individualized coaching and school-wide/content-level sessions during Wednesday professional development. The Dean and Head of School will deliver ongoing coaching to teachers around providing accommodations and modifications aligned to provision of services with fidelity during daily instruction. The Dean will review daily lesson plans for appropriate intervention and accommodations during the Intellectual Preparation cycle as described in **R-06af – Curriculum and Instruction**.

We expect our student demographics to closely mirror those of our target communities in Community School District 22 and 18, and thus anticipate 15-20% students will need special education services.

Identification of Services

In full compliance with all provisions of Child Find, Kwenda Collegiate Girls will ensure provision of services to students qualifying for services from their first day of enrollment at our school. Via our school's enrollment form, families will note whether or not their student has an IEP or received qualifying services at another school. We will ensure that this form - a distinct form from the school's initial application - is easy to read and translated into all languages of our community. Our Manager of Operations in years one and two and Dean of Student Supports starting in year three will maintain, and verify accuracy of, student records in SESIS and ATS. Students who may have unmet academic needs will be supported through our RTI framework as defined in **R-08a – Struggling Students**.

Maintaining the Confidentiality of Student Records

All documentation - including physical IEPs, progress monitoring, revaluation records, and annual reviews - will be secured in a locked file cabinet in a secured office. The Head of School and Dean of Student Supports will have access to this office while teachers will be provided access by request and pending approval by the DSS.

504 Plans

We will comply with all relevant federal and state law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. The Dean of Student Supports will ensure that as a school community we are meeting the requirements of student 504 plans and will lead the process for managing family requests for 504 plans. An overview of the 504 plans and common supports called for therein will be provided to teachers during Summer Orientation. The Student Support Team will review data for 504 accommodations as relevant and necessary during weekly meetings.

Services

Our Special Education program will be led by our Dean of Student Supports who will be fully licensed in the State of New York. In our first year of operation, our Dean of Student Supports will operate in a dual-administrative and instructional role – overseeing the coordination of our school's RTI program half-time and providing direct administration of IEP services to students half-time. In year two and beyond, our Dean will move into the administrative role full-time. Responsibilities of the Dean of Student Supports is provided in **R-09ad – Instructional Leadership**. In our first year, as described in **R-11ab – School Management and Leadership**, we will hire at least one full-time licensed Special Education teacher. This teacher will push into classes to provide additional support to Lead and Associate Teachers. Students may be pulled out from class during Enrichment or Independent Reading. Our Student Supports Team will continue grow in alignment with our enrollment. At full enrollment, we expect to hire at least two dedicated Special Education teachers for each of our three academies (Lower Elementary: K-2, Upper Elementary: 3-5, and Middle School: 6-8). In addition to in-class instructional supports, we will contract with outside agencies to ensure all ancillary services, including but not limited to speech and language, physical therapy, and occupational therapy, are provided by licensed and qualified individuals.

Figure 8b-1: Staffing for Special Education During Charter Term

Year	Anticipated SPED #	Projected Staffing Needs
2025-26 (Y1)	22	2 special educators contracted service providers
2026-27 (Y2)	44	3 special educators contracted service providers
2027-28 (Y3)	66	4 special educators 1 Dean of Student Supports (licensed SPED) contracted service providers
2028-29 (Y4)	88	5 special educators 1 Dean of Student Supports (licensed SPED) contracted service providers
2029-30 (Y5)	110	5 special educators 1 Dean of Student Supports (licensed SPED) contracted service provider

Annually, the Head of School will lead the leadership and instructional team on a review of the efficacy of our program, informed by achievement, behavioral, and attendance data, as well as through annual survey results from families whose students were receiving special education services during the year. The Head of School, with the support of the Dean of Student Supports staring in year three, will identify any needed

improvements for the upcoming year. The Head of School will report all student data results disaggregated by subgroup monthly to the Board, with a synthesized update and any action plans at the end of each year.

c. ENGLISH LANGUAGE LEARNERS

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLS (both wining general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria*
- *The process that will be used to evaluate the efficacy of the program, instructors and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

Kwenda Collegiate Girls will comply will all applicable federal education law, including Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. We will comply with New York State Education Law 3204, Section 3, which protects the educational standards set for students speaking home languages other than English. Based on CSD 22 and our particular communities of Flatbush and East Flatbush, we expect a population of English Language Learners (ELLs) of approximately 8%. We have constructed a staffing plan to meet the needs of this community of students, which will include:

- In every grade level K-2, there will be two teachers in every classroom during all core academic instruction
- In every grade level 3-5, there will be two teachers in every classroom during 60 minutes of daily literacy instruction (novel study and writer's workshop)
- In every grade level K-5, there will be one teacher certified in ESL working with our ELLs as part of our co-teaching model (2 ESL certified teachers in Y1 for 108 students (estimated 9 ELLs), with one dedicated to Kindergarten and the other to Grade 1; similar approach taken in future years and grades)
- In Y3, we bring on a dedicated ESL teacher, managed by the Director of Student Supports, to oversee the continued development of our program and serve students' needs
- In all future years, we continue to assess our ELL staffing needs, noting that changing demographics year to year within NYC can dramatically impact that number, and thus student needs, year to year

Identification of English Language Learners

When a student enrolls at Kwenda Collegiate Girls and they have attended a public school previously, we will request student records from their last school and use the NYCDOE's ATS system to determine if the student has already been identified as an ELL. As part of the enrollment process once a family has accepted a seat with us, we will provide families with a Home Language Survey to understand whether English or another language is spoken at home. This early timeline (typically April of each year) will allow us to plan for

all student needs in the upcoming year. We will work with the NYCDOE to administer the New York State Identification Test for English Language Learners (NYSITELL) to assess whether each student needs English language support. For students who are identified as ELLs, we will provide all legally required services, as described below, and we will reassess their need on an annual basis using the NYSITELL in compliance with the legal requirement. For any students identified as ELL and having special needs, under the guidance and oversight of the Head of School, a licensed special educator and ESL certified teacher in Y1 and Y2, and Director of Student Supports starting in Y3 will review the student's IEP and ensure that any assessments administered in a prior school placement were appropriately administered considering the scholar's language need and to ensure there has not been over-identification across subcategories. If there is evidence that such assessments may not have been appropriately modified based on the student's language need, the Director of Student Supports will contact the CSE to initiate a review of the student's IEP and determination if the student has been misidentified as requiring special education services. Any such student will continue to receive services based on their English language needs. In Y1 and Y2, the Head of School will oversee the ESL certified teacher in speaking with families regarding the supports for ELLs and the yearly reassessment process; this responsibility will shift to the Director of Student Supports in Y3.

Services for English Language Learners

Students who are ELLs will have equitable access to all instruction and activities of our school. Our two-teacher model and extended minutes of literacy instruction allow for targeted supports and the development of reading, writing, and speaking skills. We will use Structured English Immersion so that students are not separated from their peers or receive lower expectations for growth and achievement. Should a student's English proficiency be so limited as to prevent normal classroom participation, we will pull the student out of mainstream classes for purposes of English instruction; we do not expect this need, however, given our staffing model and use of one ESL certified teacher at each grade level K-5, who will function as a full co-teacher in grades K-2 and will be able to work with only two classrooms in each grade 3-5. We also believe in-class supports through Structured English Immersion will be particularly successful given our smaller percentage of ELLs that will likely enroll each year; with 8% in Y1, that would be 9 students; in Y2, that would be 14 students; in Y3, that would be 19 students; in Y4, that would be 24 students; and in Y5, that would be 29 students. Our staffing plan allows us to successfully provide SEI in all classrooms in all grades in all years.

We meet the academic needs of ELLs through our extended time for literacy and small group supports for literacy instruction: K-2 has 180 minutes of literacy instruction four days per week and 160 minutes one day per week; grades 3-5 have 140 minutes of literacy instruction four days per week and 130 minutes one day per week; grades 6-8 have 150 minutes of literacy instruction four days per week and 100 minutes one day per week.

We meet the academic needs of ELLs with a class size of 27 and two teachers (one ESL certified in a classroom with ELLs) that allows for three rotating groups, for a learning group size of 9 to 1; one group of nine students will be with one teacher while another group of nine will be with the second teacher, and the third group will be working with technology that individualizes learning for each child.

For more details on our extended ELA program, please see Programmatic Details below, and see **R-06af – Curriculum and Instructional and R-7b – Sample Student Schedule.**

The Head of School in Y1 and Y2 and Director of Student Supports in Y3 and all future years will oversee the implementation of an individualized support plan for all ELL students. This plan is distinct both from special education and from the RTI process and is instead targeted toward the English language acquisition needs

of ELLs. Using daily and weekly achievement data and the feedback of general education and ESL certified teachers shared during weekly professional development, the Head of School and the Director of Student Supports, as hired, will ensure that ELLs are receiving the supports they need, and that the school is modifying those supports and plans to address challenges and growth. Our co-teacher model in K-2 provides natural and continuous opportunities for collaboration between general education teachers and ESL certified teachers, and our weekly professional development schedule provides the scheduling construct to evaluate and share across all instructional staff our students' progress, including that of our ELLs.

Programmatic Details

In the Lower Academy (K-2), the Kwenda Collegiate Girls curriculum focuses primarily on building the foundational skills for students to access text, including phonemic awareness, decoding, vocabulary development, oral language development, fluency, and comprehension. The Lower Academy will operate an academy-wide literacy block each day that includes small group phonics, guided reading instruction, and independent reading. As described further in **R-06b – Assessment System**, reading levels will be regularly monitored and assessed via the Strategic Teaching and Evaluation of Progress assessment ("STEP"). During the K-2 literacy block, all students will be assigned to a homogenous phonics and guided reading group according to their STEP level. All Lead and Associate teachers, as well as Student Support staff, will lead student groups in both phonics and guided reading. Informed by the practice of Success Academy, this model will allow for student-teacher ratios during literacy instruction to remain below 10:1 and for artful pairing of our most expert teachers with students needing the most intervention.

To support students in deepening their reading comprehension and text analysis skills, key elements of our literacy program – including guided reading and close reading – transfer over to the Upper Elementary Academy (grade 3-5). Our focus shifts to more complex texts, chapter books, and more consistent exposure to informational texts.

- **Guided Reading:** Guided reading continues in the Upper Elementary Academy as students are grouped for instruction according to STEP level.

- **Close Reading:** In the Upper Elementary Academy, students will continue close reading but will tackle longer narrative and more complex texts.

- **Novel Study:** Students read and analyze a novel together as a class. We will adopt a novel study curriculum modeled after Springfield Prep charter school. Students hone their Habits of Discussion and deepen their ability to use text-based evidence through facilitated Book Talks – or rich text-based discussions with the class.

- **Direct Vocabulary Instruction:** Teachers build background to support students in diving into more complex texts.

In all Academies, we provide 120 weekly minutes of intervention. Small reading groups are adjusted according to STEP level every six weeks.

Equal Access

We are a school of the community and for the community, and communication with our most important partners – our families – is crucial to our girls' success. We will translate all communication into our families' home languages and will ensure translation at school meetings; we will contract with local translation

services as necessary and appropriate for translation into other home languages of our families. All children regardless of home language or English proficiency will have full access to all aspects of our curricular and extracurricular program, and no student will be placed either into the RTI process or Special Education program solely due to their English abilities.

Evaluation

We will analyze results of formative and summative assessments to track progress towards all goals. Progress in reading will be measured by assessing performance on our literacy assessment, STEP, which will be administered every six weeks. Progress in writing will be measured by assessing the scores of internally created, end-of-unit writing exams. Progress in speaking will be measured by growth on practice NYSESLAT assessments administered by our ESL teacher every six weeks. The board will review all assessment results monthly, with updated data current to the most recent testing cycle, and all testing will be disaggregated by subgroup.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

We will identify advanced and/or gifted students through STEP, NWEA MAP, and state assessment data, as well as through ongoing teacher observations and classroom-based data. Students who are reading more than two grade levels above their designated grade, are scoring in the top tenth percentile ranking on the NWEA MAP, or who earn a 4 (Advanced) on the 3-8 NY State Assessment will be designated as gifted. Teachers may also advocate for this designation based upon classroom data and observation trends. Students identified as gifted will be give more advanced and conceptually challenging work and will be given reading text and assignments that provide sufficient challenge. Students will also be able to have a creative daily schedule that allows them access to classes in upper grades.

R-09ad – Instructional Leadership

a. INSTRUCTIONAL LEADERSHIP ROLES

Describe instructional leadership in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;*
- *The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

"Teachers carry a lot. They are teacher and nurse and therapist and sometimes stand in Mom. I get why they want to quit. When a teacher quits at my kid's school, I don't wonder about that teacher. I am wondering about what is being done to make sure teachers are okay at that school."
- Flatbush resident, mother of charter school student via **Amplify Her Voice** Campaign

Kwenda Collegiate Girls recognizes and honors the impact that great teachers have on students and their trajectories. We will intentionally invest in our teachers and their development to ensure that every Kwenda Collegiate Girls' student has a teacher of the highest quality leading her classroom. Our investment begins with recruiting, hiring, and retaining an instructional leadership team that is intentionally designed to support teachers in all aspects of their development. We believe deeply in a distributive leadership model where schools support staff members in recognizing and developing their inherent leadership skills. Through this model, teacher leadership is developed from within the school over time and teachers play an important role in the decision-making process.

The **Head of School** assumes an instructional, operational, and external leadership role at Kwenda Collegiate Girls with primary responsibility for setting the school's instructional vision and managing its strategic direction. The Head of School must deeply internalize the school's mission and values. In many ways, their primary capacity, particularly in the opening years of the school, is as the school's adult culture leader. Not only must s/he codify and consistently model the "Kwenda Collegiate Girls Way," s/he must activate other adults in the building to join them in living out and executing the school's vision. The Head of School hires, manages, and develops the organization's leadership team. The technical responsibilities of the role are described in further detail in **R-12b – Qualifications and Responsibilities**.

The **Dean/Director of Curriculum and Instruction** holds primary responsibility for coaching core academic general education teachers within their respective academy. At maturity of the school, each academy will have a dedicated Director of Curriculum and Instruction. These individuals will oversee curriculum development for their grade band and will work closely together to ensure vertical alignment across grades. The Director of Curriculum and Instruction will oversee the development and administration of the assessment system for their grade band.

The **Dean of Student Supports** manages the school's Special Education program and all services for English Language Learners. S/he directly manages all special education teachers, social workers, and ELL specialists, and manages the procurement and logistics of all contracted services to support scholars with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in scholars' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems. S/he is responsible for implementing the Academic Response to Intervention system and overseeing the tracking of student

progress within the system. At maturity of the school, there will be two dedicated Deans of Student Supports, one for the elementary grades (K-5) and one for the middle school (6-8) grades.

The **Dean of Empowerment and Culture** is responsible for managing the school's overall student culture, discipline, and social-emotional learning and support processes and policies. With support from the Head of School, the Dean holds primary management responsibility of all structures designed to imbue the Kwenda Collegiate Core Values (Community, Curiosity, Courage, Compassion, Control Your Own Destiny) including Sisterhood Circles, Advisory, Voice and Empowerment, and oversight of our social-emotional learning curriculum. Beginning in Year two, the Dean will lead and manage the CARE Team (as described further in **R-10a – Culture and Discipline**) which includes culture coordinators and school social workers. Through leadership of the CARE team, the Dean manages all necessary family communication concerning behavioral RTI, or any restorative/disciplinary consequences, except for teacher-to-family culture communication. The Dean will be responsible for leading professional development on all aspects of school culture including Responsive Classroom, behavior system and interventions, and building positive relationships with families.

Grade Level Leads are full-time teachers with the leadership responsibility to unify the adult and student cultures on their grade level team. Each grade, K-8, will have one designated Grade Level Leader. This person will be responsible for coordination between the various teachers for that grade level to support teachers in planning, sharing best practices, and ensuring consistency across classrooms. Grade level leads will be designated beginning in year three of operation.

Process and Criteria for Identifying and Selecting Instructional Leaders

Instructional leaders will be identified, selected, and evaluated based on a set of leadership competencies aligned to the Kwenda Collegiate Girls mission and key elements of the school model. As previewed in **Figure 9a-1**, our leadership competencies, which will be finalized during the Planning Year, will be adapted from edFuel's Leadership Competency Map[1]:

Figure 9a-1: Kwneda Collegiate Girls Core Competencies for Instructional Leader Evaluation

Academic Achievement	Strategic Management	Effective Teaming	Self-Management
Domains in this competency include: • Driving student achievement through teacher development and support	Domains in this competency include: • Strategic thinking • Problem solving • Decision making • Change leadership • Project management	Domains in this competency include: • Trust and collaboration • Community and influence • Developing others • Cultural competence • Conflict resolution	Domains in this competency include: • Growth mindset • Empathy • Motivation and courage • Openness to change
Foundational Principles			

[1] http://www.edfuel.org/wp-content/uploads/2017/08/EdFuel-Leadership-competency-map-May-2015.pdf

- Belief that all students can and must succeed
- Commitment to achieving breakthrough student results
- Commitment to upholding the organization's ethics and core values
- Commitment to equity, diversity, and inclusion

In alignment with our commitment to distributive leadership, we aim to source – to the greatest extent possible – instructional leadership from inside our school as we grow. When we conduct an external search for an instructional leadership position, we will use online job postings and a national search to cast the widest net possible. We will recruit from Building Excellent Schools' extensive national talent database, professional networks through Teach For America, and various graduate schools of education where our leadership will be connected, as well as from existing schools and CMOs.

Monitoring the Effectiveness of the Academic Program and Performance of At-Risk Students

In order to ensure the relevancy and responsiveness of our support to teachers and families, the Instructional Leadership team will adopt a formalized meeting cadence, reflecting a variety of team configurations according to area of management, to review and assess school data. Figure 9a-2 provides an overview of the proposed configurations and meeting cadence. During the meetings described below, teams will review and analyze a variety of data inputs to monitor the progress of our academic program, with a particular focus on at-risk students or: Students with IEP or 504 plans, English Language Learners, students experiencing homelessness, and/or students stalling in their progress within the Academic and Behavior RtI systems (described further in Response-08ad – Specific Populations).

Figure 9a-2: Meeting Cadence and Leadership Team Configurations for Monitoring of Academic Program

Team Configuration	Team Members	Meeting Frequency	Primary Data Sources	Area of Focus
Instructional Leadership Team	Head of School DCIs Dean of Student Support Grade Level Leads	Biweekly	• Student assessment data	• Curriculum • Focus for instructional support and coaching • Professional development (academic)
CARE Team	Head of School Dean of Empowerment and Culture Social Worker(s) Culture Coordinator(s)	Weekly	• Counseling referrals • Attendance • Case management logs • Enrollment • Disciplinary referrals and related • Parent contact logs	• Classroom culture • Students/families flagged for additional support • Student attrition risks • Behavioral RtI • Professional development (culture/SEL)
Student Supports Leadership Team	Head of School CARE Team representative DCIs Dean of Student Support	Weekly	• RtI/Progress monitoring data • Disaggregated attendance, culture, assessment data	• Response to Intervention • Professional development (intervention, special education, ELL support)

Staff Leadership Team	Head of School Dean of Empowerment and Culture DCIs Director of Operations	Weekly	• Academic achievement data • School culture data • Operation data • Weekly staff survey data	• Staff culture • Professional development • School-wide initiatives

The Head of School will provide a monthly update for discussion via a dashboard reflecting the school's review of the academic program and disaggregated performance data to the Academic Achievement Committee of the Board of Trustees (described further in **R-14ad – Governance**). The Academic Achievement Committee will be responsible for reporting the results – along with any accompanying work plans – with the full Board.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

"Sometimes I look at my teachers and I'm like…do they even like each other? Do they like us? It must [be awful] to work somewhere where you don't like your job or anyone." --- Tatyana*, 14, Bedford-Stuyvesant

A school's adult culture or, "the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions,"[2] can have tremendous cascading effects – both positive and negative – on student achievement. In fact, many young women, like Tatyana above, who shared their experiences on schooling and gender bias via our school's **Amplify Her Voice** campaign (see **R-04abc Community Outreach, Support, and Demand**), made frequent reference to (in their own words) the state of adult culture in their own schools and the resulting impact on students. The New Teacher Project argues that "greenhouse schools" or schools "better than others at accelerating student learning by developing and keeping great teachers, even compared to schools that serve the same population of students and have access to the same resources" find their success in "carefully fostered cultures that help teachers and students reach greater heights."[3] Kwenda Collegiate Girls is committed to fostering an adult culture that uplifts teachers and their development. Through individualized coaching and support, the Instructional Leadership team will have an intentional focus on ensuring teachers continually grow and develop their practice.[4] Our teacher coaching model - informed by that of Forte Preparatory Academy in New York City and Excel Academy in Massachusetts – will include the following components described if **Figure 9b-1**.[5]

Figure 9b-1: Key Components of the Kwenda Collegiate Girls Teacher Coaching Model

Component	Description	Coach	Frequency for Teacher
Classroom walkthrough	Drop-in observation typically lasting no more than five minutes – allows coach to make quick assessment of classroom	Any member of the leadership team	Daily

[2] https://www.edglossary.org/school-culture/
[3] https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf
[4] Bambrick-Santoyo, Paul. Get better faster: a 90-Day plan for developing new teachers. San Francisco, CA: Jossey-Bass, 2016, pp. 8-9.
[5] Forte Preparatory Academy is a SUNY Charter School Institute school in Queens. In Year 1 of operation, Forte outperformed the local district in both ELA and Mathematics on the state assessment.

	culture and check-in with students as needed.		
Extended observations	Classroom observation lasting at least 30 minutes, coach focuses on concrete teacher moves or pre-determined area of focus from the teacher's development plan.	Head of School and/or DCI	Weekly
Check-in/Debrief Conversation	Teacher reflects on practice during observation, the pair reviews any student data from observation, observer offers feedback, jointly identifies one area of growth or teacher move to focus on for next observation, coach models exemplar and teacher practices.	Head of School or DCI	Weekly
Extended live coaching session	Classroom observation of at least 60 minutes, coach uses a mix of nonverbal prompts, whisper or written prompts, and audible prompts to provide in-the-moment feedback. When most appropriate coach may introduce live modeling, co-teach, or perform a classroom takeover to model an exemplar for the teacher.	Head of School or DCI	Bi-Weekly (more frequent for teachers needing additional support)
2x2 Check-in	Adapted from The Management Center, the 2×2 system allows both direct reports and managers to talk openly about performance and the working relationship. Both team members reflect on their individual performance as well as on the performance of their counterpart. Feedback is shared both coach to teacher and teacher to coach.	DCI	Monthly (although coach or teacher can request a 2x2 at any time)
Annual Evaluation	Teachers will be evaluated using our evaluation rubric on a semi-annual basis, with a mid-year and end-of-year cycle, including a self-evaluation, evaluation by a teacher's coach, and a conversation to discuss the action steps resulting from the evaluation.		Semi-Annual

c. PROFESSIONAL DEVELOPMENT

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*

- *How the school will identify professional development topics;*
- *How the school's professional develop plans support the school's mission, key design elements, and the target and special populations' needs;*
- *The process for evaluating the efficacy of the professional development program.*

"[The highest performing teachers] on average, help students learn two to three additional months' worth of math and reading compared with the average teacher, and five to six months more compared to low-performing teachers. Better test scores are just the beginning: Students whose teachers help them make these kinds of gains are more likely to go to college and earn higher salaries as adults, and they are less likely to become teenage parents." – *The Irreplaceables*

"Black girls in classrooms across the country have been granted permission to fail by the implicit biases of [school staff] that lower expectations for them." – *Pushout*

Kwenda Collegiate Girls recognizes that our ability to deliver on our mission rests, in large part, in the quality of the teachers that lead our classrooms each day. Our teachers must be able to deliver expertly crafted daily lessons, nimbly recognize and address student misunderstanding, and use data to inform instruction. We also recognize how implicit bias and insecure relationships negatively impact students – particularly young women of color. Our approach to teacher development is dual-fold: supporting teachers in both pedagogical/content practice as well as intentional development around relationship building and developing emotional intelligence.

We demonstrate our commitment to professional development in many ways – namely in how we allocate our time as a school. As reflected in **R-07ac – Calendar and Schedules**, our annual calendar dedicates 29 full days for whole-staff professional development.[6] In addition, our school will operate on a modified student schedule each Wednesday to allow dedicated time for staff development and grade-level meetings each week. Our approach to professional development is rooted in the following four core beliefs:

1. **Data must drive instruction, and thus, teacher development.** We will use a mix of student achievement and classroom observation data along with other indicators of the progress of our academic program (see **R-09a – Instructional Leadership Roles** for specific indicators) to inform the topic, sequence, and pace of our PD sessions.
2. **School teams must invest time naming and practicing core operational, cultural, and instructional systems and structures – an initial investment in practice gives back time to teachers for instruction.** Purposeful practice – or naming and modeling an exemplar, carving out time for team members to practice with colleagues until skills or systems can be executed consistently, leads to automaticity and efficiency. This frees up minutes – and mental space – for teachers to focus on instruction.
3. **Schools must carve out dedicated vertical (across grade level) and horizontal (planning across a single grade) time for teams to ensure consistency in practice, urgency, and results.** Team members need dedicated time to build relationships, review/analyze student data, engage in cycles of inquiry and action planning, and share best practices across and within grade levels. This helps ensure consistency and effective flow of information across teams.
4. **Relationship building is a skill that can be taught, practiced, and developed.** We will support our teachers in becoming secure attachment figures for students through an evidence-based

[6] This count represents a mix of summer orientation, Data days, and targeted PD as described further in this section.

curriculum aimed at helping teachers practice relationship-building moves as well as engage in deep self-exploration and discovery.

These pillars are underpinned by the best practices of the highest performing charter schools in the country – such as Brooke Charter Schools, South Bronx Classical, and Excellence Girls Academy – and informed by the research *in Driven By Data*, *Get Better Faster,* and *Teach Like a Champion 2.0* all referenced throughout this proposal. These best practices and leading research will serve as the foundation for our instructional development model.

As described further in **R-02ab – Addressing Need**, Kwenda Collegiate Girls proposes to be a college-preparatory school specifically designed to ensure that all of our girls, including our Black and brown girls are safe, centered, valued, and informed. If this is our vision, we must reimagine our expectations of what it means for schools to provide a psychologically safe learning environment and support teachers in "uncovering bias, dismantling stereotypes, promoting a healthy classroom, and building relationships with students."[7] To support our school team in this work, Kwenda Collegiate Girls has sought out two best-in-class partners – the National Black Women's Justice Institute and FuelED.

The National Black Women's Justice Institute ("NBWJI") is a research, training, and technical assistance provider to public agencies, institutions, and foundations on countering the criminalization of Black women and girls. NBWJI works with educational institutions and practitioners to enhance and develop skills and practices to better respond to conditions informing the over-representation of Black girls and other girls of color in schools. NBWJI provides training and professional development to educators and school leaders to increase their capacity to improve educational outcomes among Black girls and other girls of color. NBWJI's training and professional development sessions allow school teams to understand how school policies, culture, and practices may marginalize girls of color in schools, and how schools may repair relationships that have been harmed, and which negatively impact educational outcomes for Black girls.

FuelED, whose partnership schools have demonstrated significant decreases in out-of-school suspensions and enjoyed higher rates of teacher overall satisfaction and retention, is a national non-profit focused on helping educators develop more positive relationships with students, families, and each other. FuelEd's evidenced-based curriculum is designed to support teachers in developing the interpersonal skills, self-awareness, and emotional well-being necessary to be secure attachment figures for students. Through our partnership with FuelEd, our school will facilitate the creation of intentional spaces to practice relationship-building skills and focus on personal development.

The Head of School will work closely with the Dean/Director(s) of Curriculum and Instruction, Dean of Student Supports, and Director of Empowerment and Culture to develop our internal Professional Development (PD) program. The Head of School will oversee all large group trainings, ensuring that organizational PD objectives are met. The Instructional Leadership team will share the responsibility of the planning, review, and delivery of the training according to the session's area of focus. For instance, the Dean of Empowerment and Culture will have primary responsibility for planning and execution of all PD related to Responsive Classroom. **Figure 9a-1** in **R-09a – Instructional Leadership Roles** outlines the

leadership team configurations that will inform the Head of School's decision on the sequence and appropriateness of PD across the school year[8].

Kwenda Collegiate Girls Summer Institute

Professional development will start four weeks before the first day of school as staff come together for the Kwenda Collegiate Girls Summer Institute. This time is designed to be an immersion into our school's vision, core values, and approach. We will spend time as a staff completely immersed in the "Kwenda Collegiate Girls Way" or our school's guiding beliefs, approaches, curriculum and operational norms. The extended time will allow our team to fulfill a number of objectives including: (1) building a cohesive staff culture rooted in our mission and core values; (2) building community with each other, sharing and celebrating our unique experiences and backgrounds; (3) dedicating time to purposeful practice of prioritized instructional strategies and teacher moves for the opening weeks of school; (4) building teacher muscle memory through practice and full-team walkthrough of school systems and routines (e.g. arrival protocols, hallway transitions); and (5) allowing teachers dedicated time to intellectually prepare for the opening weeks of school. Our team will also dedicate time specifically for individual goal setting – during which all team members complete a self-assessment of their strengths and weaknesses in preparation for a robust goal setting check-in with their manger. This goal setting will inform individualized staff growth plans, which will be used as a development roadmap for both reflective practice and evaluation.

Figure 9c-1 outlines a representative sampling of Summer Institute session topics and proposed facilitators. During the Planning Year, the Head of School will finalize an Institute agenda as well as minute-by-minute session maps for each session.

Figure 9c-1: Sample PD Topics during Kwenda Collegiate Girls Summer Institute

Topic	Description	Facilitator
Our Core Values	Deep-dive, immersive experience into our school's core values	Head of School
#AccessforBKGirls: Why all-girls? Why East Flatbush? Why now?	Underscoring the urgency and relevancy of our work as single-sex educators in East Flatbush	Head of School
Family Engagement 101	Overview of the important and best practices for family engagement. Staff norms on the Kwenda Collegiate Girls approach to family communication and expectations for staff.	Head of School/ Social Worker
Content Area PD – Unpacking Standards	Immersion into curriculum by examining the end-of-year assessments, unpacking standards, reviewing the scope and sequence, and internalizing Unit 1 curriculum.	DCI
Intellectual Preparation	Review of our school's Intellectual Preparation protocols and expectations	Head of School, DCI
East Flatbush – Past, Present, Future	Community stakeholder panel to receive and celebrate lived experiences of residents, young women, and partners in our community, including short tour	Head of School, Community Partners

[8] All professional development sessions will conclude with a short survey collecting staff feedback on the session that will be used in planning future sessions.

Teacher Taxonomies	Purposeful practice of high leverage Teacher Taxonomy moves of school-wide focus for start of the year	Head of School, DCI
Responsive Classroom	Immersion in Responsive Classroom as an approach, purposeful practice	Head of School
CARE Team 101	Overview of Kwenda Collegiate Girls approach to supporting the social-emotional needs of our students.	Head of School
Supporting Students with Disabilities	Understand SPED requirements and responsibilities. Understand the structure of the SPED team and how SPED will be managed in our school.	Student Supports Coordinator/DCI
Supporting Students Experiencing Homelessness – McKinney-Vento and beyond	Overview of partner organizations, support services, and other best practices for identifying and supporting students experiencing homelessness.	Head of School/ Social Worker
Supporting ELLs	Understand ELL requirements and responsibilities. Understand the structure of the ELL team and how ELL will be managed our school.	Student Supports Coordinator
Student attendance	Norm on importance of student attendance, the impact of chronic absenteeism, best practices for supporting student attendance, related data tools/protocols, and each of our roles in supporting families.	Head of School/ Director of Operations/ Social Worker
Mandated Reporter	Understand legal requirements as mandated reporters.	Social Worker
Know Your Rights – School's role in protecting the immigration status of our families	Overview of recent immigrant rights as it pertains to confidentiality of immigration status and actions school should take in case of ICE intervention.	Head of School
Coaching and Teacher Competencies	Understand the teacher competencies that drive excellence and strong outcomes for students and Kwenda Collegiate Girls approach to coaching and feedback.	Head of School/ DCI
Erasure of Girlhood – How Adultification and Implicit Bias Impact Girls of Color	Introduction to implications of implicit bias particularly as they play out in schools.	Head of School, NBWJI
FuelED – Leadership Institute	Articulate why forming relationships is crucial; staff members recount their own attachment history, and identify how it influences interactions/behavior at work; identify triggers that interfere with developing strong relationships.	FuelED
Day 1 Walkthrough	Intentional practice for the first few days of school. We will cover every detail, from where staff members stand at various points in the day, to how any transitions are run, how parents will drop off students, etc. Since the first few days of school do not follow a traditional schedule and may be a student's very first days attending	Head of School, Operations Manger

	any school at all, we have the utmost intention to plan for a strong start.	
Kwenda Collegiate Girls Systems and Routines	Understand and practice standardized classroom systems and routines at Kwenda Collegiate Girls. Understand the need for standardized routines and what high expectations look like in practice.	Head of School, Operations Manager

Weekly Professional Development

Each Wednesday, we will operate on an abbreviated student schedule allowing for two hours of targeted professional development. Wednesday PD will include a mix of schoolwide, grade level and content specific planning time. While the structure of Wednesday PD will remain constant from week to week, the Instructional Leadership team will identify the development focus each week according to data from classroom observations. For instance, if through daily classroom walkthroughs and observations, it is revealed that teachers are not consistently scanning after giving directions, the weekly PD agenda will include a practice session on intentional scanning followed by purposeful practice of the skill. This time will also be used as a weekly touch point with staff to reinforce our core values and reconnect staff back to our mission.

Individual Teacher Professional Development Plans

Rooted in the goal setting documents created in the summer, our staff will focus on continuous improvement and the development of their teaching craft. We anticipate that some teachers will struggle to consistently perform at high levels. The DCI will be responsible for collecting and reviewing all relevant performance information to facilitate conversations about teacher development, especially when a teacher has demonstrated that they are struggling. Student performance data from unit assessments, interim assessments, STEP, NWEA Map, and state assessments will inform conversations to calibrate teacher goals with their performance. Over the course of the school year, clear improvement plans will be established by the DCI and agreed on by the teacher as well as the DCI and Head of School to ensure improvement during a specified period of time. These conversations will happen as soon as possible from the time that the issue is identified, but may also take place during the formal evaluation timeframe detailed in part (d) below. At the end of that period, the teacher must have demonstrated marked improvement against predetermined goals to maintain good standing at Kwenda Collegiate Girls. During this period, the teacher may receive increased coaching, support, collaborative planning time and feedback on lesson plans by the DCI. If the teacher has been unable to show marked improvement, the teacher, DCI, and Head of School will have further discussions about future employment at Kwenda Collegiate Girls.

Professional Development Program Evaluation

Kwenda Collegiate Girls will regularly seek to improve its professional development program based on the needs of staff as evidenced by student assessment data and in-classroom observations and school walk-throughs. On an annual basis, Kwenda Collegiate Girls will evaluate the overall effectiveness of the school's Professional Development Program. This evaluation will include data from our twice-per-year staff surveys, our student achievement data disaggregated by sub-group, individual session survey feedback (including PD provided by external partners), and our overall teacher performance as measured by teacher evaluation rubric described in **R-09d – Teacher Evaluation and Accountability**. In June each year, the Head of School, along with the leadership team will use this data to discuss the professional development program effectiveness and to make improvements to our professional development program for the next academic year.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:
• An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,
• A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Ensuring a transparent and consistent teacher evaluation process is another way that Kwenda Collegiate Girls will invest in its teachers. We believe deeply that evaluation begins at hiring, as it is incumbent upon the school to not only seek out teachers with the deepest alignment to the school's mission and prioritized teacher competencies - but also to be open and honest with teachers about the school's expectations, operating style, and values. We will seek out teachers who are mission-aligned, team-oriented individuals who are hungry to learn and refine their practice. We will provide individualized and reliable coaching for each of our team members. We will adopt a clear teacher evaluation process based on our prioritized teacher competencies, drawn from the experience of high performing charter schools and schools of academic research.

The Head of School, in partnership with the DCI, will finalize a formal teacher evaluation rubric and accompanying evaluation documents during the Planning Year. Our proposed rubric, presented in **Figure 9e-1** is adapted from the rubric used by Brooke Charter Schools.

Figure 9e-1: Proposed Kwenda Collegiate Girls Teacher Evaluation Rubric

Kwenda COLLEGIATE GIRLS	4	3	2	1	0
A. GROWTH MINDSET	Exemplary	Highly Effective	Effective	Area for Improvement	Unacceptable
B. LEADERSHIP AND RELATIONSHIPS	Exemplary	Highly Effective	Effective	Area for Improvement	Unacceptable
C. INDIVIDUALIZATION AND ASSESSMENT	Exemplary	Highly Effective	Effective	Area for Improvement	Unacceptable
D. SKILLS AND CONCEPTS	Exemplary	Highly Effective	Effective	Area for Improvement	Unacceptable
E. RESPONSIBILITY TO TEAM	Exemplary	Highly Effective	Effective	Area for Improvement	Unacceptable

Rubric Category Descriptions

Growth Mindset	Leadership/Relationships	Individualization/ Assessment	Skills/Concepts	Team
• Communicates that effort, not innate ability, is central to achievement	• Creates and conveys a positive vision for classroom culture and routines and explains the rationale for this vision.	• Takes and demonstrates responsibility for the success of all students. • Scaffolds instruction and provides	• Intellectually prepares for lessons plans • Demonstrates deep understanding of content and	• Has excellent attendance, punctuality, and reliability with paperwork, duties, and assignments.

• Solicits and responds constructively to suggestions and criticism • Collaborates well with all colleagues. • Is a thoughtful participant and contributor to in-school professional development.	• Teaches effective routines and maintains them all year. • Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption. • Is fair and respectful and builds positive relationships with all students. • Demonstrates a love of teaching and of content. • Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each. • Has a confident and authentic presence. • Conveys urgency through preparation, lesson momentum, and smooth transitions. • Generates a high level of student engagement and participation. • Holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking. • Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports.	additional student attention to ensure the material is accessible and sufficiently challenging to all students. • Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction. • Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable. • Demonstrates effectiveness through student achievement (absolute and growth performance) in alignment with goals outlined in **R-06g – Accountability Plan**	its place in the curriculum and awareness of curricular consistency. • Effectively communicates the "point" of each lesson and the purpose of each activity. • Presents thoughtful open-ended questions (when appropriate). • Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area. • Effectively uses teacher talk to provide structure and direction while holding students accountable for thinking.	• Actively contributes to and shares responsibility for grade-level and school-wide activities. • Is a positive team player and contributes to a positive and constructive professional culture.

Teachers will be evaluated using this rubric on a semi-annual basis, with a mid-year and end-of-year cycle, including a self-evaluation, evaluation by a teacher's coach, and a conversation to discuss the action steps resulting from the evaluation. Because we believe deeply in the power of coaching, we do not believe that teachers should hear constructive feedback for the first time in the context of their evaluation. Teachers should hear constructive feedback in a timeframe to be able to act on it, and we expect that teachers will be actively working to improve areas where they currently rank as a 1 or 2 on our evaluation rubric.

Leaders will be held accountable for teacher performance based on student achievement data. On a monthly basis the Head of School will provide assessment data to the Academic Achievement Committee on the Board, who, along with the full Board will hold the Head of School accountable for student achievement results as outlined in **R-06g – Accountability Plan.** If the student achievement data is not demonstrating progress towards these goals, the Academic Achievement Committee and full Board will work with the Head of School to identify patterns and trends, including the effectiveness of the teacher evaluation rubric, and create an action plan for addressing those trends to improve student achievement.

R-10a - School Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- *Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection; and,*
- *How the school will maintain a safe and orderly environment*

"Available information about the challenges that [girls of color] face in regards to suspension, expulsion, and other disciplinary practices often go underreported, leading to the incorrect inference that their futures are not also at risk. This assumption obscures the fact that all too often girls are struggling in the shadows of public concern. [The] suspension and expulsion rates for Black girls far outpace the rates for other girls – and in some places, they outpace the rates of most boys. Yet, efforts to understand and respond to these disparate disciplinary patterns are few and far between. [Many] of the gender-specific factors that contribute to low achievement and the separation of girls of color from school are often placed outside the dialogue about achievement and school discipline altogether."

– Dr. Kimberle Crenshaw Jones[1]

Research on School Culture and Discipline and Our Target Population

Although girls of color - particularly Black girls - are penalized at alarmingly disproportionate rates[2], they are rendered largely invisible in the larger conversation around school pushout - or the increased likelihood of students who experience multiple school exclusions to be detached from school and involved in the criminal justice system[3] - and its impact on academic achievement. The rate of disproportionality varies widely by the race of the student with Black and Native American young women experiencing the highest and second highest rates of disproportionality respectively[4]. Given our expected school enrollment (see **R-01a – Community Description and Need**), we expect to enroll a student population that is between 89-92% Black and between 5-7% Latinx/Hispanic. The National Women's Law Center found that Black girls are "more likely to receive multiple suspensions than any other gender or race of students."[5] The gap starts early, with Black girls making up 20 percent of girls enrolled, but 54 percent of girls suspended from preschool."[6]

Efforts to understand and reverse school pushout have typically focused on the experiences of boys – particularly boys of color. In 2015, the Center for Intersectionality and Policy Studies at Columbia Law School commissioned a study on the impact of disproportionate disciplinary practices on Black girls. One of the first of its kind, the study warned against the danger of girls of color being less visible arguing that, "the risks that Black and other girls of color confront rarely receive the full attention of researchers, advocates, policy makers, and funders…as a result, many educators, activists, and community members remain underinformed about the consequences of punitive school policies on girls as well as the distinctly gendered dynamics of zero-tolerance environments that limit their educational achievements.[7]"

[1] https://www.law.columbia.edu/sites/default/files/legacy/files/public_affairs/2015/february_2015/black_girls_matter_report_2.4.15.pdf
[2] https://nwlc.org/wp-content/uploads/2017/04/final_nwlc_Gates_GirlsofColor.pdf
[3] https://www.law.columbia.edu/sites/default/files/legacy/files/public_affairs/2015/february_2015/black_girls_matter_report_2.4.15.pdf
[4] https://nwlc.org/wp-content/uploads/2017/04/final_nwlc_Gates_GirlsofColor.pdf
[5] Ibid.
[6] Ibid.
[7] https://www.law.columbia.edu/sites/default/files/legacy/files/public_affairs/2015/february_2015/black_girls_matter_report_2.4.15.pdf

Community Conversation on School Culture and Discipline and Our Target Population

The theme of visibility, specifically as it relates to school discipline and culture, was a consistent one in our conversations with young women and families across Brooklyn as a part of our community outreach campaign – **Amplify Her Voice** (described further in **R-04abc – Community Outreach, Support, and Demand**). One young woman, Nashia*, explicitly named how this sense of invisibility manifested for her as a 15 year old living in East Flatbush. Writing via Google Survey: "Being a girl in 2018 is being two things at once. It's like you're invisible but everyone is looking at you the same time. Like stay in the background, don't be too loud, don't speak up. That's how to be a good girl [student]. [B]oys gets like all the attention and no one pays attention to us, unless you're loud and fight and cuss. But then with [Instagram] you have to be perfect and serve looks. Your hair, your skin, [your] body. Everyone is looking and everyone tells you what to be. So what is it???? Invisible or not?"

Nashia* (whose name is changed for privacy) describes in her own words a feeling of being ignored at school that closely aligns with research on implicit bias and schools. Sociologists contend that "girls sometimes get less attention than their male counterparts early in their school careers because they are perceived to be more socially mature and self-reliant.[8]" Such bias has tangible impact on students as "the lack of attention can lead to 'benign neglect' that may diminish school attachment in both high- and moderate-achieving female students"[9]. In fact, the Center of Poverty and Inequality at Georgetown Law found that staff perception of girls as more "self-reliant" translated into fewer mentorship and intervention opportunities for young women at schools[10].

The impact of school culture and discipline came up frequently in our conversations with families. More than 170 families expressed discomfort with the state of school culture and discipline at their neighborhood schools. Dissatisfaction seemed evenly spread across families with students enrolled in traditional public schools and those enrolled in public charter schools. Overwhelmingly, families expressed a desire for more responsive school cultures that focused more on helping students learn from the consequences of their actions – both positive and negative – than on perceived adult control. A sampling of responses captured during focus groups, conversations with families, and survey responses is provided below:

- *"You mean to tell me this is what school is now? Metal detectors and pat downs? I'm not 100% sure an adult talked to my daughter about her plan for the future or her grades or anything like that but I can assure you she walked through a metal detector this morning. Surveillance instead of SATs."*
- *"I had to tell a teacher my daughter is not your pet. She doesn't have to just obey and comply. Give me [and her] the rationale sure but when is it just control for control's sake?"*
- *"More counselors, less officer calls."*
- *"All my kids have had the same 4th grade teacher at [local public school]. She's tough, like…strict, all the kids already know before they get to 4th grade but she's fair and cares about every kid. They know that and that's why they do well for her."*
- *"My kids' school uses these logical consequences. It has changed the game. Please implement this at your school."*

[8] Ibid.
[9] Ibid.
[10] https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf

Our Vision for School Culture

We are fiercely committed to fostering a school culture where every Kwenda Collegiate Girls student feels seen, valued, and affirmed and knows, beyond a shadow of a doubt, that the entire school staff believes in her individual potential. We believe our young women deserve a fair shot at leading self-determined lives of promise and opportunity. Our role in that vision, as K-8 educators, is to provide a high-quality elementary and middle school education that ensures each of our alumnae have the knowledge, skills, and self-assuredness for success at a college-preparatory high school and are firmly planted on the path to college graduation. To reach this ambitious vision, we will intentionally cultivate a fiercely warm yet firm school culture. Our students deserve a school where staff recognize, and actively cultivate, the power of secure relationships. Our teachers deserve support and coaching in creating classrooms that are empowering, psychologically safe launch pads of student achievement.

Our approach to building our school culture is predicated on four core beliefs:

1) **Our core values define us.** We know that schools play a powerful role in helping students maximize their inherent character through intentional social emotional learning (SEL) instruction. Intentional social-emotional learning helps children self-regulate, develop academic stamina and raises student achievement.[11] Aligned with our mission, our core values underpin our commitment to an emotionally safe learning environment
2) **A strong school culture is rooted in trust.** We believe that students move beyond compliance to collective investment when a bond of deep trust characterizes the school community. Deeper levels of trust between student and teachers increases student engagement and encourages students to take academic risks in the classroom.
3) **Trust between students and staff leads to secure attachment.** Students who feel a strong sense of belonging within their school community are much "more likely to show up to class, to persevere longer at difficult tasks, and to deal more resiliently with the countless small-scale setbacks and frustrations that make up the typical student's school day."[12] Particular to our anticipated population, "[r]esearch suggests that Black girls sometimes get less attention than their male counterparts early in their school careers because they are perceived to be more socially mature and self-reliant. The lack of attention can lead to 'benign neglect' that may diminish school attachment in both high- and moderate-achieving female students."[13]Fostering a school culture that places secure attachment at is foundation – one that honors the experiences of our students, celebrates academic success, and helps young women develop personal voice - is core to our success.
4) **Trust begins with predictability and consistency.** A predictable environment with consistent routines, rules, and consequences supports healthy brain development and a child's ability to complete academic tasks. Brain research shows that when a student lacks "a sense of security, [that] child can have difficulty child exploring the world through play, developing self-confidence, and maintaining motivation."[14] Consistent routines and expectations support the learning of all children "but they are particularly helpful for [children who have experienced trauma], who need a school environment that is predictable and safe, in contrast to life at home."[15]

[11] Park, Daeun, et al. "A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children." Contemporary Educational Psychology, Academic Press, 12 Aug. 2016, www.sciencedirect.com/science/article/pii/S0361476X16300352.
[12] Tough, Paul. "Helping Children Succeed".
[13] https://www.citylab.com/life/2015/04/black-girls-matter-and-schools-are-letting-them-down/390726/
[14] https://traumasensitiveschools.org/wp-content/uploads/2013/06/Helping-Traumatized-Children-Learn.pdf
[15] Ibid

Our Core Values

Kwenda Collegiate Girls is deeply committed to (1) proactively encouraging positive behavior and (2) empowering our students with the self-awareness and emotional intelligence necessary to thrive as leaders of their own lives and in our communities. Explicit teaching of our school's core values – coupled with a fierce commitment to building warm/firm secure attachments and a structured, predictable learning environment - will serve as the foundation for our proactive approach to positive behaviors and school discipline.

- **Community.** An *individual* can only truly be great when *everyone* is truly great. We bring our individual strengths and lived experiences together for the benefit of our collective. We take care of each other, support each other in times of struggle, and seek out opportunities to encourage each other. As an individual I understand that the community would not be the same without me and I would not be the same without my community. The physical space of the school is a part of our community and we honor it by keeping it clean and orderly.
- **Curiosity.** We take learning seriously. We are hungry to learn and recognize that every interaction is an opportunity for us to expand our understanding and perspectives. We ask questions to deepen our understanding and allows others to feel like their voice is heard and they are valued. When we disagree, we seek first to understand and turn to wonder and questioning. We recognize that the perspectives of others can grow our learning.
- **Courage.** We always stand up for what is right, for ourselves, and for others even when it may be unpopular to do so. We always do our best, even if it seems that others might not believe in us. We take academic risks to grow our learning and push ourselves outside of comfort zones.
- **Compassion.** We understand that every human is valuable and should be treated with dignity. We do not hurt each other physically or emotionally. We think about the feelings of others and the impact of our words and actions on others. We strive to treat each other with kindness and encouragement.
- **Control Your Own Destiny**. We are the masters of our own destinies. As an individual I am not defined by my circumstances or the perception of others, I define who I am for myself. I know that I have limitless value and have deep confidence in myself and in others. We believe our collective goal of college graduation dramatically increases our agency. We treat our ambitious goals and commitment to shaping our own futures as sacred. As such, we always give 100% every time. We understand that our voices and perspectives are important and share our ideas with confidence and determination.

Our core values are intentionally aligned to support our instructional methods and are aligned to support the development of academic courage, or the foundation for Deeper Learning, our school's foundational instructional model (see **R-06c – Instructional Methods**). Deeper learning empowers students with the academic courage and personal autonomy to take academic risk and begin to trust their own authentic voice and strength of character. Berger argues that "when instruction challenges, engages, and empowers students, teachers can and do influence [student] attitudes and beliefs about themselves as learners."[16] The model promotes the four following mindsets as necessary for students to learn deeply:

1. **I belong in this learning community.** Students feel a deep sense of connection with their peers and classroom community.

[16] Berger, R., Woodfin, L., & Vilen, A. (2016). *Learning that Lasts: Challenging, Engaging, and Empowering Students with Deeper Instruction*. San Francisco, CA: Jossey-Bass & Pfeiffer Imprints, Wiley.

2. **I can succeed at this.** Students believe they can believe in tasks and engage fully. They are more likely to jump into a challenging task with abandon if they believe in their own self-efficacy.
3. **My ability and competence will grow with my effort.** Students maintain a growth mindset and believe that they can improve in their practice over time, even if the road to success is bumpy.
4. **This work has value for me.** Students are better able to engage with their work when it connects to their lives, their futures, or their interests.

Figure 10a-1 maps Berger's fundamental academic mindsets with our school's core values.

Figure 10a-1: Alignment of Kwenda Collegiate Girls Core Values with Deeper Learning Mindsets

	Deeper Learning Academic Mindset	Alignment with Kwenda Collegiate Girls Core Values	Student Language or Action
1	I belong in this learning community.	Community, Compassion	"My classmates care about me. They would miss me if I was absent from school."
2	I can succeed at this.	Courage, Control Your Own Destiny	"I have to grow 2 STEP levels to be on track to reaching my goal this quarter. I'm a strong reader though, so it will be hard but I can do it."
3	My ability and competence will grow with my effort.	Curiosity, Courage	"I didn't reach my goal on that quiz. I will work with Ms. Jackson during Breakfast to practice my arrays."
4	This work has value for me.	Curiosity	"Our High School Placement class helps me understand what high schools might be the best fit."

We believe the alignment between our core values and the Deeper Learning framework will give students and staff common language to celebrate and reinforce the urgency, relevancy, and rationale behind our work.

Responsive Classroom

In the same way that Deeper Learning frames our instructional approach, Responsive Classroom will serve as the theoretical foundation for our approach to building a school culture of empowerment, courage, and self-determination. Responsive Classroom, lauded by the Collaborative for Academic, Social, and Emotional Learning (CASEL), is an evidence-based approach to teaching that is rooted in four key domains – (1) engaging academics, (2) positive community, (3) effective management, and (4) developmental awareness. Research by the University of Virginia has found that consistent implementation of Responsive

Classroom is associated with: "higher quality standards-based instruction; greater student achievement in math and reading, regardless of socioeconomic background; greater gains for low-achieving students; improved social skills in children; improved teacher-student interaction; and more positive feelings toward school among children and teachers."[17] Charter schools across the country are demonstrating increased interest in Responsive Classroom. For instance, Ascend Charter Schools[18] recently embraced Responsive Classroom as its core approach to school culture. In 2018, the network enjoyed significant increases in student proficiency rates with 59% of Ascend's African-American students proficient in ELA compared to 52% of white students statewide[19]. In math, 65% of African-American students are proficient compared to white students[20]. With 64% of Ascend's lower-SES students proficient in math compared to 62% of their more affluent peers statewide, the schools have effectively reversed New York City's persistent achievement gaps along race and class[21].

Responsive Classroom is deeply aligned with our school's core beliefs around school culture and instructional approach. In fact, at the center of the model is the core belief that "students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control" alongside an "academic mindset."[22] Responsive Classroom definition for academics is a one-to-one match with Berger's deeper learning mindsets: 1) I belong in this academic community; 2) my effort improves my performance; 3) I can succeed at this work; and 4) I see the value in this work.

An overview of the Responsive Classroom shared practices -or components that are applied regardless of age range - and our school's prioritized teacher taxonomies are described below in **Figure 10a-2**:

Figure 10a-2: Alignment of Responsive Classroom Shared Practices (K-8) with our Prioritized Teacher Taxonomies

Responsive Classroom Core Practice	Description	Reinforcing Kwenda Prioritized Teacher Taxonomies
Interactive Modeling	An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).	• What to Do
Teacher Language	The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.	• Precise Praise • Emotional Constancy • Warm/Strict
Logical Consequences	A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.	• Calm, Firm, Finesse

[17] https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_approach_White_paper.pdf
[18] Ascend Charter Schools is a network of schools serving similar demographics in Central Brooklyn. Ascend Charter Schools are authorized by SUNY Charter School Institute
[19] https://www.ascendlearning.org/2018/09/27/dramatic-achievement-gains/
[20] Ibid.
[21] Ibid.
[22] https://www.responsiveclassroom.org/wp-content/uploads/2018/07/RC-Approach-Handout.pdf

Interactive Learning Structures	Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.	• Everybody Writes

Alignment with our Commitment to Self-Determination and Agency

Kwenda Collegiate Girls' commitment to families and students is deeply rooted in the concept of self-determination – or that each young woman inherently has the powerful voice and intellect to control the trajectory of her own life. Relative to social-emotional development, our role as a school is to empower our students with age-appropriate competencies and skills they need as they develop into independent adults. We understand that the social-emotional needs of our girls in kindergarten will be different from what they need in middle school. Developmentally Responsive Teaching, or the design of developmentally appropriate learning environments, is a core tenet of Responsive Classroom. While the components described in **Figure 10a-2** are foundational components for all classrooms K-8, the model is intentionally designed to strategically release scaffolds as students age and mature.

Through Responsive Classroom, our Lower and Upper Elementary Academy students focus on developing the emotional competencies - cooperation, assertiveness, responsibility, empathy, and self-control—to self-manage and operate productively as members of their school community. As students progress into Middle School, we intentionally roll back some of our procedural guardrails – for instance 6-8 students will no longer transition in lines between classes – to support our students in developing the self-management they will need to thrive in high school and college. We recognize that many of the supports we offer students will be largely absent on a college campus and we are deeply committed to helping them develop the independence they need – in a developmentally appropriate way – to be successful. We will adopt Responsive Classroom's Middle School model to support our 6-8 students.

Responsive Classroom's locally demonstrated positive impact on student achievement and alignment with our school's core belief make it a compelling choice for our school culture approach.

Building a Culture of Trust through Structure and Predictability

Schools have a moral imperative to cultivate learning communities that are safe, both physically and emotionally, before students can learn. We believe the predictability of a structured school environment - where expectations, rituals, and routines are consistent across classrooms – encourages psychological safety, allows students to focus on learning, and allows for trust to be built between students and teachers. Our work is too urgent and important to be left to chance so we will meticulously choreograph all student activities into a codified set of routines and procedures, or the "Kwenda Collegiate Girls Way". By precisely outlining for students what is expected of them, we remove distraction and free up capacity for teachers to focus on teaching and for scholars learning. In alignment with Responsive Classroom, we will spend the opening days of school deeply internalizing not only the "how" of our routines and expectations but also the "why" or rationale. Our community expectations should be true reflections of their name – belonging to the community not to a single staff member. For instance, at the beginning of the school year, teachers will spend time modeling for students our routines for transitioning between literacy rotations. Through guided discussion students will come to understand that "we push in our chair before we leave our desk because when we're all moving around the room it is easy to bump into things. We care deeply about each other and we don't want someone to trip over a chair and hurt themselves." Students then are given time to practice the routines to build their muscle memory. During the planning

year, the Head of School will script out all aspects of the student experience to ensure that our routines are aimed at saving time – not controlling student's free will – and are ready to teach on Day 1.

Building a Culture of Trust through Intentional Community Building

To build on this foundation of structure and predictability, we will be obsessive in our commitment to community building. A student's connection to a school, or whether a student feels like she "belongs" to a larger school community, is a powerful predictor of that student's overall academic performance. [23] We are committed to creating a school community that provides a foundation for a lifetime of intellectual curiosity, sisterhood, and academic achievement. Our approach to building strong classroom and school-level communities, informed by epistemology and self-esteem theory[24], is aimed at building student agency, honoring the experiences of our students, leveraging academic dialogue to maximize learning, and cultivating a culture of collective responsibility.

We will employ the following core practices to build community across the school:

- **Social-Emotional Learning (SEL) Curriculum.** We will adopt elements of the Valor Compass model to build out our school's social and emotional learning curriculum. Valor's Compass supports students in developing ten habits across five disciplines: Sharp Mind (curiosity & diversity), Noble Purpose (joy & identity), Big Heart (courage & kindness), Aligned Actions (determination & integrity) and True North (balance & presence)[25].
- **Morning Meetings.** Morning Meetings are a key feature of responsive classroom. In the Lower (K-2) and Upper Elementary (3-5) Academies, each day in homerooms will begin with a Morning Meeting. Morning Meeting is designed to build trust amongst the classroom community and set a positive tone for the day's learning. Discussions during Morning Meeting, guided by the school's character development/social-emotional learning curriculum, will reinforce the school's core values. This time will also allow for student recognition, celebration of academic achievement and growth, and modeling of key academic skills.
- **Advisory.** In the Middle Academy (6-8), students will be assigned to an advisory group or "Circle". Each advisory group, consisting on 10-12 students, will meet daily and be led by a dedicated faculty advisor responsible for providing mentorship and guidance. We will leverage the "Valor Compass Developmental Pathway" model to craft our Middle Academy Advisory scope and sequence.
- **Community Meeting.** Community Meeting allows for dedicated Academy-wide or if space allows, whole-school, time to cement the school's identity, reinforce core values, celebrate achievement and drill academic skills. To the greatest extent possible, we will prioritize opportunities for students to lead portions of the Community Meeting. For instance, at North Star Academy in Newark, NJ students facilitate the college cheer competition. At Brooke Charter Schools, students facilitate shout-outs starting in lower elementary.
- **Conflict Resolution.** The Valor Compass model will serve as a school-wide framework for conflict resolution steeped in our core values of Compassion and Curiosity. We will infuse Circles for exploration and conflict resolution in the Lower Elementary and Upper Elementary Academies through Morning Meeting, Voice and Empowerment and Closing Circle. In the Middle Academy, we will adopt the Valor Compass model of 30-minute daily Circle (we refer to this time as Advisory) and a once weekly extended Circle.

[23] Tough, Paul. "How Children Succeed"
[24] Collins, Patrica Hill. "Black Feminist Theory"
[25] More information regarding Valor Compass can be found here: https://valorcollegiate.org/compass/compass/documents/

- **Community Apologies.** In alignment with our core value of Community, we strive to model a sense of collective responsibility and accountability to one another. We take seriously our commitment to band together in times of struggle. We recognize that we all make mistakes, are all worthy of grace, and we all can learn from our setbacks. To restore any serious breach of classroom trust (e.g. fighting, bullying, vandalism), we will implement community apologies. After serving the appropriate consequence, the student asking for grace will work with the teacher and the CARE[26] team to craft and present an apology to the affected student(s)/community. The apology and acceptance of the apology will serve as a pre-requisite for re-entry into the classroom community.[27]
- **Peer Mentoring**. We will implement a peer mentoring program at our school for students in the Middle School Academy to mentor younger students.

Our Approach to Classroom Management

To support our students in meeting classroom community norms and behavioral expectations, we will adopt a behavior system grounded the Responsive Classroom core practices (described in **Figure 10a-3**) of: interactive modeling, teacher language, and logical consequences.

Figure 10a-3: Kwenda Collegiate Girls Behavior System		
Step #1: We begin with clear directions.		
Responsive Classroom Core Practice	**Description**	**Taxonomy**
Interactive Modeling	We make sure that students truly understand what we are asking of them. All procedures and routines are intensively modeled and practiced when introduced. When giving directions, teachers give clear, concise directions and a clear exemplar. This might sound like: "When you hear the timer buzz, please have your books back in your book baggies and take your seat on the rug with your voices off."	• What to Do
Step #2: We use teacher language strategically.		
Responsive Classroom Core Practice	**Description**	**Taxonomy**
Teacher Language	After giving a direction, teachers energetically scan the room and use reinforcing language – naming what students are doing well – to support all students in meeting the expectation. In line with Responsive Classroom, we don't highlight students individually but instead name what we call out positive trends in the group.	• Precise Praise • Emotional Constancy • Warm/Strict

[26] Culture team includes: Head of School, culture coordinators, school social workers, and Dean of Empowerment and Culture
[27] Modeled after a similar system at North Star Academy.

	This might sound like: "Woah, purple row is looking so sharp with their book in their baggies and sitting so proud and so quiet on the rug." We also use reminding language to support students who may be lagging in meeting the expectation. This might look/sound like making eye contact with a student who is wiggling on the rug and saying: "Remember when we're at the rug, we respect our neighbor's space so we sit quietly within our square."	
Step #3: To redirect student behavior, we use the least invasive intervention first and, when necessary, use a logical consequence to respond to misbehavior.		
Responsive Classroom Core Practice	**Description**	• **Taxonomy**
Teacher Language/Logical Consequences	Our teachers will have a toolbox of strategies to address misbehavior including: self-interruption, visual/verbal cues, teacher proximity to redirect off-task behavior. Teacher will address to misbehaviors swiftly and calmly. If a student continues to misbehave, we will administer a logical consequence that is communicated with a focus on the behavior and not the student. The intent is not to punish the student but to name the behavior, give the student a chance to fix it, and learn from their mistake. This might look like/sound like: A student continues to wiggle on the rug, occasionally playfully poking her rug mates. The teacher has used a variety of redirections including visual cues for calm body while making eye contact, proximity, and a direct redirection. The teacher crouches down beside the student while the rest of the class is in a turn-and-talk and whispers for the student to go to the Calm Down corner to reflect and calm. There is an established pre-taught protocol for the Calm Down corner.	• Calm, Firm, Finesse

School Culture Staffing

Our school culture team – or CARE team – is comprised of both student support and traditional school culture staff including: the Dean of Empowerment and Culture, our school social workers, Student Culture coordinators, school psychologist, and Head of School. In Year 1 and 2, the CARE team will be led by the Head of School and will be led by the Dean of Empowerment and Culture thereafter. Modeled after the successful team at Ron Brown College Preparatory High School, the team supports students and teachers in behavior processing, restorative circles, community re-entries, and counseling. Our framework is modeled after the experience and team at Ron Brown College Preparatory High School in Washington,

DC. An-all boys high school serving students of similar demographics, Ron Brown reports a 4.8% suspension rate compared to 16% at peer schools[28]

We will explore a partnership with Partnership with Children modeled after the model Brooklyn Emerging Leaders Academy to supplement the services provided by the CARE team.

Community Violations

If a student commits a serious infraction of our core values, the student will receive a Community Violation and will be referred to reflection with the CARE team. The student will process the behavior - analyzing the choices they made, any triggers in the environment, and the impact on the student and community - with the CARE team both through conversation and written reflection. The student and CARE team member will work together to design a logical consequence. For instance, if two students are working on a project together on a collage during Choice Time and one student (Ophelia) gets upset and rips up the other student (Tamar's) work, a logical consequence would be for Ophelia to help Tamar re-create her collage. Or if a student throws her milk at lunch, she might take time from social lunch to help clean up the mess.

Tracking Student Behavior Data and Reflecting with Students

Teachers will track multiple redirections and any consequences delivered for each individual student. During Choice Time and Closing Circle, teachers will check-in with students individually on their behavior for the day. In these interactive conversations, teachers will use Precise Praise to highlight when students exemplified the Core Values during the day. Teachers will also reflect with students on areas for behavioral improvement – identifying areas for growth, modeling the behavior that meets Community Norms, and setting goals for the next day as appropriate. In alignment with Responsive Classroom, teachers will not use a public discipline system (e.g. color chart, stoplights) to track/incentivize individual student behavior. We will capture and track redirections and consequences internally to share with parents, grade level teams, and other school community stakeholders.

[28] https://www.dcpolicycenter.org/publications/banning-suspensions-blunt-tool-reduce-exclusionary-discipline/

R-10b - Discipline Policy

Provide the school's discipline policy for general education students.

Kwenda Collegiate Girls will provide a safe and orderly environment for all students, and a firm and consistent Discipline Policy is the foundation to ensure we can deliver on that commitment. Our Discipline Policy is designed to manage behaviors that are not addressed through our positive community building, and behavior management system as described in Section **R-10a – School Culture and Discipline**. Our Discipline Policy will be consistent with the requirements of due process and with federal laws and regulations regarding students with disabilities. Our Discipline Policy will be included in our Student and Family Handbook which will be distributed to all Kwenda Collegiate Girls families annually in their preferred language. During the planning year, our Head of School will partner with the National Black Women's Justice Institute to devise a Behavior Matrix that aligns with our commitment to being a school of healing and learning.

COMMUNITY VIOLATION (MAJOR OFFENSES)

If a student commits a Community Violation they will be immediately referred to the CARE team for intervention. Depending on the severity of the violation, this might result in removal from class for conference:

- Unsafe behaviors, such as hitting, kicking, or biting
- Targeted disrespect of another member the learning community (whether adult or student) including name calling or insulting including (bullying, hazing or harassment of any kind, threats, intimidation, and exclusionary conduct)
- Disrespect of the school, such as defacing school property
- Leaving class without permission
- Use of inappropriate language
- Disruption of class (defined as behaviors that actively impede the learning of the student or learning of others)

Students who are referred for multiple violations will be referred to the CARE team – our school's culture team school culture team made up of our social workers, culture coordinators, and the Dean of Empowerment and Culture who support students in reflecting on behavior, navigating emotional triggers and social emotional skill development. The CARE team will partner with the family through the Kwenda Collegiate Girls Behavior Response to Intervention process to develop an individualized plan of support for the student.

SUSPENSION

There are two types of suspension: in-school suspension (ISS) and out-of-school suspension (OSS). When a student is under out-of-school suspension, she is not to be on the campus during the suspension. When suspension is in-school, the student is assigned to a designated school location monitored by Kwenda Collegiate Girls' staff. For both types of suspension, students will be required to complete their regular classwork and homework.

Kwenda Collegiate Girls will comply with the Supreme Court case Goss v. Lopez, 419 U.S. 565 (1975) that found that any time that a student is removed from school, certain constitutional due process protections attach depending on the number of days the school has suspended the student.

For a short-term suspension (10 days or less):

- The school will provide the student and parent with oral or written notice of the misconduct and an informal hearing where the school explains the charges against the student and the student has an opportunity to deny the charge.
- If the student denies the charges, the school must explain the evidence it has against the student and provide the student an opportunity to present his or her version of the event.
- This informal hearing must take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the student's notice and opportunity for an informal conference should take place as soon after the suspension is practicable.
- Students (parents) are able to appeal short-term suspensions to the Board of Trustees or the school's authorizer pursuant to Education Law Section 2855(4).
- Before the student returns to school, the student, parent and Director of Empowerment and Culture will meet to address the student's behavior and create a plan for improvement.

If the suspension is a long-term suspension, i.e. longer than 10 days, the student shall receive the following:

- The school will provide the student (and parent) written notice of the charges against him/her. The student will be afforded a hearing, including the opportunity to secure counsel, confront and cross examine witnesses and call his or her own witnesses to verify his/her version of the incident.
- A record of the hearing will be maintained and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, pursuant to Education Law Section 2855(4).
- In accordance to Education Law §2854(1)(b), Kwenda Collegiate Girls will identify alternative instruction programs for the student to participate in while on long-term suspension. At a minimum alternative instruction will be one hour daily for students in grades K-8.
- Before the student returns to school, the student, parent and the student's dedicated CARE team advisor and Director of Empowerment and Culture will meet to address the student's behavior and create a plan for improvement.

EXPULSION

The following are examples of the cause for expulsion: (Note: these examples are not intended as an all-inclusive list.)

- The use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of an individual student's or the school's property
- The possession or use of tobacco, alcohol, or drugs
- Possession of weapons on campus
- Hazing, racist acts, or persecution of other students

In the case of expulsion:

- The school will provide the student (and parent) written notice of the charges against her. The student will be afforded a hearing, including the opportunity to secure counsel, confront and cross-examine witnesses, and call her own witnesses to verify her version of the incident.
- After the hearing, the Head of School will submit a written decision to the student, family, and the school's Board of Trustees. The Head of School will notify the family that they have up to ten (10) days to appeal the expulsion decision.

- A record of the hearing will be maintained and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, pursuant to Education Law Section 2855(4). The action of the Board of Trustees is final.

GUN FREE SCHOOLS ACT

Kwenda Collegiate Girls will be a gun-free school. We will adhere to the Gun-Free Schools Act (20 U.S.C. §7151), which requires a student who is determined to have brought a firearm (as defined in 18 U.S.C. § 921(a) to school, or possessed a firearm at school, to be suspended for no less than one year. The Board of Trustees may modify the term of the suspension on a case-by-case basis, but we anticipate maintaining a very strict line on any firearm-related offenses.

HARASSMENT, BULLYING AND INTIMIDATION

Kwenda Collegiate Girls will be a safe space for all students. We consider bullying, hazing or harassment of any kind a Community Violation. Threats, intimidation, and exclusionary conduct run counter to our mission and our community values. They will be considered a Community Violation and will be dealt with in accordance with our discipline code.

R-10c – Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

First and foremost, Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") will educate all students, and we are committed to serving the unique needs of our students with disabilities. We firmly believe that all students, including those with disabilities, thrive when held to high expectations, and ensure we provide the necessary supports including both accommodations and modifications necessary to reach our high expectations. Our Special Education Discipline Policy is in alignment with the Federal Individuals with Disabilities Education Act (IDEA) and regulations; and CFR 300.530.300.537. We will comply with all federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Plan of 1973, and the discipline procedures set forth in 34 CFR for all students with an IEP and those known to have a disability. We will work in partnership with the Committee on Special Education (CSE) of the New York City Department of Education to ensure that the individual needs of all scholars with disabilities are met.

When a student at Kwenda Collegiate Girls is in need of supports/intervention for behavior as required by their IEP, The Dean of Student Support will be responsible for managing the implementation of all Behavior Intervention Plan (BIP) associated with a student's IEP, as outlined in **R-08 – Specific Populations.** The Dean, in conjunction with classroom teachers will ensure effective implementation of elements of the BIP which may include (1) additional incentives for positive behavior, (2) additional break structures, (3) changes in seating or other in-class structures, (4) adjustments in the number of corrections that warrant a higher level consequence.

In accordance with all relevant law, in any case that would trigger an expulsion hearing, the CSE would review and determine whether the behavior represents a manifestation of a special need and whether all required services were in place. If the misconduct was unrelated to the child's disability and they were provided all appropriate and required supports at the time of the misconduct, we will continue with expulsion proceedings. We will not continue the expulsion hearing if the conduct wsa related to a scholar's disability or if all appropriate and required supports were not in place at the time of the misconduct.

We will follow the guidance and recommendations of the NYCDOE for discipline, as replicated in **Figure 9c-1**, as it relates to short-term, cumulative, and long-term removals.

Figure 9c-1: NYC DOE Students with Disabilities Discipline in Charter Schools Quick Guidance[1]

IDEA protections apply to:

- *Students with disabilities in Charter Schools; AND*
- *Students for whom the Charter School is deemed to have knowledge of a disability.*

When a Charter School student with a disability violates the Charter School's code of conduct and is removed (either immediately or following a hearing or conference consistent with due process), then the following procedures apply.

I. SHORT-TERM REMOVALS

***IF** the removal is 10 or fewer consecutive school days AND 10 or fewer cumulative school days in a*

[1] http://schools.nyc.gov/NR/rdonlyres/A81E86F2-7F4D-46FF-B429-C10A910C1154/0/NYCDOESWDDisciplineinCharterSchoolsQuickGuidance92013_CF.pdf

school year,

***THEN** the Charter School:*

May remove the student; AND

Must provide services to student similar to students without disabilities.

Must provide the Student with due process consistent with Goss v. Lopez. See 34 CFR § 300.530(a), (b), (d)(3); Goss v. Lopez, 419 U.S. 565, 576-583 (1975).

II. CUMULATIVE REMOVALS

***IF** the removal is more than 10 cumulative school days in a school year, but not more than 10 consecutive school days,*

***THEN** the Charter School:*

Must first determine if the previous removals in conjunction with the current removal constitutes a pattern of removal. The Charter School should consider the following factors to determine whether a pattern exists:

- *whether the series of removals total more than ten (10) school days in a school year;*
- *whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in discipline; and*
- *if the behavior is substantially similar, whether there is a pattern by considering additional factors such as*
  - *the length of each prior removal;*
  - *the total amount of time the student has been removed from school; and*
  - *the proximity of the removals to one another.*

See 34 CFR § 300.530(d)(4), 300.536; 34 CFR § 300.11(c)(1) through 34 CFR § 300.11(c)(2).

***IF** there is **NO PATTERN**, **THEN** the Charter School*

May remove the student; AND

Must determine and provide special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum.
See 34 CFR §§ 300.101(a); 300.530(d)(4), 300.536.
***IF** there is a PATTERN, see Section III ("Long-Term Removals").*

III. LONG-TERM REMOVALS

***IF** the removal is for more than 10 consecutive school days, OR*

***IF** there is a pattern of removals (see Section II, "Cumulative Removals"),*

***THEN** a "disciplinary change of placement" has occurred, and the following actions must be taken:*

Services:

When the student is removed, then

o *The CSE, which includes relevant personnel from the Charter School (including the Student's teacher), determines the special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum; AND*

o *The Charter School determines the alternative site that implements the services recommended by CSE during the disciplinary change of placement.*
See 34 CFR §§ 300.530(c), (d)(1), (d)(2), (d)(5), 300.531, 300.536.

New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at http://www.p12.nysed.gov/psc/specialed.html.

Actions:

The Charter School sends notice of discipline and procedural safeguards notice ("PSN") to the parents and immediately notifies DOE in writing;

DOE sends a manifestation determination review ("MDR") scheduling notice and PSN to the parents; The Charter School suspension hearing must occur prior to the MDR.

MDR must occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student (a disciplinary change of placement).[2] Accordingly, the suspension hearing must be scheduled and held immediately after the conduct in question to allow the MDR to occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student.

MDR Team, including DOE, parent, and relevant IEP team members of the Charter School (such as the student's teacher, etc.) must review the student's file and determine if the conduct was a manifestation
of the student's disability.

See 34 CFR §§ 300.503, 300.504, 300.530(e); Goss v. Lopez, 419 U.S. 565 (1975); New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at http://www.p12.nysed.gov/psc/specialed.html.

Manifestation Determination Review:

The manifestation team must consider all relevant information pertaining to the behavior including:

- *Relevant information in the student's file, including evaluations and the student's IEP or Section 504 Accommodation Plan, any Functional Behavioral Assessment ("FBA") or*
- *Behavioral Intervention Plan ("BIP");*
- *Teacher observations; and*
- *Relevant information supplied by the parents of the student*

The manifestation team shall <u>determine that the conduct is a manifestation of the student's disability</u> if:

- *The conduct in question was caused by or had a direct and substantial relationship to the student's disability; **OR***
- *The conduct in question was the direct result of the Charter School's failure to implement the IEP. The MDR team does not have to determine that ALL services were not provided, but rather only those in relation to the behavior that is the subject of the disciplinary action.*

If the manifestation team finds the answer to either of these questions is "yes," the behavior must be considered a manifestation of the student's disability.

<u>See</u> 34 CFR § 300.530(e).

***IF** the behavior that led to removal was **NOT** a manifestation of the student's disability,*
***THEN** the Charter School:*

*May remove the student; **AND***

Must implement the services recommended by the CSE during the length of the disciplinary change of placement.

See 34 CFR § 300.530(c), (d)(1), (5); 300.531; 300.536.

***IF** the behavior that led to removal **WAS** a manifestation of the student's disability,*
***THEN**:*

The Charter School must return student to the original charter school placement, unless:

- *If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case the Charter School **may** remove the Student for up to 45 days in an alternative site while providing services recommended by the CSE; **OR***
- *The parent and DOE agree to a change of placement.*

The CSE and the Charter School remedy deficiencies in IEP and implementation of IEP, respectively;

The CSE conducts an FBA and develops/modifies the BIP;

The Charter School implements the BIP. See 34 CFR § 300.530(e), (f), (g).

R-10d – Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

The Kwenda Collegiate Girls dress code is largely adapted from the Evanston Township High School's student dress code that embraces diversity in gender expression and explicitly prohibits body shaming. Our proposed dress code is in line with the recommendations of Girls for Gender Equity 2018 "Girls Schools Deserve" policy recommendations that more schools adopt dress code policies that celebrate body diversity, racial, religious and gender expression. We know that girls of color are disproportionately disciplined for dress code violations[1] and aim to ensure a more inclusive approach. Our policy is intentionally written to minimize the risk of students missing instructional time as a result of dress code. It is also written to minimize the time spent by teachers in addressing any dress code violations.

Dress Code Philosophy and Equity Statement

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our uniform policy is designed to accomplish several goals:

- Relieve social pressure to wear certain brands or styles that might not be viable or sustainable options financially for all families
- Provide students and families with a predictable option of clothing choices for school each day
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as STEAM lab (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to a variety of uniform options.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed

[1] https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wpcontent/uploads/2018/04/web_Final_nwlc_DressCodeReport-1.pdf

as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Financial Assistance

As outlined in R-21e - Budget Template, $90 per student, or $9,720 in Year 1 of operation, has been set aside to help defray costs for families who may not be able to afford the school uniform. No student will be denied access to our school because of an inability to purchase the school uniform. Enrollment materials will clearly communicate the availability of financial assistance.

Uniform Policy

Kwenda Collegiate Girls students are required to wear a uniform daily. We will provide assistance to any families who are unable to afford the cost of the uniform[2]. If our facilities allow, we seek to ensure a washer and dryer is on the premises of the school so that clean uniforms are always available for loan and wear at school. We will proactively build relationships with uniform vendors across Brooklyn to negotiate discounted rates for families – particularly for families with multiple children enrolled at the school.

The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

1. Basic Principle: Certain body parts must be covered for all students at all times.
Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements.

2. **Students <u>Must</u> Wear**, while following the basic principle of Section 1 above:
- A Shirt that meets the criteria below, **AND**
    - Plain white short-sleeve polo shirt (without any visible logos)
    - Plain white long-sleeve polo shirt (without any visible logos)
    - Plain white or navy short-sleeve button down shirt (without any visible logos)
    - Plain white or navy long-sleeve button down shirt (without any visible logos)
- Bottoms (pants, skirt, dress, shorts) that meet criteria below, **AND**
    - Plain khaki or navy twill pants
    - Plain khaki or navy twill shorts
    - Plain khaki or navy skirts
    - Plaid skirts and jumpers must be purchased from approved vendor in designated Kwenda Collegiate Girls pattern
    - Plain khaki or navy jumpers
- Shoes that meet the criteria below
    - Close-toed shoes
    - High heels that do not inhibit the movement of students

[2] Our school budget reflects an allocation of $90 per student annually to provide a uniform set to each family – see **R-21e – Budget Template**

3. Students **May** Wear:

- Any white or navy shirt with the school logo
- School logo sweater vest
- School logo cardigan sweater
- School navy pattern plaid tie or other neck accessory

4. **Students Cannot Wear:**

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Hats within the building
- Any item that obscures the face or ears (except as a religious observance).

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School leadership and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- To ensure consistent implementation of the dress code policy, the Head of School and designated Leadership Team staff members will be responsible for completing an informal uniform check as a part of Morning Arrival. If a student is wearing an item that violates Section 2 above, it will be noted for the student's family in the student's Lifework folder. The student will not be removed from the classroom but will be provided with a temporary uniform that should be returned at the end of the day for laundering.
- Consistent violation of Section 2 will result in a family conference, so the school can better understand any hindrances to consistent uniform use.
- If a teacher notices a student is in violation of Section 2 during instructional time, s/he will notify the Operations Team and/or CARE team to provide a temporary uniform for the student and note the violation in the student's Lifework folder.
- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
    - Students will be asked to put on their own alternative clothing, if a school uniform is already available at school, to be dressed more to code for the remainder of the day.
    - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
    - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:
    - kneeling or bending over to check attire fit;
    - measuring straps or skirt length;
    - asking students to account for their attire in the classroom or in hallways in front of others;
    - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and, accusing students of “distracting” other students with their clothing.

R-10d – Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

The Kwenda Collegiate Girls dress code is largely adapted from the Evanston Township High School's student dress code that embraces diversity in gender expression and explicitly prohibits body shaming. Our proposed dress code is in line with the recommendations of Girls for Gender Equity 2018 "Girls Schools Deserve" policy recommendations that more schools adopt dress code policies that celebrate body diversity, racial, religious and gender expression. We know that girls of color are disproportionately disciplined for dress code violations[1] and aim to ensure a more inclusive approach. Our policy is intentionally written to minimize the risk of student missing instructional time as a result of dress code. It is also written to minimize the time spent by teachers in addressing any dress code violations.

Dress Code Philosophy and Equity Statement

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our uniform policy is designed to accomplish several goals:

- Relieve social pressure to wear certain brands or styles that might not be viable or sustainable options financially for all families
- Provide students and families with a predictable option of clothing choices for school each day
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as STEAM lab (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to a variety of uniform options.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.

[1] https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wpcontent/uploads/2018/04/web_Final_nwlc_DressCodeReport-1.pdf

- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Uniform Policy

Kwenda Collegiate Girls students are required to wear a uniform daily. We will provide assistance to any families who are unable to afford the cost of the uniform[2]. If our facilities allow, we seek to ensure a washer and dryer is on the premises of the school so that clean uniforms are always available for loan and wear at school. We will proactively build relationships with uniform vendors across Brooklyn to negotiate discounted rates for families – particularly for families with multiple children enrolled at the school.

The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

1. Basic Principle: Certain body parts must be covered for all students at all times.
Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements.

2. **Students <u>Must</u> Wear**, while following the basic principle of Section 1 above:
- A Shirt that meets the criteria below, **AND**
  - Plain white short-sleeve polo shirt (without any visible logos)
  - Plain white long-sleeve polo shirt (without any visible logos)
  - Plain white or navy short-sleeve button down shirt (without any visible logos)
  - Plain white or navy long-sleeve button down shirt (without any visible logos)
- Bottoms (pants, skirt, dress, shorts) that meet criteria below, **AND**
  - Plain khaki or navy twill pants
  - Plain khaki or navy twill shorts
  - Plain khaki or navy skirts
  - Plaid skirts and jumpers must be purchased from approved vendor in designated Kwenda Collegiate Girls pattern
  - Plain khaki or navy jumpers
- Shoes that meet the criteria below
  - Plain closed-toe black shoes (without any visible logo or patterns)
  - High heels that do not inhibit the movement of students

3. Students **<u>May</u>** Wear:
- Any white or navy shirt with the school logo
- School logo sweater vest

[2] Our school budget reflects an allocation of $90 per student annually to provide a uniform set to each family – see **R-21e – Budget Template**

- School logo cardigan sweater
- School navy pattern plaid tie or other neck accessory

4. **Students <u>Cannot</u> Wear:**
- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Hats within the building
- Any item that obscures the face or ears (except as a religious observance).

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School leadership and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- To ensure consistent implementation of the dress code policy, the Head of School and designated Leadership Team staff members will be responsible for completing an informal uniform check as a part of Morning Arrival. If a student is wearing an item that violates Section 2 above, it will be noted for the student's family in the student's Lifework folder. The student will not be removed from the classroom but will be provided with a temporary uniform that should be returned at the end of the day for laundering.
- Consistent violation of Section 2 will result in a family conference, so the school can better understand any hinderances to consistent uniform use.
- If a teacher notices a student is in violation of Section 2 during instructional time, s/he will notify the Operations Team and/or CARE team to provide a temporary uniform for the student and note the violation in the student's Lifework folder.
- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
    - Students will be asked to put on their own alternative clothing, if a school uniform is already available at school, to be dressed more to code for the remainder of the day.
    - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
    - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
    - kneeling or bending over to check attire fit;

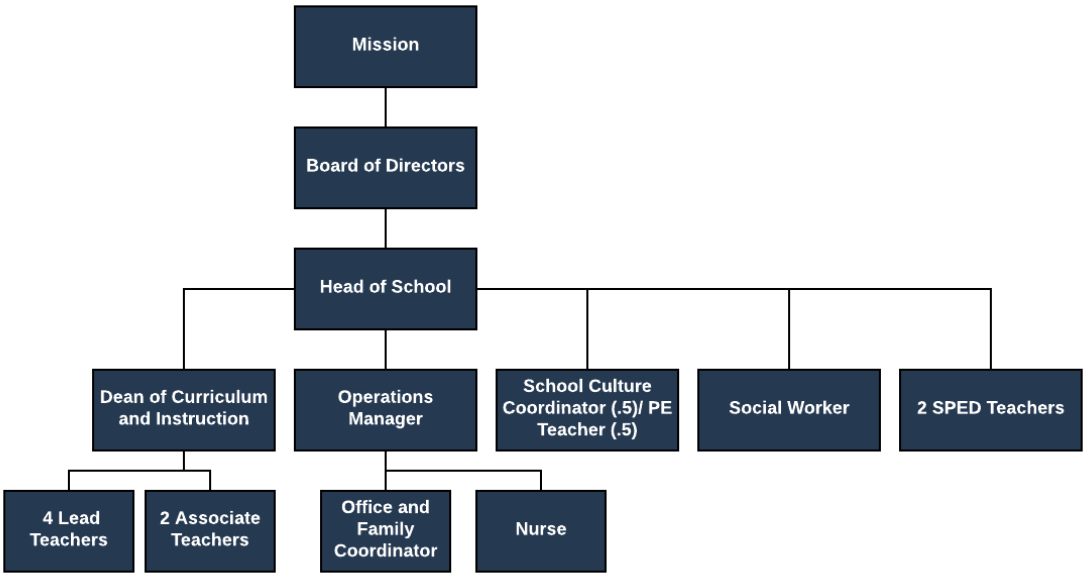
- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways in front of others;
- calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and, accusing students of “distracting” other students with their clothing.

R-11ab – School Management and Leadership

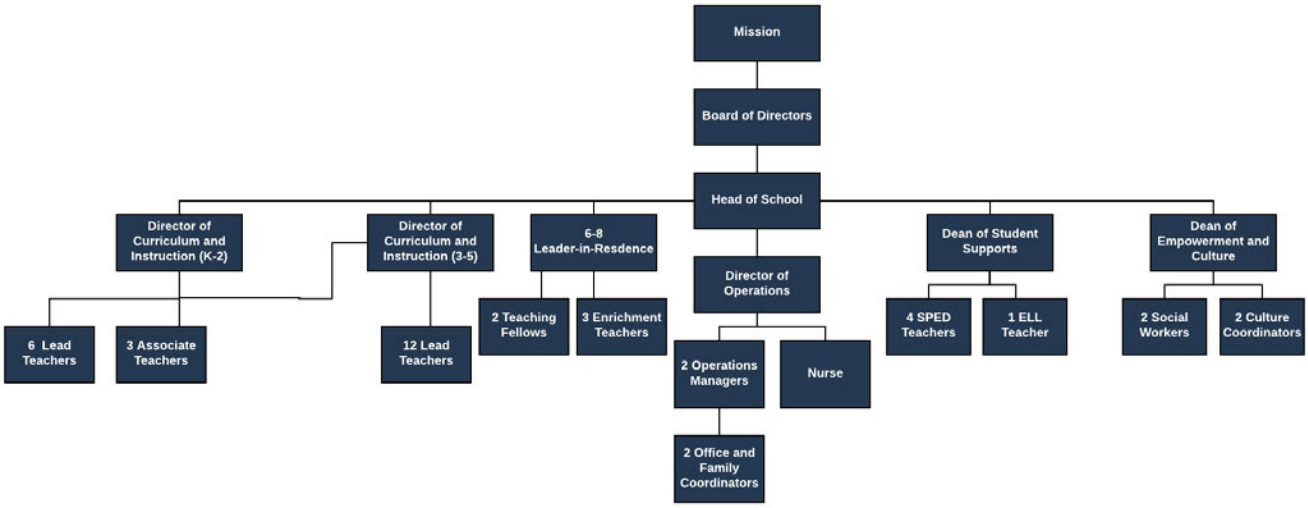
a. ORGANIZATIONAL CHART

Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Year 1 Staffing Chart (K-1, 108 students) – 15 FTE



Year 5 Staffing Chart (K-5, 324 students) – 47 FTE



b. SCHOOL LEADERSHIP AND MANAGEMENT STRUCTURE

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- *Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;*
- *Outline the evaluation procedures for staff in management positions; and,*
- *Describe recruitment plans for the school leader including:*
    - *The process and criteria the school will use to select the school leader;*
    - *Who has been, or will be involved in the selection process; and,*
    - *The role of any CMO or partner organization (if any) in the selection process.*

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") will be an independent charter school governed by its Board of Trustees. The Board of Trustees ("Board") is a community of diverse, high-capacity individuals with a deep commitment to the school's mission and our community. The Board will assume responsibility for the school's overall governance and will ensure that the school acts in accordance will all applicable laws and regulations as described further in **R-14ad – Governance**. The Board will hire, oversee, and evaluate the Head of School and will delegate daily management functions and responsibilities to the Head of School.

The **Head of School** assumes an instructional, operational, and external leadership role at Kwenda Collegiate Girls with primary responsibility for setting the school's instructional vision and managing its strategic direction. The Head of School must deeply internalize the school's mission and values. In many ways, their primary capacity, particularly in the opening years of the school, is as the school's adult culture leader. Not only must s/he codify and consistently model the "Kwenda Collegiate Girls Way, s/he must activate other adults in the building to join them in living out and executing the school's vision. The Head of School hires, coaches, and evaluates all school employees and delegates duties to other members of the staff, including staff management duties as most appropriate.

Qualifications of the Head of School are as follows:

- Unwavering commitment to the mission of Kwenda Collegiate Girls;
- Bachelor's degree required, Master's degree or advanced coursework in education preferred;
- A minimum of three years of management/coaching experience in school-based or school network-level roles;
- A commitment to academic and personal development of Kwenda Collegiate Girls students;
- Demonstrated ability to model shared leadership; experience leading a professional learning community; and the ability to inspire a team around a vision;
- Evidence of success in impacting student achievement;
- Demonstrated desire and ability to work in a start-up school environment;
- Clear and compelling communication skills, including verbal, written, and presentation;
- A demonstrated ability to build relationships with a diverse group of constituents;
- Experience in school-based budget preparation and management;
- Experience with actively involving parents/community in all phases of the school program;
- A demonstrated belief that all children can achieve at the highest levels;
- Demonstrated passion and commitment to working in the social sector and on one of society's most important challenges: breaking the cycle of intergenerational poverty;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them; and

- Appreciation for the connections between implicit bias, secure attachment, and student achievement outcomes

Kwenda Collegiate Girls Board of Trustees intends to hire Lead Founder Christina Perry as the Founding Head of School. Ms. Perry, a central Brooklyn resident, brings experience in school leadership, organizational planning and start-up as well as board governance to the founding team.

Ms. Perry is a member of the 2018-19 Building Excellent Schools Fellowship, a rigorous and selective training program for aspiring charter school leaders. As a BES Fellow, Ms. Perry is participating in an intensive, yearlong training program that equips school leaders with the skills they need to effectively manage instruction, operations, student and adult culture, as well as external relationships in high-performing public charter schools. To date, BES Fellows have founded over 120 schools across 19 states educating over 34,000 students. Former BES Fellows in New York City include Lester Long, Founder of South Bronx Classical Charter Schools, Seth Andrew, Founder of Democracy Prep Public Schools, and Graham Browne, Founder of Forte Preparatory Academy Charter School.

Prior to joining BES, Ms. Perry served as the Chief Community Officer for Purpose Built Schools Atlanta – a network of traditional public turnaround schools serving over 2,000 students. In her role, Ms. Perry sat on the network senior leadership team and bootstrapped the network's Community Engagement department, an innovative $15 million initiative aimed at stabilizing the out-of-school experience for students and families. Previously, she served as the Chief of Staff at UP Education Network, a network of turnaround schools in Massachusetts, before moving into a founding school leader role at the network's first school in Western Massachusetts, UP Academy Kennedy. Prior to joining the UP Education team, Ms. Perry worked with Purpose Built Communities, a non-profit community revitalization consulting firm. In her role, she led teams across the country in writing and defending new charter school applications as well as assembling and training founding board member teams. Ms. Perry began her career as a special education teacher with Teach For America, working most closely with students in Atlanta, GA, with emotional and behavioral disorders.

Ms. Perry attended both Spelman College and Roanoke College and received a B.A. in Political Science from Roanoke College.

The Head of School's role is the most critical leadership role in the school. To ensure the long-term stability of the school overtime, the Head of school will intentionally coach up the instructional leadership of the school to maximize the viability of an internal candidate in the event of a Head of School departure. The Head of School will draft (and submit to the Board of Trustees for approval) a School Success Leadership plan during the planning year, that will codify a concrete process for leadership transition in the event of a planned or unplanned Head of School departure. In the event of a Head of School departure, the Governance Committee of the Board will hold primary management responsibility for executing the School Leadership Success Plan and overseeing the recruitment, interview, and hiring process for the new Head of School. The Governance Committee may also convene a special committee of the board to oversee this process. The committee will commence a thorough internal and national external search for a leader that meets the qualifications set out above and present the most qualified candidate(s) to the full Board for its consideration.

The **Director of Operations** holds primary responsibility for managing towards the operational vision and strategic direction of the school. S/he is responsible for all operational needs of the school, including the facility, all financial operations, entrance and exit procedures, attendance, record-keeping, and human

resource functions. S/he will be the primary liaison with the back-office provider for the day-to-day management of the budget, procurement and accounting systems, financial reporting, and any matters of compliance with federal, state, or local law governing the fiscal management of the school. S/he hires, manages, and evaluates all members of the Kwenda Collegiate Girls Operations Team including – Manager(s) of Operations, Nurse, Office and Family Coordinator(s), and Operation Fellow(s) – and delegates duties to other members of the staff, including staff management to other members of the team as most appropriate. S/he also manages all operations vendors, including managing all operations vendors, including but not limited to, food service vendors and custodial staff. The Director of Operations will report directly to the Head of School. The Director of Operations joins the Kwenda Collegiate Girls team in Year 3. Prior to that time, the **Manager of Operations** (see **R-12b - Qualifications and Responsibilities**) will manage the day-to-day operational needs of the school. In Years 1 and 2, the Head of School will manage the **Manager of Operations** and will be the primary liaison between the back-office provider and the school.

The **Dean/Director of Curriculum and Instruction** is the primary owner of the managing the school's curriculum design process and primary planner of instructional professional development. S/he holds primary responsibility for coaching general education teachers and ensuring excellence across all grades and content areas within their academy. S/he will support teachers through weekly observation, coaching, lesson study, and feedback. The Director of Curriculum and Instruction will oversee the development and administration of the assessment system for their Academy. Deans transition into a Director role once their grade band reaches full enrollment. For instance, the Upper Elementary Dean is hired in Year 3 once the school enrolls 3rd grade. The Upper Elementary Dean transitions to Upper Elementary Director of Curriculum and Instruction in Year 5 once the school enrolls 5th grade.

The **Dean of Student Support** manages the school's Special Education program and all services for English Language Learners. S/he directly manages all special education teachers, and ELL teachers, and manages the procurement and logistics of all contracted services to support scholars with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in scholars' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems. S/he is responsible for implementing the Academic Response to Intervention system and overseeing the tracking of student progress within the system.

The **Dean of Empowerment and Culture** is responsible for managing the school's overall student culture, discipline, and social-emotional learning and support processes and policies. With support from the Head of School, the Dean holds primary management responsibility for all structures designed to imbue the Kwenda Collegiate Core Values (Community, Curiosity, Courage, Compassion, Control Your Own Destiny) including Circles, Advisory, Voice and Empowerment, and oversight of the Valor-Compass social-emotional curriculum. Beginning in Year 2, the Dean will lead and manage the CARE Team (as described further in **R-10 Culture and Discipline**) which includes the school's Student Culture Coordinators, Social Workers, and any related counseling/therapeutic service providers. Through leadership of the CARE team, the Dean manages all necessary family communication concerning behavioral RTI, or any restorative/disciplinary consequences, except for teacher-to-family culture communication. The Dean will be responsible for leading professional development on all aspects of school culture including Circles, behavior system and interventions, and building positive relationships with families.

The **Director of Talent** is responsible for the design and execution of the school's comprehensive talent acquisition strategy. The Director of Talent will work closely with the Head of School to ensure the school has sound recruitment, interview, and hiring processes. This position joins the team in Year 6 of operation.

Evaluation of Leadership

The school leaders described above will be evaluated on a semi-annual basis[1]. The Head of School will finalize an evaluation schedule, rubric, and competency map during the planning year. The proposed framework below is informed by the EdFuel leadership competencies map and leadership evaluation process[2]. Various education organizations including Uncommon Schools, Achievement First, and Green Dot Public schools have partnered with EdFuel to strengthen their talent capacity. Ninety-one percent of partner organizations report that EdFuel's support helped increase the efficacy of their organization[3]. Lead applicant Christina Perry leveraged EdFuel's tools in her past role at Purpose Built Schools Atlanta.

School leadership evaluations will consist of three primary components:

- Extent to which the employee has met her/his annual individual goals
- Extent to which the organization has met its annual goals
- Proficiency on key leadership competencies and skills

On an annual basis, the Head of School will work with each member of the leadership team to design and codify a set of individual goals aligned to the leader's role description and formal responsibilities. All goal-setting, both individual and organizational, will map from our annual audit of our program, described in **R-6f – Programmatic Audits**. Progress towards goals will be formally assessed at the leader's mid-year and end-of-year evaluations. The leader's individual goals will be revisited and tracked during check-ins with the Head of School throughout the school year.

Figure 11b-1 below provides an overview of each component.

Figure 11b-1: Components of Proposed School Leadership Evaluation[4]

Component	Weight	Description
Individual Goals	50%	The progress made on individual goals will be assessed on the following scale: • Exceeds Goal (4) • Meets Goal (3) • Partially Meets Goal (2) • Does Not Meet Goal (1)
Organizational/ Departmental Goals	25%	The progress made on each organizational goal will be assessed on the following scale: • Exceeds Goal (4) • Meets Goal (3) • Partially Meets Goal (2) • Does Not Meet Goal (1) Following the assignment of ratings to all organizational goals, the ratings will be averaged for a final evaluation in this category.

[1] The Head of School's evaluation will largely mirror the process below. Additional weight will be placed on the "Organizational Goals" component for the Head of School. The Board of Trustees will approve the Head of Schools evaluation process and rubric during the planning year.

[2] http://www.edfuel.org/research-and-tools/tools-and-resources/

[3] http://www.edfuel.org/our-impact/

[4] Adapted from EdFuel: http://www.edfuel.org/research-and-tools/tools-and-resources/

Competency Map	25%	Leadership competencies will be assessed in two primary ways: • Manager completes evaluation according to Kwenda Collegiate Girls Leadership competency map *(to be finalized following a performance conversation that includes a self-assessment)* • Evaluation feedback from direct reports

An overview of core competencies to be included in the Leadership Competency Map rubric can be found in **Figure 11b-2.**

Figure 11b-2: Kwenda Collegiate Girls Core Competencies for Instructional Leader Evaluation[5]

Driving Academic Achievement	Strategic Management	Effective Teaming	Self-Management
Domains in this competency include: • Driving student achievement through teacher development and support	Domains in this competency include: • Strategic thinking • Problem solving • Decision making • Change leadership • Project management	Domains in this competency include: • Trust and collaboration • Community and influence • Developing others • Cultural competence • Conflict resolution	Domains in this competency include: • Growth mindset • Empathy • Motivation and courage • Openness to change
Foundational Principles			
• Belief that all students can and must succeed • Commitment to achieving breakthrough student results • Commitment to upholding the organization's ethics and core values • Commitment to equity, diversity, and inclusion			

[5] http://www.edfuel.org/wp-content/uploads/2017/08/EdFuel-Leadership-competency-map-May-2015.pdf

R-12ac – Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and noninstructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

The Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") staffing model operationalizes our school's mission and key design elements and has been crafted to align with our growing enrollment over the first five years of operation.

2023 Response Updates

While the Kwenda Collegiate Girls Charter School response to the 2023 SUNY Charter School Institute Request for Proposal is the result of a deep systematic audit of our 2019 response, this section reflects minimal updates limited to the update of proposed opening year, subsequent enrollment years, hiring dates, and updated budget allocations. The founding team believes that the remainder of this section is in alignment with our school mission and approach.

Staffing Model

Our staffing model is heavily informed by those of our "inspiration schools" (described further in **R-06af – Curriculum and Instruction**) – (1) Springfield Preparatory Charter School, (2) Success Academies, (3) Brooke Charter Schools, (4) Brooklyn Emerging Leaders Academy, and (5) Zeta Charter Schools. If authorized, we will hire our founding leadership team during the planning year. The Head of School will begin on July 1, 2024. In January 2025, we will hire our founding K-1 Dean of Curriculum and Instruction who will, with support from the Head of School, lead the curriculum design, review, and development process. With a special focus on meeting enrollment targets, we will also hire our founding Office and Family Coordinator on January 1, 2025 to support with student outreach, recruitment and family onboarding. We will contract with a financial back-office provider, such as EdTec or Charter School Business Management, to support the development of our financial systems in the launch year. Each year, we will grow our administrative, instructional, and operational team to ensure full implementation of the school in all years. Given our slow growth model and intentionally small class sizes, we have thoughtfully crafted leadership pathways to ensure our model is fiscally sound. For instance, as described **in R-11ab – School Management and Leadership**, the Director of Curriculum and Instruction holds primary responsibility overseeing the curriculum design, teacher coaching, and instructional professional development of their respective academy. As the school grows, however, the role is hired as Dean of Curriculum and Instruction and that Dean grows into the Director role over time and assumes the role of Director once their grade band is fully enrolled. As shown in **Figure 12a-1** below, our founding K-1 Dean of Curriculum and Instruction moves to the Director role in Year 2 when we have a fully enrolled K-2 Lower Elementary Academy.

Figure 12a-1: Kwenda Collegiate Girls Staffing Summary – by position, Years 0-5						
	Year 0	Year1 K-1	Year 2 K-2	Year 3 K-3	Year 4 K-4	Year 5 K-5
Head of School	1	1	1	1	1	1
Director of Curriculum and Instruction	0	0	1	1	1	2
Dean of Curriculum and Instruction	.5	1	0	1	1	0
Dean of Student Supports	0	.5	0	1	1	1

Director of Operations	0	0	1	1	1	1
Leader-in-Residence	0	0	0	0	0	1
Operations Manager	0	1	1	1	2	2
Office and Family Coordinator	.5	1	1	1	2	2
Nurse	0	1	1	1	1	1
Dean of Empowerment and Culture	0	0	1	1	1	1
Social Worker	0	1	1	1	1.5	2
School Culture Coordinator	0	.5	1	1	2	2
Lead General Education Teacher	0	4	6	10	14	18
Associate Teacher	0	2	3	3	3	3
Special Education Teacher	0	2	3	4	4	4
Teaching Fellow	0	0	0	1	1	2
ESL Teacher	0	0	0	1	1	1
Science/STEAM Teacher	0	0	1	1	1	1
Physical Education Teacher	0	.5	1	1	2	2

Figure 12a-2: Kwenda Collegiate Girls Employment Summary, Operational Years 1-5, by Budgetary Category

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	108	162	216	270	324

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	1.0	1.0	1.0	2.0
Deans, Directors & Coordinators	1.0	1.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	2.0
Administrative Staff	1.0	1.0	1.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	5.0	7.0	9.0	11.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	10.0	14.0	18.0
Teachers - SPED	2.0	3.0	4.0	4.0	4.0
Substitute Teachers	0.0	0.0	1.0	1.0	2.0
Teaching Assistants	2.0	3.0	3.0	3.0	3.0
Specialty Teachers	0.5	2.0	2.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	1.5	2.0
Other	0.0	0.0	1.0	1.0	1.0
TOTAL INSTRUCTIONAL	9.5	15.0	22.0	27.5	33.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.5	1.0	1.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	1.5	2.0	2.0	3.0	3.0

TOTAL PERSONNEL SERVICE FTE	15.0	22.0	31.0	39.5	47.0

b. QUALIFICATIONS AND RESPONSIBILITIES

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Figure 12b-1 outlines the qualification and responsibilities for all roles in the staffing plan.[1]

Figure 12b-1: Staff Responsibilities and Qualifications		
Role	**Responsibilities**	**Qualifications**
Head of School	• Set vision for the school; responsible for managing academic program and organizational viability to achieve vision and goals • Executive management of all staff, including responsibility for hiring, management, and evaluation of all employees • Monitor academic and organizational data, responsible for ensuring the success of the school's academic program, organizational viability, and financial stability • Manage and coach the school leadership team including: Dean/Director(s) of Curriculum and Instruction, Director of Operations, Dean of Empowerment and Culture, Director of Talent, Dean of Student Supports • Foster a collaborative, affirming, and supportive culture among the leadership team • Lead fundraising initiatives • Communicate the vision of the school to the public, represent the school to elected officials, parents, community members, and the general public; manage press and communications • Communicate with and maintain accountability to the Board of Trustees • Ensure 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	• Bachelor's degree required, Master's degree or advanced coursework in education preferred • A minimum of three years of management/coaching experience in school-based or school network-level roles • An unwavering commitment to the academic success and personal development Kwenda Collegiate Girls students • Demonstrated ability to model shared leadership; experience leading a professional learning community; and the ability to inspire a team around a vision • Evidence of success in impacting student achievement • Demonstrated desire and ability to work in a start-up school environment • Clear and compelling communication skills, including verbal, written, and presentation • A demonstrated ability to build relationships with a diverse group of constituents • Experience in school-based budget preparation and management • Experience with actively involving parents/community in all phases of the school program • A demonstrated belief that all children can achieve at the highest levels • Commitment to the mission of Kwenda Collegiate Girls • An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them

[1] Roles and responsibilities heavily informed by Brooklyn Emerging Leaders Academy and Valor Collegiate Academy's job descriptions and staffing models

		• Appreciation for the connections between implicit bias, secure attachment, and student achievement outcomes
Dean/Director of Curriculum and Instruction	• Manage academic program, including instructional planning, curriculum, instructional materials • Coach and develop all general education teachers in designated academy • Provide recommendations to the Head of School on recruitment, retention, hiring and firing decisions • Manage vertical alignment of a course across academy • Plan and deliver instructional professional development	• A minimum of two years of management/coaching experience in school-based or school network-level roles • Master's in Education highly preferred • Experience with data-driven instruction and analysis • Experience implementing accommodations and modifications for students with special needs • Demonstrated understanding of instructional practice, including curriculum development, delivery of instruction, and assessment of student performance • Experience with actively involving parents/community • A demonstrated belief that all children can achieve at the highest levels • Commitment to the mission of Kwenda Collegiate Girls • An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them; • Appreciation for the connections between implicit bias, secure attachment, and student achievement outcomes
Director of Operations (Y3)	• Serve as owner for all Kwenda Collegiate Girls schoolwide operations, including student enrollment and record keeping, daily school operations, facilities, meals, health, compliance, family engagement, technology, purchasing, and finance • Manage team of operations staff to ensure high levels of operational excellence at Kwenda Collegiate Girls • Oversee student enrollment process, ensuring the school meets annual enrollment targets and is compliant with all required student records requirements	• Bachelor's degree with strong academic record and extracurricular leadership, Master's degree preferred • Operational experience in fast-paced entrepreneurial environment • Experience managing teams to develop and implement systems and processes effectively and efficiently in a growing organization • Experience in schools that are closing the achievement gap a plus • Strong belief in mission and school model of Kwenda Collegiate Girls • Relentless drive to achieve results, specifically to drive operational excellence at Kwenda Collegiate Girls

	• Maintain Kwenda Collegiate Girls school facility to highest levels of quality, ensuring every detail from cleanliness to organization to design reflects value of learning and warmth of our community • Manage daily school operations ensuring Kwenda Collegiate Girls systems for arrival, dismissal, meals, health and other transitions function effectively with minimal disruptions to classroom learning • Ensure school safety through design and implementation of the school's safety plans • Ensure compliance with all charter authorizer requirements, including student health and meals • Manage logistics of all family engagement, communication, and events, ensuring high quality operations • Manage student data systems and production and distribution of regular reports home to parents • Manage school-wide IT systems, including staff and student computers, software and infrastructure • Lead schoolwide purchasing to ensure compliance with Kwenda Collegiate Girls' budget and financial systems, working with the back-office provider	while contributing to school's culture and focus on academic achievement • Organizational leader who can manage self and others to excellence, while building positive, achievement-oriented team culture • Systems thinker who can creatively design and implement systems to effectively solve problems • Relationship skills to build relationships with key stakeholders and manage implementation of systems, both with and without direct managerial lines • Self-reflective, constantly seeks to learn best practices and incorporates feedback to improve • Exceptional project management skills, ensuring complex tasks are completed with quality and in a timely manner • Exceptional written and oral communication skills • Ability to work closely and effectively with diverse group of students, families, teachers and administrators
Operations Manager	• Oversee daily operations of the school • Manage technology • Ensure a safe and welcome learning environment, manage all facility needs, including preparation of new classrooms each year • Purchase all materials and equipment • Manage school meals program and student transportation • Support student recruitment, application, lottery, and enrollment processes • Support maintenance of information in student information system; maintain student applications for lottery	• Bachelor's degree or higher in Business Administration or related field • At least one year experience in a charter school or similar start up school environment • Strong belief in mission and school model of Kwenda Collegiate Girls • Relentless drive to achieve results, specifically to drive operational excellence at Kwenda Collegiate Girls while contributing to school's culture and focus on academic achievement • Systems thinker who can creatively design and implement systems to effectively solve problems • Self-reflective, constantly seeks to learn best practices and incorporates feedback to improve

		• Exceptional project management skills, ensuring complex task are completed with quality and in a timely manner • Exceptional written and oral communication skills • Ability to work closely and effectively with diverse group of students, families, teachers and administrators
Office and Family Coordinator	• Serve as owner over daily operations of Kwenda Collegiate Girls main office • Provide high levels of customer service for all families, visitors, and other guests at Kwenda Collegiate Girls • Maintain organized and efficient office space, managing office supplies and student records • Ensure all staff have office supplies they need to effectively serve students • Ensure all families receive timely responses to questions or concerns directed to main office • Coordinate school-family communications, including mailings or reminder phone calls • Maintain student files and ensures accurate data in student information system, including enrollment, transfer, and withdrawals • Coordinate with families to manage student transportation, meals, and uniforms • Track student attendance and meals; maintain student records • Coordinate school tours and other recruitment events	• Demonstrated record of success in prior administrative, secretarial, or office manager role in a school setting • Demonstrated ability to building strong relationships with families from different backgrounds • Strong belief in mission and school model of Kwenda Collegiate Girls
Social Worker	• Support a caseload of students who are consistently "off compass" to better understand underlying causes and identify appropriate Tier 2 and Tier 3 interventions to support students and families • Provide mandated counseling services pursuant to student's IEPs • Advise on and design individualized one-on-one or small group interventions for students who require social/emotional support and/ or who	• Master's degree or higher in School Counseling or Social Work • Appropriate New York State Certification • Minimum three years' experience working as a school counselor in an urban public or charter school • Demonstrate understanding of issues facing our young women, especially in East Flatbush and greater Brooklyn • Strong belief in mission and school model of Kwenda Collegiate Girls

	require additional Tier 3 behavior interventions to create timely, efficient, flexible and effective solutions to behavioral issues ● Train staff on compliance with the Dignity for All Students Acts as needed ● Support school staff in addressing issues such as suspected child abuse and neglect ● Train school staff in their role as mandated reporters; acting as school liaison with Administration for Children's Services ● Address emergency situations impacting students, such as leading group counseling sessions that provide support in areas such as grief, stress or chemical dependency ● Join school Student Success Team and Compass team meetings to advise on interventions and data collection ● Conduct student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues ● Develop and review service plans in consultation with students, their families, and school staff, and perform follow-up assessing the quantity and quality of service provided	
Dean of Student Supports	● Manage the special education program, all services for English Language Learners (ELLs) ● Manage the Response to Intervention Program ● Manage the procurement and logistics for contracted services for students with special needs ● Manage all school structures for academic support and intervention ● Oversee compliance with all applicable special education law	● New York State Certification in Special Education required ● Experience with data-driven instruction and analysis of academic achievement data ● Experience with planning and executing professional development for educators ● Knowledge of a range of accommodations and modifications typically described in Individualized Education Plans (IEPs) ● Knowledge of the design of a Response to Intervention process and commitment to executing our RTI process ● Knowledge of the legal requirements to serve English Language Learners (ELLs) and typical supports for ELLs

		● Knowledge of standards-based instruction and New York State learning standards ● Ability to problem-solve in a team environment ● Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances ● TESOL certified for work with English Language Learners ● Bachelor's degree required, Master's degree or equivalent preferred ● Strong belief in mission and school model of Kwenda Collegiate Girls
Dean of Empowerment and Culture	● Manage the school's overall student culture, discipline and social-emotional learning, and support processes and policies ● Develop and train teachers in the Compass (SEL) curriculum ● With support from the Head of School, manage all structures designed to imbue the Kwenda Collegiate Core Values (Community, Curiosity, Courage, Compassion, Control Your Own Destiny) including Sisterhood Circles, Advisory, Voice and Empowerment, and oversight of our social-emotional learning curriculum ● Lead and manage the Compass Team which includes the school's Student Culture Coordinators, Social Workers, and any related counseling/therapeutic service providers ● Manage all necessary family communication concerning behavioral RTI, or any restorative/disciplinary consequences, except for teacher-to-family culture communication ● Lead professional development on all aspects of school culture including Compass, Responsive Classroom, behavior system and interventions, and building positive relationships with families	● Mental Health background with College Counseling or School Counseling experience preferred ● School-based experience highly preferred (teaching, counseling, etc.) ● Knowledge of Behavioral Response to Intervention models

	• Support a caseload of students who are consistently "off compass" to better understand underlying causes and identify appropriate Tier 2 and Tier 3 interventions to support students and families	
Student Culture Coordinator	• Support a caseload of students who are consistently "off compass" to better understand underlying causes and identify appropriate Tier 2 and Tier 3 interventions to support students and families • Facilitate and train teachers to facilitate weekly Circles and Advisory • Assist Compass Team in implementation of the Off-Compass (discipline and behavioral support) systems • Participate in Compass team meetings and carry out other program elements as needed.	• School-based experience highly preferred (teaching, counseling, etc.) • Knowledge of Behavioral Response to Intervention models
General Education, Physical Education, and STEAM Teacher	• Provide excellent instruction to all students using effective instructional methods and learning materials • Meet all Intellectual Prep expectations to consistently and expertly prepare for lessons • Work closely with school leaders to analyze student assessment data and use data to inform instruction • Develop safe, productive, and affirming classrooms through secure attachment, consistent use of classroom routines and systems supporting our core values, consistent use of Responsive Classroom techniques • Collaborate in grade level and/or content teams to discuss student work, share best practices, and ensure student mastery of standards • Collaborate with Special Education Teachers to support students with IEPs and 504 plans • Form and maintain relationships with students' families, including phone calls and conferences	• Appropriate New York State Certification (Childhood or Middle Childhood Education Certification or in subject area taught) • Strong belief in mission and school model of Kwenda Collegiate Girls • At least two-years' experience working with a similar student population • Demonstrated success in an urban classroom based on student data • Proven success with analyzing and responding to student data • Strong desire to grow and develop, responsive to coaching and feedback • Highly qualified as determined by ESSA

	• Participate in ongoing professional development in the spirit of continuous improvement	
Nurse	• Ensure health and wellness of students by providing professional nursing services in alignment with Nursing Standards and NY State requirements. This includes providing necessary, state-mandated screenings at the appropriate age ranges for vision, hearing, BMI, and scoliosis • Oversee NY State-mandated immunization and communicable disease control requirements	• Nursing Degree • Registered Nurse in NY with valid NY State Nursing License • A minimum of 2 years' experience • School-based experience preferred
Special Education Teacher	• Provide excellent instruction to all students using effective instructional methods and learning materials • Meet all Intellectual Prep expectations to consistently and expertly prepare for lessons • Work closely with school leaders to analyze student assessment data and use data to inform instruction • Develop safe, productive, and affirming classrooms through secure attachment, consistent use of classroom routines and systems supporting our core values, consistent use of Responsive Classroom techniques • Collaborate in with general education teachers and in grade level content teams to discuss student work, share best practices, and ensure student mastery of standards • Provide both push-in and pull-out support for students with IEPs and 504 plans • Form and maintain relationships with students' families, including phone calls and conferences • Participate in on-going professional development in the spirit of continuous improvement	• Appropriate New York State Certification (Special Education) • Strong belief in mission and school model of Kwenda Collegiate Girls • At least two-years' experience working with a similar student population • Demonstrated success in an urban classroom based on student data • Proven success with analyzing and responding to student data • Strong desire to grow and develop, responsive to coaching and feedback • Highly qualified as determined by ESSA
ESL Teacher	• Provide excellent instruction to all students using effective instructional methods and learning materials	• Appropriate New York State Certification (ESOL) required • Strong belief in mission and school model of Kwenda Collegiate Girls

	● Meet all Intellectual Prep expectations to consistently and expertly prepare for lessons ● Work closely with school leaders to analyze student assessment data and use data to inform instruction ● Develop safe, productive, and affirming classrooms through secure attachment, consistent use of classroom routines and systems supporting our core values, consistent use of Responsive Classroom techniques ● Administer the NYSITELL exam, analyze data, implement plans to support students based on data ● Prepare for and administer the NYSESLAT exam ● Facilitate supports for ELLs, including push-in supports and assignment accommodations as appropriate ● Provide relevant and necessary staff development for supporting ELLs	● At least two years' teaching ESOL experience in an urban setting ● Demonstrated success in an urban classroom based on student data ● Proven success with analyzing and responding to student data ● Strong desire to grow and develop, responsive to coaching and feedback ● Highly qualified as determined by ESSA

c. STAFF RECRUITMENT AND RETENTION

Describe the plans to recruit and retain staff, particularly high quality teachers including:

- *The process and policies to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

Note: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan in lieu of addressing these questions in the proposal.

Kwenda Collegiate Girls recognizes and honors the impact that great teachers have on students on their trajectories. We will intentionally invest in our teachers and their development to ensure that every Kwenda Collegiate Girls' student has a teacher of the highest quality leading her classroom. Our investment begins with recruiting, hiring, and retaining an instructional leadership team that is intentionally designed to support teachers in all aspects of their development. We believe deeply in a distributive leadership model where schools support staff members in recognizing and developing their inherent leadership skills. Through this model, teacher leadership is developed from within the school over time and teachers play an important role in the decision-making process.

Staff Recruitment

We seek to hire teachers who first and foremost share in our belief that all of our girls can achieve at the highest levels regardless of race, ethnicity, disability, or native language. We also seek to hire teachers who deeply believe in a single gender school model and are committed to developing their craft in the classroom and as members of our school community. The first phase of staff recruitment is building awareness of the proposed school, which began in August of 2018. Upon authorization, we will begin actively recruiting and hiring staff, no later than October of the Planning Year (see **R-22 – Action Plan**).

Our staff recruitment efforts will be far-reaching, and we will leverage our professional networks to ensure these efforts are national. We have allocated $1,000 per staff member for purposes of recruitment and hiring, which will support us in drawing a talent pool that is diverse and qualified. We plan to work with a number of local and national partners in our recruitment of staff for Kwenda Collegiate Girls. Examples of our staff recruitment strategies are below:

- Kwenda Collegiate Girls' website posting and social media sites
- Online career websites including but not limited to idealist.org
- College career fairs and college alumni groups/associations, including both HBCU's and women's colleges
- Teach For America alumni network
- Kwenda Collegiate Girls' staff and Board professional networks
- Building Excellent Schools' professional network
- NYC Charter School Job Board
- National Coalition for Girls Schools Job Board

In alignment with our commitment to distributive leadership, we aim to source – to the greatest extent possible – instructional leadership from inside our school as we grow. When we conduct an external search for an instructional leadership position, we will use online job postings and a national search to cast the widest net possible. We will recruit from Building Excellent Schools' extensive national talent database, professional networks through Teach For America, and various graduate schools of education where our leadership will be connected, as well as from existing schools and CMOs.

Hiring

As we seek to hire teachers who are mission aligned and eager to receive coaching and feedback, our hiring process will be designed to identify high-quality candidates that will drive our school's mission forward. We believe deeply that evaluation begins at hiring, as it is incumbent upon the school to not only seek out teachers with the deepest alignment to the school's mission and prioritized teacher competencies - but also to be open and honest with teachers about the school's expectations, operating style, and values.

We will implement a multi-phase hiring process that at a minimum includes:

- Resume screen
- Initial phone screen
- Second phone screen (as needed)
- In-person interview including teaching a sample lesson
- Reference checks

This process has been designed using resources from BES and will be further detailed and finalized in September of the Planning Year. Early in the Planning Year, the Head of School will finalize all hiring practices, with support from BES. If, through the interview process, we determine the candidate is a strong fit for Kwenda Collegiate Girls, they will receive both a phone call and congratulatory e-mail from the Head of School, which will include a competitive salary and benefits package. The average general education teacher salary at Kwenda Collegiate Girls is $75,000, which comes with a comprehensive benefits package and includes a 3% 403(b) match, ensuring we can compete with other schools locally. We believe that our unique all-girls school model, our opportunities for development, and our competitive salary and benefits will allow us to hire strong talent.

Staff Retention

TNTP's *The Irreplaceables* clearly outlines that teacher retention, specifically that of exceptional teachers, drives student academic achievement, and that there are strategies proven effective in teacher retention.[2] At Kwenda Collegiate Girls, we recognize the importance of teacher and staff retention, and will employ a number of these suggested strategies to keep our teachers with us. Those strategies are outlined in Figure 12c-1.[3]

Figure 12c-1: Staff Retention Strategies

Category	Feedback and Development	Recognition	Responsibility & Advancement	Resources
Strategies	We will provide all teachers with regular feedback, both positive and constructive to support their growth.	We will recognize and publicly celebrate teacher accomplishments both large and small.	We will provide concrete pathways for teachers to lead within our school building, including taking on roles on the leadership team as the school grows.	We ensure all teachers have the resources they need including supplies and material, financial resources for professional development, and appropriate technology.

[2] TNTP. "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools," 2012. https://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

[3] Ibid.

R-12d – Personnel Policies

Submit a copy of the proposed education corporation's personnel policies.

Kwenda
COLLEGIATE GIRLS

Kwenda Collegiate Girls Charter School educates young women in kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead.

Staff Handbook

2020-2021

DRAFT[1]

[1] Our draft personnel policies are heavily informed by the handbook for Brooklyn Emerging Leaders Academy, Forte Preparatory Academy, and the published guidance of the New York City Charter Center.

Equal Opportunity Employer

Kwenda Collegiate Girls ("the School") 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 Kwenda Collegiate Girls, including recruitment, hiring, training, promotion, demotion, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Kwenda Collegiate Girls 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, Kwenda Collegiate Girls will make reasonable accommodations for any employee's religious beliefs and/or practices.

Employment Classifications

All employees of Kwenda Collegiate Girls will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- **Full-time employees:** Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the School's benefits program.
- **Part-Time Employees:** Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- **Exempt:** The School will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- **Non-exempt:** The School will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay.
- **Consultant**: Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status and are not eligible for benefits.
- **Temporary Employee:** Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.

At-Will Employment

Employees at Kwenda Collegiate Girls 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 at any time, 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 Kwenda Collegiate Girls 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 Staff Handbook, or any other materials provided to employees in connection with their employment at Kwenda Collegiate Girls. 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.

Benefits

Kwenda Collegiate Girls 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.

Kwenda Collegiate Girls will establish 403B-retirement plan for full-time employees, and the school will aim to match each employee’s contribution up to 3% in our initial charter. While the school will budget for this expense, it is not guaranteed and will be at the sole discretion of Kwenda Collegiate Girls.

Employees asked to travel to a conference, professional development, or other event in support of Kwenda Collegiate Girls, 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 seven days due to a non-occupational illness, injury, or pregnancy. Employees must notify the Head of School or Operations Manager in the event of a short-term disability and provide the school with a written doctor’s note. Benefits are calculated on the basis of start date and employee status. A doctor’s certificate of health is required to return to work.

Fingerprinting/Criminal Background Check

All faculty, staff and independent contractors at Kwenda Collegiate Girls 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 Kwenda Collegiate Girls 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, Kwenda Collegiate Girls will grant a specified number of paid leave days, which may include personal days, sick days, and bereavement time. Where possible, employees should notify the school in advance, and assist in preparing lessons and/or work to be completed by others at Kwenda Collegiate Girls. Last minute absences should be reported by telephone to the Head of School or Operations Manager, no later than 6:00 AM, unless in the case of an emergency. Any employee who is absent for three or more days without contacting the school will be assumed to have voluntarily vacated their position at Kwenda Collegiate Girls. Excessive absence or tardiness will result in appropriate disciplinary action and may lead to termination if left uncorrected.

Work Day

Staff should arrive at the school by 7:00 AM. Staff must remain at school until at least thirty (30) minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Pay Schedule

Employees will be paid semi-monthly, with paychecks issued on the fifteenth (15th) and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

School Closings

Kwenda Collegiate Girls follows the same school-closing policy as the New York City Department of Education (NYCDOE). Therefore, if the NYCDOE makes an announcement regarding the delay of opening, closing, or early dismissal of students, the school will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Head of School.

Performance Review and Evaluation

We believe that in order to constantly improve as a school, our team must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Performance reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks during the school day. Performance reviews may be utilized as tools to improve employee performance with regard to management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, as close to the end of the mid-year and end-of- year as possible. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal, contact termination, or resolution of other contractually related terms and/or conditions.

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, and when the Head of School is not the immediate supervisor, the Head of School will also be involved in the preparation of performance evaluations.

Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Head of School shall be scheduled within the next five (5) business days. Either party may request

the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. Once this meeting takes place, a written response shall be prepared by the Head of School within five (5) business days, and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Chairperson of the School's Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of the Board of Trustees shall be final.

Benefits

Health Insurance

We provide our staff with a competitive health benefits package, with options for individuals and families carrying different costs. Domestic partners may be covered at the same cost as spouses covered through a family plan. We reserve the right to amend or terminate this program or to increase employer premium contributions.

Dental Insurance

The Head of School may select a dental insurance plan that the School may offer.

Life Insurance

The Head of School may select a life insurance policy that the School may offer.

Disability Insurance

Kwenda Collegiate Girls carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Head of School. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 403(b) Contributions

Kwenda Collegiate Girls offers a matching program for contributions to a 403(b) account. The goal of the program is to encourage staff to consider a well-designed financial plan that will provide financial security and ensures that personal financial goals are met. Eligible employee contributions to a 403(b) will be matched at a rate of 3%. Employees are eligible for the program if they are an active full-time or part-time employee, and if they agree to participate in the program.

Medicare

School employees are required by federal law to make contributions to the federal Medicare program. This deduction is currently 1.45% of gross earnings and may adjust without notice.

Workers' Compensation

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation
Kwenda Collegiate Girls contributes to the Unemployment Compensation Plan administered by the State of New York.

Sick Days
Every full-time employee is entitled to five (5) paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness of someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will call the Head of School with as much advance notice as possible, and by 5:45AM on the day of the absence, allowing enough time for the Head of School and staff to arrange coverage. Sick days will not roll over from year to year.

Personal Days
Every full-time employee is entitled to three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months. Employees hired after August 1 in any given year are granted a pro rated portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five (5) total personal leave days.

Jury Duty
All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Head of School immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy
Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild.

Military Leave
The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Adoption Leaves of Absence
Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to a paid or unpaid leave of absence for family care, maternity or adoption, based on employment status and reason.

An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence may be authorized for up to twelve (12) weeks and are unpaid.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: (1) a disability leave of absence, (for the employee's period of actual disability), and (2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

If leave is for the birth or adoption of a child, Kwenda Collegiate Girls will provide salary continuation according to the following schedule:

- For employees who have worked fewer than 24 months, three (3) weeks of paid leave will be given to the primary caregiver and one (1) week of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 24 months, six (6) weeks of paid leave will be given to the primary caregiver and two (2) weeks of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 60 months (five years), nine (9) weeks of paid leave will be given to the primary caregiver and three (3) weeks of paid leave to the non-primary caregiver.

The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave.

If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Workplace Environment

We believe that our school must be a safe, respectful environment for all staff and students, and the following policies are intended to secure the safety of our scholars and staff inside and outside of our building.

Staff Conduct with Students

No staff member, or other adult, is advised to be alone with any student, regardless of age, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to recognize the potential risk that could occur and place themselves in a situation where no malfeasance could be insinuated or alleged.

No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School. Staff members are not permitted to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair, or the police prior to transporting a student in a personal vehicle.

Staff should not be on-line "friends" (or the equivalent) with students at the school on social networking sites (such as Facebook) until the scholars have graduated from high school. Staff should also have profiles that are kept private from current students to the extent possible.

Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation, or disability. Staff should not engage in any inappropriate or sustained physical contact with students.

Staff members are expected to file an incident report each time an incident of concern occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police or Department of Child and Family Services, and inappropriate behavior by parents.

Violation of these policies regarding conduct with students could result in dismissal.

Communication

The School's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communication are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transactions, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download, or print pornographic or sexually explicit materials, derogatory, racial, or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including dismissal.

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only. Staff must return all phone calls within two business days of receiving them. Classroom phones or cell phones should never be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance.

Use of Drugs, Alcohol, and Tobacco

Kwenda Collegiate Girls prohibits the possession, distribution, or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate dismissal. Employees may not use any tobacco products on school grounds, anywhere off school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violations of this policy may result in disciplinary action.

Dress Code
Staff are expected to dress professionally for all instructional days, including either a dress shirt and tie, a professional dress, or a professional blouse or sweater, and a skirt or professional slacks. Professional footwear is expected of all staff, and no jeans or T-shirts are permissible except on specially designated days when scholars also have a modified dress code. Staff are also expected to model professionalism in grooming and hygiene while at work.

Professionalism and Ethical Code
All staff are expected to be models of professional and ethical behavior for scholars, exemplifying our school values and demonstrating professional behavior in workplace behaviors including punctuality, polished written communication, and politeness to all staff, students, and families.

Personal Property
Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

Equipment and Facility Responsibilities
Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom. Teachers are also responsible for their classroom's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Storage closets should never be left open. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters.

During non-working hours, all facilities will be equipped with a burglar system and a Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code if that person causes false alarms.

Record Retention
All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Head of School or Manager of Operations.

Outside Employment
Helping students achieve their full academic potential and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibility within the school. Employees may not conduct outside work or use school property, equipment, or facilities in connection with outside work whilst on school time.

Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of

Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Changes in Personal Data
It is the responsibility of the employee to notify the Director of Operations or the Head of School of any change(s) in personal data that may have an impact on future employment verification.

Employee Dispute Resolution
It is the policy of Kwenda Collegiate Girls to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subject to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Head of School where both employees are present. The resolution of the Head of School shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and the School.

1. In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor to resolve the issue.
2. If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
3. The Head of School will respond to both parties within two (2) business days of receiving the complaint.
4. If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final.
5. There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
6. At their own expense, employees may seek outside guidance to articulate a complaint as clearly as possible.

Anti-Harassment Policy
Kwenda Collegiate Girls expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state,

or local law. Harassment may include, but is not limited to, derogatory, vulgar, or offensive comments or jokes. Sexual harassment is considered to be:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
    - Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
    - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
    - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment,
2. Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3. Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The Head of School and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Head of School. Complaints will be investigated promptly and will be kept confidential to the extent possible.

If the School determines that an employee has engaged in inappropriate, harassing, or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

The School prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination
Kwenda Collegiate Girls admits students of any race, color, gender, religion, disability and national origin. Kwenda Collegiate Girls does not discriminate on the basis of race, color, gender, religion, disability and national origin in administration of its policies and programs.

Non-Discrimination Policy
Kwenda Collegiate Girls works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of our school will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Head of School and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

sSpecifically, no persons within the School shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment.

- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally protected classification.

An employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the leadership team.

It is the policy of the School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay.

Immigration Law Compliance
Kwenda Collegiate Girls does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities
Qualified individuals with a disability may make a request for reasonable accommodation to the Head of School. On receipt of an accommodation request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that the School might make to help overcome those limitations. The School may request medical certification from the individual's doctor to verify the disability and the precise nature of the limitation.

Workplace Searches
To safeguard the safety and property of our employees, students and Kwenda Collegiate Girls, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regards to items brought onto the school premises. It is considered part of each employee's job at Kwenda Collegiate Girls to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including dismissal.

Corrective Action
Kwenda Collegiate Girls expects the highest quality of performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including dismissal.

Most performance problems will be addressed using progressive discipline, which may include an oral warning, written warning, probation period, and discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped, or immediate discharge may be warranted.

Conflicts of Interest
It is Kwenda Collegiate Girls' policy that employees and others acting on the School's behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Kwenda Collegiate Girls' activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

Gifts
All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts form that entity over time, the suitability of the gift given their position at the School, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity, and frequency, is within the bounds of good taste, and can withstand public scrutiny without damaging the School's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting gifts with a value of $50 or less. The acceptance of any gifts above $50 must be approved by the Head of School. This policy applies to all employees.

Employees should not offer a gift to any visiting elected official that exceeds $50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees, or fund a political message. The School has no party affiliation and is an apolitical organization.

Purchasing and Contracts
Employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- Board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
- Board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation.

Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or Board Chair so that alternate arrangements can be made for the management of the transaction.

Nepotism and Personal Relationships in the Workplace
The School permits employment within the Kwenda Collegiate Girls' community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a

family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisorial relationship will continue, the School may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited: hiring, promotion, transfer, or termination.

Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

Non-Solicitation and Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance, and inefficiency, the School has established the following rules:

- During periods of an employee's workday when s/he is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Kwenda Collegiate Girls' business.
- During periods in another employee's workday when s/he is engaged in or required to be performing their work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated Kwenda Collegiate Girls' business.
- Distribution of literature of any kind unrelated to Kwenda Collegiate Girls' business may not be made in public areas of the school, classrooms or other working areas at any time.
- Persons not employed by the School are not permitted to solicit or distribute literature on school premises at any time.

R-13a – Partner Organizations

a. Partner Information

Explain the due diligence process used to select the partner(s), and its role in the development of this proposal. Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- *The name of the partner organization(s);*
- *The name, address phone number, and e-mail of contact person;*
- *A description of the nature and purpose of the relationship;*
- *Any contract or monetary arrangements;*
- *Names of proposed school board members affiliated with the organization(s); and,*
- *Evidence of the organization's ability to business in New York.*

Request is not applicable.

R-13b – Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

Request is not applicable.

R-14ad – Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.

- *Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "CMO Representative," "Parent Representative," etc.*
- *Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).*
- *Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be "Voting," or non-voting and/or "Ex-Officio."*

NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

The Kwenda Collegiate Girls Founding Board of Trustees reflects the diversity of skills, experiences, and expertise necessary to ensure the successful launch of the proposed school and the ongoing rigorous financial, academic, and organizational oversight necessary to maintain a high-performing, financially viable, and legally compliant charter school. We are proud that our Founding Board reflects deep ties to Brooklyn, with seven board members either natives of, or currently residing in, Brooklyn. Ten board members identify as people of color and four either personally attended, currently work in, or have sent their children to a single-gender school. Our team reflects extensive and varied experiences in education, real estate, facilities, talent management, strategic planning, law, and fund development. Four members bring experience in Board Governance; two bring experience in financial management and oversight; two bring legal experience, five bring executive non-profit leadership. In partnership with the Building Excellent Schools (BES) team and according to the experience of some of the nation's most successful charter schools, lead applicant [redacted] conducted several months of outreach and recruitment to seat the inaugural board. The Kwenda Collegiate Girls Founding Board of Trustees has retained 100% of the original proposed board members that were submitted for consideration during the 2019 SUNY RFP process. Since the school's initial approval in March 2019, three proposed members have been added to the board according to the prioritized areas of need identified by the board - marketing, law, and governmental affairs.

Board members were identified and selected through a rigorous process involving multiple phone calls and meetings with [redacted] as well as a meeting with the Director of Leadership Development at Building Excellent Schools, and a consideration of each candidate's applicable professional skill set needed for the board, ability to dedicate the time to the work of a Founding and Governing Board, clear belief in school accountability, unwavering commitment to students in the Brooklyn, and a deep belief in the mission of Kwenda Collegiate Girls. Ms. [redacted] had conversations with over 175 candidates in assembling the proposed Founding Board presented below. A more extensive overview of the board recruitment and selection process is provided in **R-03ad – Proposal History**. If authorized, the Kwenda

Collegiate Girls Board of Trustees will continue to work closely with the BES executive and leadership team to ensure effective governance and oversight in the opening years of the school and beyond.

The proposed board and board positions are detailed in **Figure 14a-1**, indicating four members who will serve on the Governance Committee (with the Board Chair serving as Chair of this committee), three members who will serve on the Academic Achievement Committee, three members who will serve on the Finance Committee (with the Treasurer serving as Chair of this committee), three members who will serve on our Facilities Task Force. Brief biographies of each member are provided below the figure. All board members plan to immediately transition to and serve on the Board of Trustees upon authorization. Board member resumes can be found in **R-14h – Board Member Resumes; RFI forms can be found in R-14i.**

Figure 14a-1: Proposed Board Members

[redacted]	Position on the Board (Officer or Constituent Representative)	Committee Affiliations (if any)	Expertise and/or Role at School (Parent, Staff, etc.)	Voting	Ex-Officio
[redacted]	Board Chair	Governance Development	Organizational Management Fund Development Governance	Yes	
[redacted]	Board Vice-Chair	Governance	Legal Community Engagement	Yes	
[redacted]	Board Treasurer	Finance Facilities Task Force	Finance Governance	Yes	
[redacted]	Board Member	Academic Achievement	Education Governance	Yes	
[redacted]	Board Secretary	Academic Achievement Governance	Education	Yes	
[redacted]	Board Member	Academic Achievement	Education, Marketing	Yes	
[redacted]	Board Member	Facilities Task Force	Finance Facilities	Yes	
[redacted]	Board Member	Finance	Finance Organizational Management	Yes	
[redacted]	Board Member	Facilities Task Force	Facilities	Yes	
[redacted]	Board Member	Development	Education	Yes	

			Fund Development		
	Board Member	Finance Governance	Legal	Yes	
	Board Member	Development	Government Affairs	Yes	

[redacted]

Founding Board Member and Proposed Board [redacted]

[redacted]

Founding Board Member and Proposed Board Vice Chai[redacted]

[redacted]

Founding Board Member and Proposed Board Treasure[redacted]

[redacted]

Founding Board Member [redacted]

[redacted]

[redacted].

Founding Board Member and Proposed Board Secretary [redacted].

Founding Board Member [redacted]

Founding Board Member [redacted]

Founding Board Member [redacted]

Founding Board Member [redacted]. Mr. Sigourney began his [redacted]

Founding Board Member [redacted]

[redacted]

Founding Board Member [redacted]

Founding Board Member [redacted]

b. EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals*.

If authorized, Kwenda Collegiate Girls Charter School (Kwenda Collegiate Girls) will be an independent charter school governed by its Board of Trustees (the board). The board, which will legally hold the charter, will be formally installed along with its officers, at an organizational planning meeting shortly after authorization. With the exception of the lead applicant whom we intend will serve as the proposed Head of School, the full Kwenda Collegiate Girls Founding Team will transition from the Founding Board to the formal Governing Board which will hold the charter on behalf of the public. In exchange for the autonomies that the charter provides, the board will be accountable for results, and therefore responsible for ensuring that the school meets or exceeds all academic and organizational goals, complies with all federal, state, and local laws, and operates on a sound financial basis in the short-and long-term. The board holds the legal duties of care, duty, and obedience, meaning that they are charged with caring for the organization without any self-interest, with discharging all governance responsibilities in all years of service, and obeying both the decisions of the board and all laws which apply to it and to the school.

All board members have been trained on, and accept, the legal duties of care, loyalty, and obedience. To ensure the successful execution of the school's mission and the viability of the organization long-term, the Kwenda Collegiate Girls Board of Trustees primarily will:

- Establish and oversee the mission, vision, and values as set forth in the charter application
- Establish the job description of, set compensation for, and hire the Head of School
- Conduct annual formal annual evaluation to measure effectiveness of Head of School
- Conduct annual self-evaluation to assess strengths and weaknesses on the board
- Approve all policies for the board and the school
- Review annually Bylaws and all board, Fiscal, Personnel, and School policies (update as needed)
- Monitor school's academic performance and govern the policies impacting school performance

- Serve as school's fiscal agent, overseeing financial operations of the school
- Ensure the organization is fiscally sound, viable, and a responsible steward of public funds
- Conduct annual analysis of school's organizational strengths and weaknesses
- Issue Annual Report on academic, fiscal, and organizational health of the school and progress towards goals as established in **R-06g – Accountability Plan.**

To ensure the successful launch and ongoing viability of the school, the board is responsible for distinct bodies of work, as outlined below, in both the startup and ongoing operation the school.

Mission and Vision

The board establishes and oversees the mission, vision, and values of the school as detailed in the charter application. Upon authorization, the board will be responsible for monitoring progress towards the mission and will approve the school's Accountability Plan (established in **R-06g – Accountability Plan**) detailing the mutually agreed upon metrics to which the school will be held accountable.

Setting Policy

Board members are charged with functioning in accordance with specific Board Bylaws (as proposed in **R-14e – By-Laws**) which will be formally approved at the board's first Governing Board Meeting upon authorization. At this meeting, the board will also approve the organization's Conflict of Interest and Code of Ethics policy (as proposed in **R-14f – Code of Ethics)**. Beginning in the school planning year, the board will be responsible for reviewing and approving - on an ongoing and annual basis - all governance, staff, financial, school, and family policies, including but not limited to:

- Fiscal controls and segregation of duties policies as captured in the Fiscal Manual
- All personnel policies as captured in the Staff Handbook
- All school and student policies as captured in the Student and Family Handbook (expected to include policies governing attendance, discipline, promotion, school uniform, school enrollment, and complaint)

Selecting the Head of School and Approving a Succession Plan

Upon authorization, the board will review and approve the job description for the Head of School, establish annual compensation for that position, and vote to hire the Founding Head of School for Kwenda Collegiate Girls.[1] The recruitment process for and selection criteria of the Head of School are detailed in **R-11ab – School Leadership and Management**.

To ensure the long-term viability of the school, the board will approve a School Leadership Succession Plan during the school's planning year. This plan, drafted by the Head of School and approved by the Board, will codify a concrete process for leadership transition in the event of a planned or unplanned Head of School departure. This plan will define the process for recruitment, search and selection of a new Head of School and will identify the most appropriate designee from the school's leadership team to serve as the Interim Head of School while the board conducts a formal search for a successor. It will identify all key

[1] The hire of the Head of School will be contingent upon a criminal background check in compliance with Part 87 of the Regulations of the Commissioner of Education and the Safe Schools Against Violence in Education (SAVE) legislation (Chapter 180 of the Laws of 2001).

responsibilities of the Head of School and who within the organizations will be prepared to accept those responsibilities as needed.

Evaluating the Head of School

On an annual basis, the Head of School will be formally evaluated by the board prior to the end of each year's contract, based on the criteria in the school's Accountability Plan (proposed in **R-06g – Accountability Plan**). An Evaluation Committee will be convened for purposes of the annual review of the Head of School. The Evaluation Committee will consist of at least three members – the Board Chair, and one member each from the Finance and the Academic Achievement Committees. The committee will solicit the input of the entire board through a survey but will be responsible for conducting and completing the Head of School's annual evaluation. The Committee will utilize multiple data sources in its evaluation, including the academic performance data reviewed by the Academic Achievement Committee, financial data reviewed by the Finance Committee, annual staff attrition rates and exit survey data, as well as family, staff, and student feedback data as captured through the school's annual participatory surveys, geared towards our full family community, those families whose children participated in the RTI process, and those families whose children received special education services.[2] The Board Chair will deliver the evaluation to the Head of School and will ensure that the written evaluation is maintained within the Head of School's personnel file.

Ensuring Facilities

The board will be responsible for evaluating all viable facility options for temporary or permanent space in the likely event that Kwenda Collegiate Girls is denied a co-location request. Upon authorization, the Facilities Task Force of the board, with support from Head of School and any consultants or designees deemed most appropriate by the board, will negotiate lease terms on behalf of the school. The board will approve any final agreements related to facilities, renovation, and planning before the opening of the school in August 2025 (details on our Facilities plan are in **R-16ac – Facilities**).

Establishing Student Enrollment

During the planning year, the board will oversee the enrollment process to ensure that the school sets and meets clear enrollment targets to achieve our planned enrollment of 108 students in our inaugural class (details of enrollment are in **R-05ac – Enrollment**). Overseeing enrollment will be the primary responsibility of the Academic Achievement Committee upon authorization and throughout the pre-opening year. The Head of School will update the Committee on a biweekly basis, or more frequently as needed, on the progress of community outreach, collection of enrollment forms, acceptance of all seats with appropriate paperwork, and numbers of successful touch points with each enrolled family (with goal of six per family to best ensure enrollment on day one). The Committee will discuss and adjust the plan as necessary based on tracking toward planned enrollment outcomes.

If the school is more than 10% under its enrollment targets, starting in March 2025, the full board will be engaged in more aggressive community outreach efforts, acting as a volunteer force on behalf of the school and under the leadership of the Head of School, to ensure that we meet our enrollment targets. The board will require weekly management updates on progress towards goals and weekly updated action plans based upon learnings as to what is most effective in our outreach work. Beyond the planning year,

[2] This evaluation method is described in more detail in **R-6f – Programmatic Audits**

the board will continue to oversee the enrollment process, with the operational staff of the school managing this process and working in partnership with the Head of School to set and meet enrollment targets. Given our single gender focus, we foresee both benefits and challenges here: there has been, and we expect there will continue to be, strong interest in the single-gender K-8 model, however, we have also reduced our applicant pool by approximately half. Therefore, the Founding Board recognizes this duty quite particularly, having dedicated $350 per needed seat, for a total of $37,800 in our planning year (this represents an increase of $100/student from the previously submitted 2019 Kwenda Collegiate Girls budget), and intends to dedicate its own heft and commitment to the community by being hands-on during this inaugural phase of student recruitment.

Hiring Staff and Conducting Governance Responsibilities

The Head of School will be the sole employee hired, evaluated, and managed by the board. The Head of School will be the sole staff member formally reporting to the board and all hiring decisions for all other positions will be delegated to the Head of School. The board will take on the following responsibilities as it relates to personnel:

- Approve and annually review and update the school's organizational chart
- Approve and annually review and update school job descriptions
- Approve salary ranges for each role and corresponding budget line as part of the annual budget-approval process
- Approve and annually review and update the school's personnel handbook
- Approve and annually review and update the staff grievance policy (as captured in the personnel handbook)
- Hear any staff grievances as dictated by the staff grievance policy

Budget Approval and Financial Oversight

The board is awarded the charter and as public stewards is responsible in its full membership for the financial oversight of the school, including:

- Review and approval of the annual budget
- Review of monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
- Review of the monthly financial dashboard, which will report key financial indicators, including days of cash on hand, net surplus or deficit compared to budget, and fund development
- Assurance of adequate financial resources for all short- and long-term needs
- Education by the Finance Committee of all board members with respect to the organization's budget, fiscal policies, and financial performance
- Hiring of the auditor, review of the annual audit, ownership of the action steps and response to audit (as needed)
- Partnership with the Head of School to complete and ensure submission of all necessary financial records to the authorizer
- Compliance of the School with all state and local regulations related to procurement for charter schools
- Approval of all major spending (greater than $5,000) that impacts finances of the school
- Ensuring the school has appropriate bank accounts with appropriate signatories
- Approval of fiscal policy on investment, and training all board members on the policy

- Approval of fiscal policy to include fiscal controls and segregation of duties, and ensuring training for all required management positions
- Approve the annual contract for and evaluate the annual performance of the Back-Office Provider

The Board's Finance Committee, Treasurer, Back-Office Provider, and Head of School will work together, using an iterative process from January to June of each year to build the budget for the following fiscal year. [3] In January and February, the Head of School will establish the priorities and needs for upcoming fiscal year in alignment with the schools' mission, leveraging the input of other school staff as necessary and working with the Back-Office Provider to create a working budget. In March of each year, the Head of School will present the proposed budget to the Finance Committee, which will review it to determine if the budget is balanced, is aligned with our mission, plans for healthy and responsible cash flow and reserves, contains clear, full, and conservative assumptions, and serves the needs of all learners. The Finance Committee will provide recommendations for changes to the budget, and the Treasurer will work with the Head of School, Director of Operations, and Back-Office Provider as needed to ensure that the budget is ready for recommendation to the board. In April, the Treasurer on behalf of the Finance Committee will present the final budget to the full board for consideration and discussion. In May, the board will take a vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter. The budget is expected to be complete and finalized by June 30 of each year and submitted to the SUNY Charter Schools Institute by this date.

Establishing Fund Development

The board will play a pivotal role in raising money on behalf of the mission of Kwenda Collegiate Girls. The activities the board will undertake for this fundraising will evolve from the planning year through the maturity of the school. All board members are aware that we are a giving board, and all members will make an individual donation that is meaningful to them on an annual basis. The board will plan annual events and fundraising drives to attract and involve individuals who believe in our mission and will be willing to contribute to it financially. In addition, the board will seek fundraising opportunities from local philanthropic organizations and foundations known to support educational reform and other schools with a similar mission to Kwenda Collegiate Girls. In considering the skills to add to the board after authorization, the Governance Committee will plan to add at least one additional board member with fundraising knowledge and experience and intends to establish a Development Committee by the second year of the charter, once we have established high functioning, goal-centric, and accountable Governance, Finance, and Academic Achievement Committees.

Conducting Academic Oversight

The board will delegate the management of Kwenda Collegiate Girls to the Head of School and will oversee the academic performance of the school via monthly review of reporting from the school. This reporting will include the following views of the performance of the academic program:

- New York State assessment results
- Interim assessment results in the core academic areas (ELA, mathematics, science, social studies),

[3] The Founding Team has engaged with staff from Charter School Business Management (CSBM) and will likely work with CSBM as the school's Back-Office Provider after the full consideration of multiple service providers. CSBM has years of experience helping charter schools with CFO and controller services and advisory services for school management and boards.

- Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) testing results for reading level and mathematics performance and growth during the year, across years, across subgroups, and compared to all state goals in our Accountability Plan
- Strategic Teaching and Evaluation of Progress (STEP) literacy assessments
- Internal assessment and grading results
- Interventions, including Homework Center and tutoring referrals
- Attendance, including absences, tardies, and early departures
- Enrollment
- Family contacts
- RTI numbers and success rates
- Disciplinary actions, including class referrals, detentions, in-class reflections, in-school suspensions, and out-of-school suspensions
- Staff retention data

c. EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

The Kwenda Collegiate Girls Charter School (Kwenda Collegiate Girls) Board of Trustees is comprised of at least nine members with varying professional skills, perspectives and roles, in accordance to New York Education Law (Education Law) §§ 226(1), 2853(1)(f), New York General Municipal Law (GML) §§ 800-806 (excluding § 805-b), and New York Not-For-Profit Corporation Law (N-PCL) §§ 712, 713.

Number of Trustees

The board of Trustees ("board") will have between seven and fifteen trustees, to distribute work effectively and offer diversity of perspectives but maintain a small enough size to ensure productive discussion and accountability. The board will maintain an odd number for voting purposes.

Officer Positions

The board will have official officer roles of **Chair**, **Vice Chair**, **Treasurer**, and **Secretary**.

- The Board **Chair** is the senior volunteer leader of Kwenda Collegiate Girls who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization and stays apprised of work happening on all committees. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained. S/he also manages the development of the board and serves as the Governance Committee Chair. S/he acts in some venues as the representative of the organization to the public.

- The **Vice Chair** is the secondary volunteer leader of the charter school and, as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate.

- The **Treasurer** provides direction for the fiscal management of the school and facilitates the meeting of the board's financial oversight responsibilities. The Treasurer serves as the Chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and

supports the Head of School, Director of Operations, Back-Office Provider, and auditors as necessary. S/he ensures that financial reporting reaches the board on its prescribed schedule and leads the board's role in providing feedback on and approving the annual budget. S/he develops and monitors any investment policies adopted by the board. S/he oversees the annual audit and leads the education of other board members on all matters of organizational financial health.

- The **Secretary** provides direction for the keeping of legal documents, including minutes of all board meetings and adherence to all requirements of the Open Meeting Law. The Secretary reports to the Chair and the Board of Trustees and supports the member of staff or volunteer taking minutes.

Ex-officio Members

The board has not identified any ex-officio members, either voting or non-voting, at time of charter submission and does not anticipate establishing such roles at this time.

Standing Committees

There will be several standing committees: a standing nominating committee, known as the Governance Committee, chaired by the Board Chair and including at least three members; a Finance Committee, chaired by the Treasurer with one to two additional members with financial expertise; an Academic Achievement Committee, comprised of at least two members with education expertise; and a Development Committee comprised of at least two members with fund development expertise. We intend to establish a Governance Committee during the second year of the charter term, and we intend to establish a Facilities Task Force only to function during that period of time needed as we acquire, finance, and renovate any facility space during start-up or in future years.

Delegation of Authority to any Committees, Officers, Employees, or Contractors

The board may choose to delegate authority to any Officer or agent of Kwenda Collegiate Girls to enter into any contract or execute and deliver any instrument on behalf of Kwenda Collegiate Girls, both in general and for a specific instance.

Information to be Received from the CMO, School Leadership, Staff or Contractors as Applicable

The Head of School will deliver an oral and written report on a monthly basis to the board, and more frequently as may be requested by the board. The board will also receive formal dashboards with information on a range of academic, disciplinary, operational, and financial measures of the school's performance, provided by the Head of School with the support of the Director of Operations and the Back-Office Provider. Different committees will closely examine different subsets of this information as appropriate to fulfill their regulatory obligations.

Frequency of Board and Committee Meetings

The board of Kwenda Collegiate Girls will meet on a monthly basis, and committee meetings will take place at least 10 times per year for standing committees (Governance, Finance, and Academic Achievement). Other committees will meet as needed.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law

Kwenda Collegiate Girls is committed to operating our board in full compliance with the Open Meetings Law ("OML") and the Charter Schools Act of 1998 (the "Act"). We will exercise the following practices for all meetings of the committees of the school and its committees and subcommittees[4]:

1. We will publicize when and where meetings take place with at least one week of notice. The notice will provide the date, time, and location of the meeting. We will send this notice to the news media, post it publicly in a designated location, and post it on our website. For meetings with a regular meeting place and time, we may exercise the allowance in the law to create a yearly schedule and post it at the start of the year. We will follow the procedures for an individually scheduled meeting for any modification of a meeting previously scheduled in an annual notice.

2. We will publish all materials subject to the Freedom of Information Law (FOIL) prior to the meeting on our website, including the agenda and any proposed resolutions or policy.

3. We will hold meetings in a space accessible to the public and ensure that the space can accommodate members of the public. To the extent possible, we will make efforts to ensure individuals with disabilities are not presented with barriers to attendance of our meetings.

4. We will keep a summary of all motions, proposals, actions taken, and votes of the members of the board as our minutes. These minutes will be made available within two weeks after the meeting.

5. The board will, at times, enter executive session. Executive session can only be entered into after the board meeting has officially started with the public. If a board member makes a motion in public to enter into executive session, it must indicate that the issue falls into one of the following categories and name the relevant category explicitly:
    a. matters which will imperil the public safety if disclosed;
    b. any matter which may disclose the identity of a law enforcement agent or informer;
    c. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
    d. discussions regarding proposed, pending, or current litigation;
    e. collective negotiations pursuant to article fourteen of the civil services law;
    f. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
    g. the preparation, grading, or administration of a corporation; or
    h. the proposed acquisition, sale, or lease of real property or proposed acquisition of securities or sale or exchange of securities held by such a public body, but only when publicity would substantially affect the value thereof.

Trustee Recruitment, Selection Process, and Criteria

[4] We thank the New York City Charter School Center for publishing a guide for charter schools to comply fully with OML: http://www.nyccharterschools.org/sites/default/files/resources/FAQs-Open-Meetings-Law.pdf.

For vacant positions on the board, the Governance Committee will be responsible for identifying qualified candidates and presenting these candidates to the board. We will establish a rigorous selection process to set high expectations for board members, targeting prospective members who fill areas of need for the board to be able to carry out its duties effectively. The expectations of board members are as follows:

- Advocate for the mission and vision of Kwenda Collegiate Girls
- Capitalize on personal/professional networks for the benefit of Kwenda Collegiate Girls
- Use specific expertise for the governance of Kwenda Collegiate Girls
- Commit five hours monthly to board-related work, including meetings, phone calls, and emails
- Represent Kwenda Collegiate Girls publicly in support of initiatives that support its mission
- Disclose any potential conflicts of interest to the Board Chair, Head of School, and the full board

Qualifications of all Board members are as follows:

- Belief in charter schools and in the mission of Kwenda Collegiate Girls
- Belief in the relevancy and power of single-gender schools in driving academic excellence
- Belief that all children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in the founding process
- Expertise in law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing /outreach, education, or strategic planning
- Personal experience with entrepreneurship and/or working on diverse teams
- Willingness to use personal and professional networks on behalf of Kwenda Collegiate Girls
- Commitment to improving the quality of education for children from traditionally marginalized communities in Brooklyn

Candidates meeting these criteria will meet with the Governance Committee, and in most cases, will attend a board meeting as members of the public. The Governance Committee will recommend a prospective board member to the full board in its meeting for their review. As outlined in the By-laws, new board members will be selected by a 2/3 vote of the entire board after the presentation of the prospective member.

New Trustee Orientation Process

Under the guidance of the Governance Committee, all accepted Trustees will review and sign our Conflict of Interest Policy and Code of Ethics and will review all required items of Open Meeting Law. They will receive the Board Bylaws, charter school application, and Accountability Plan, minutes of previous board meetings, and board policies at least two weeks before the next board meeting to ensure they have the requisite time to prepare for their role in governance. They will attend a two-to-three-hour orientation with the Board Chair and Governance Committee to answer any questions not answered during the interview process or by the review of the Bylaws, Conflict of Interest, and charter. During the planning year, after the initial approval of the board's policies, the Board Chair will develop a set of questions based on the Bylaws and Board policies to ensure the new Trustee's understanding of the board's role, procedures, and policy. These questions will provide the basis for discussion during orientation to ensure that new Trustees understand their role and the role of the board to govern the school.

Board/Trustee Training and Development

The Founding Board of Kwenda Collegiate Girls continues to participate in professional development opportunities led by Building Excellent Schools (BES). If Kwenda is granted a charter, BES will support the organizational meeting following authorization and lead a Committee Action Planning Retreat to ensure that committees are prepared to fulfill their roles. BES has maintained support of the Kwenda Collegiate Girls founding team since the school's initial approval in March 2019.

BES will continue to provide ongoing support for the board, and the Board Chair will seek to identify additional opportunities for professional development. The board will conduct an annual self-evaluation as a whole and as individual members. The Governance Committee will manage this process, based on assessment of the stated duties of the board from the charter document and on at least one external guide for best practices for charter school boards. *Charter School Board University*, by Dr. Brian L. Carpenter from the National Charter School Institute, among other texts, provides strong guidance for adhering to the stated goals of the board.

Family Involvement

While we do not reserve a seat on the Board of Trustees for a parent of an enrolled student, any family is invited to express their interest in serving on the board and would go through the same vetting process and consideration as any other board candidate. The school will establish a family group, **Kwenda Families: Supporting Our Girls' Path**, and will give opportunity for families to meet at the school monthly, share their thoughts with the Head of School, propose, support, and facilitate school-based initiatives aligned to our mission, and once annually share their thoughts with the board on their experience as parents in the school.

d. STAKEHOLDER PARTICIPATION

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

Kwenda Collegiate Girls extends its commitment to centering the voices of our community stakeholders – including families, students, and staff – to engagement with the Board of Trustees. We are committed to ensuring that our stakeholders are informed of and have access to multiple venues for feedback to be considered by school leadership and the Board of Trustees. While we cannot ensure that every stakeholder will see the desired outcome of their feedback, we will listen and consider all feedback in our decisions. Ultimately, all decisions of leadership and the board must be driven by the calculation of what best serves the mission of the organization. We will solicit feedback from all stakeholders using the following approaches:

- **We will ensure families, staff, and students will have multiple and varied opportunities for feedback via our annual surveys focused on all key stakeholders:** We will partner with the National Black Women's Justice Institute to evaluate our work through a qualitative lens rooted in the experiences of our stakeholders. Families, staff, and students will have multiple opportunities to provide feedback – either via survey, focus group, or interview – as a part of this process. The results of this process will be considered by school leadership and by the board as a part of our full program evaluation annual process. We will target these opportunities to all

groups, including those families who have been involved in the RTI process and whose children are receiving special education services.

- **We will dedicate a portion of each meeting of the board to public comment:** Any member of the public may give comment during this portion for consideration by the board.

- **We will encourage families and staff to participate in ad hoc and standing committees and ensure they have the support to be successful therein:** Families, teachers, and other staff will be welcomed to participate in both standing and ad hoc committees that the board creates to support academic achievement, fundraising, enrollment, and other key activities. All roles will be advisory in nature. We will ensure that committee opportunities are communicated by the Head of School through our regular communication processes, including newsletters and meetings. In order to ensure that all stakeholders feel comfortable leveraging their voice and navigating the committee process, we will ensure that all non-board members have the opportunity to complete an orientation on committee function and member responsibilities if invited to join a committee.

R-14e – By-Laws

Provide a draft of the proposed education corporation's governing by-laws.

PROPOSED BYLAWS

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Kwenda Collegiate Girls Charter School (hereinafter "The Corporation").

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the "Charter School") to ensure academic success for young women in grades K-8 in Brooklyn. Kwenda Collegiate Girls Charter School educates young women in kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead.

ARTICLE II

Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than fifteen (15) Trustees. The exact number of Trustees will be set by the Board. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications, and diversity determined by the Board and delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation's nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2020), at least two Trustees who will serve a two-year term (ending in Spring 2021), and at least three Trustees will serve a three-year term (ending in Spring 2022).

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity, or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

a. Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
c. Shall ensure that all participation in Board work is bound by the Code of Conduct, Conflict of Interest, and Confidentiality policy statements.
d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at 171 Rogers Avenue Apt. 2a, Brooklyn, NY 11216 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 12 regular monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the objective, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone conference.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
    a. The date and time of the meeting.
    b. A list of Trustees in attendance and those absent, either excused or otherwise;
    c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
    d. A record of how each Trustee voted on each matter; and
    e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.
10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
    a. Matters which imperil the public safety if disclosed;
    b. Any matter which may disclose the identity of a law enforcement agent or informer;
    c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
    d. Discussions regarding proposed or pending litigation;
    e. Matters which apply to school employees or collective negotiations that are within the scope of Article 14 of the Civil Service Law;
    f. The medical, financial, credit, or employment history of a particular person or corporation;
    g. The preparation, grading, or administration of examinations; and
    h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office, which will be the school site once the school has opened.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the Meeting.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The chair of each committee will be appointed by the Board Chair, with the advice and consent of the Board.

Section 3: The duties of the Governance Committee shall be:

a. To study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
b. To present a slate of nominees for Officers to the Board for election at the annual meeting;
c. To recommend candidates to the Board to fill vacancies that arise outside of the regular nominating process;
d. To provide orientation and ongoing governance development to Trustees;
e. To oversee a Trustee assessment process to ensure optimum performance; and
f. To recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
    a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;
    b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
    c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter of Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall execute the standard of care described in Article VII Section 2 and shall consider among other relevant considerations the long- and short-term needs of the Corporation in

carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspections and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any discussion before a Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relations to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VIII

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at The Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than

once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officers to the Board for Board review and vote. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities, or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

Self-Dealing Transactions

The Board Members shall not engage in any self-dealing transactions, except as approved by the Board. Definition of "Self-Dealing Transactions" and relevant procedures can be found in the Board of Trustees' Code of Ethics policy.

ARTICLE XII

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Head of School, or Treasurer. Such items for amounts of $5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be constructed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, 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 Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provisions of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

Amendment

A majority of the Trustees may adopt, amend, or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the law of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are not in full force and effect.

_____, Secretary

Date: _____

R-14f – Code of Ethics

Provide a draft of the proposed education corporation's code of ethics. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

Kwenda Collegiate Girls Charter School
Code of Ethics

Policy

The Board of Trustees ("Board") and senior staff of Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") must: conduct their affairs in the best interest of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Kwenda Collegiate Girls; and ensure that they do not receive improper personal benefit from their positions. Accordingly, Kwenda Collegiate Girls has adopted the following procedures to govern Kwenda Collegiate Girls decision-making processes. Moreover, Board members, experts, advisors, and Kwenda Collegiate Girls staff of any level are subject to the gift policy set forth below.

- Trustees, Officers, or Employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

- Not more than 40 percent of the Board of Trustees may be comprised of: (a) people currently being compensated by Kwenda Collegiate Girls for services rendered to it within the previous 12 months moths, whether as a full-time, part-time employee, independent contractor or otherwise; or (b) any person in a Trustee's family.

- Trustees, Officers, or Employees shall not receive nor enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school Board.[1]

- Trustees, Officers, or Employees 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 of Trustees, whereby the compensation is to be dependent or contingent upon any action by Kwenda Collegiate Girls with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of feeds based upon the reasonable value of the services rendered.[2]

- Trustees shall make all appropriate financial disclosures whenever a grievance of Conflict of Interest is lodged against them.

- Trustees, officers, and employees may never ask a subordinate, student, or parent of a student to work on or give to any political campaign.

[1] General Municipal Law § 805-a(1)(c).
[2] General Municipal Law § 805-a(1)(d).

- Trustees, Officers, and Employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
    - Student records
    - Financial information
    - Personnel records
    - Payoff records

- Trustees, Officers, and Employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules
    - Sexual or other unlawful or unwelcome harassment
    - Excessive absenteeism or any absence without notice

- Trustees, Officers, and Employees shall not engage in, solicit, negotiate for our promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharger of his or her official duties.[3]

- Trustees, Officers, and Employees shall not invest or hold any investment directly in financial, business, commercial or other private transaction that creates a conflict with his or her official duties.[4]

- Trustees, Officers, and Employees shall not, after the termination of service or employment with the Board of Trustees, 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 timeline filing by a present or former Trustee, officer, or employee of any claim, account, demand or suit against Kwenda Collegiate Girls on his or her behalf or an 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.[5]

- Trustees, Officers, and 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 of Trustees. 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.

[3] General Municipal Law § 806(1)(a).
[4] Ibid.
[5] Ibid.

Self-Dealing Transactions

- The Board of Trustees defines a “self-dealing transaction” as a transaction to which Kwenda Collegiate Girls is a party in which one or more of the individual Trustees, officers, or employees has a financial interest.

- Neither Trustees nor the employees of Kwenda Collegiate Girls shall engage in any self-dealing transactions, except as approved by the Board of Trustees 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 Kwenda Collegiate Girls, if the transaction (a) is approved or authorized by the Board of Trustees in good faith and determined by the Board to be in the best interest of Kwenda Collegiate Girls 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.

DRAFT

Kwenda Collegiate Girls Charter School, Inc.

CONFLICT OF INTEREST POLICY[6]

ARTICLE I
PURPOSE

Section 1. The purpose of this Conflict of Interest Policy (the "Policy") is to protect the interests of Kwenda Collegiate Girls Charter School, Inc. (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, Officer, or Key Person of the Corporation or one of their relatives. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable and in the best interests of the Corporation at the time of such determination

Section 2. This Policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to not-for-profit and charitable organizations.[1]

Section 3. Definitions of "Key Person," "Related Party," and other capitalized terms used in this policy can be found in **Article X** below.

ARTICLE II

RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1. Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the Governance Committee must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

Section 2. If at any time during his or her term of service a matter for decision or approval comes before the Board in which a Related Party has a Financial Interest, that Financial Interest must be promptly disclosed in writing to the **Board Chair as the Chair of Governance Committee**, together with all material facts. The Governance Committee will then follow the procedures set forth in this Policy.

Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the Corporation.

ARTICLE III

DISCLOSURE AND VOTING

Section 1. Disclosure. Any Related Party shall disclose in good faith all material facts of his or her Financial Interest to the Board.

Section 2.Non-Participation and Review. All transactions, agreements, or any other arrangements between the Corporation and a Related Party, and any other transactions which may involve a potential conflict of interest, shall be reviewed by the Board Governance Committee. No Related Party shall vote,

[6] This draft policy is modeled after the Lawyers Alliance for New York exemplar conflict of interest policy.

act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest. Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation. All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board Governance Committee they may provide information regarding the transaction prior to the deliberations.

Section 3. Consideration of Alternate Transactions and Comparability Data. If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board Governance Committee must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.

Section 4. Voting. The Corporation will not enter into any Related Party Transaction unless it is determined to be fair, reasonable, and in the best interest of the Corporation and is approved by not less than a majority vote of the Trustees present at the meeting. The Board Governance Committee shall document the meeting contemporaneously as described in this Policy, including its consideration of any alternative transactions. Only Independent Trustees shall vote on Related Party Transactions.

Section 5. Compensation for Services. A voting member of the Board of Trustees or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any Committee whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee's or Officer's compensation.

However, a voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, may upon request of the Board or Committee provide information regarding compensation.

Section 6. No Loans. No loans shall be made by the Corporation to its Trustees or Officers, or to any other entity in which any of the Corporation's Trustees or Officers holds a Financial Interest, except to another charitable organization.

ARTICLE IV

GOVERNANCE COMMITTEE REVIEW

The Board may delegate to the Governance Committee, which shall be composed solely of Independent Trustees, the adoption, implementation of, and compliance with this Policy. The Board may delegate to the Governance Committee review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy, provided that if the Related Party Transaction would otherwise require full Board approval, the Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE V

RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all Committee meetings at which a Related Party Transaction is considered shall contain:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or Conflict of Interest, the nature of the potential or actual Financial Interest and/or Conflict of Interest, any action taken to determine whether a Financial Interest or Conflict of Interest exists, and the Governance Committee's determination as to whether a Financial Interest and/or Conflict of Interest exists.

- The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party and any Trustees who are not Independent Trustees left the room during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board Governance Committee.

- The minutes shall document contemporaneously the deliberations and determination regarding any the Financial Interest or conflict of interest.

ARTICLE VI

INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1. Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the Board Chair.

i. Any entity of which the Trustee, Officer, or Key Person is an Officer, Trustee, Voting Member, Owner (in whole or in part), or employee and with which the Corporation has a financial relationship.

ii. Any transaction in which the corporation is a participant and in which the Trustee, Officer, or Key Person, or one of his or her relatives might have a conflicting interest.

Section 2. A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE VII

CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for school Trustees, Officers and Employees.

Section 1. General Prohibitions. Under the GML, no school Trustee, Officer or Employee may have an interest, direct or indirect, in any contract with the School, when such Trustee, Officer or Employee,

individually or as a member of the Board, has the power or duty to: (a) negotiate, prepare, authorize, or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Section 2. Express Prohibitions. In addition, the GML clearly states that a school Trustee, Officer or Employee may not:

a) Directly or indirectly, solicit any gift, or accept or receive any gift, having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;

b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;

c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or

d) 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 compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Section 3. Exceptions. Prohibitions on Conflict of Interest pursuant to the GML do NOT apply to:

a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the Chief Fiscal Officer, Treasurer, or his/her Deputy or Employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

b) A contract with a person, firm, corporation or association in which a Municipal Officer or Employee has an interest which is prohibited solely by reason of employment as an Officer or Employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the Governing Board;

e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

f) A contract with a membership corporation or other voluntary non-profit corporation or association;

g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;

h) A contract in which an Officer or Employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such Officer or Employee, but this does not authorize a renewal of any such contract;

i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the Board of Trustees;

j) A contract with a corporation in which an Officer or Employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an Officer or Employee when the same are used in the performance of his/her official duties and are so designated as an office;

m) A contract for the payment of a portion of the compensation of a private employee of an Officer when such employee performs part-time service in the official duties of the office;

n) A contract in which a school Officer or Employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;

o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Section 4. Disclosure of Interests.

a) Any Trustee, Officer or Employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

b) Written disclosure of all interests shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

ARTICLE IX

ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

ARTICLE X

DEFINITIONS

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

Board of Trustees or Board. The body responsible for the management of the Corporation.

Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.

Independent Trustee. A member of the Board of Trustees (the "Board") who:

- is not and has not been an Employee or a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;

- does not have a Relative who is or has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;

- has not received and does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation for services or reimbursement for expenses reasonably incurred as a Trustee of the Corporation, as set by the Corporation);

- does not have a substantial Financial Interest in and is not an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer (as defined below) of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the following, as applicable: (i) the lesser of $10,000 or 2% of the entity's consolidated gross revenue in any of the last three fiscal years if such consolidated gross revenue was less than $500,000; (ii) $25,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $500,000 or more but less than $10,000,000; or (iii) $100,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $10,000,000 or more;

- is not and does not have a relative who is a current Owner, whether wholly or partially, Trustee, Officer, or Employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;

- is not in an employment relationship under control or direction of any Related Party (as defined below) and does not receive payments subject to approval of a Related Party; or

- does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

Key Person. A Key Person is a person who:

- Has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and Officers;

- Manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or

- Alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Officer. A person who has the authority to bind the Corporation as designated in the bylaws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

- Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation; o Relatives of Trustees, Officers, or Key Persons;

- any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;

- Founders of the Corporation;

- Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);

- Persons owning a controlling interest (through votes or value) in the Corporation;

- Any non-stock entity controlled by one or more Key Persons;

- Any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.

Related Party Transaction. Any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a Conflict of Interest for purposes of this Policy.

Relative. A Relative is a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half-blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half-blood).

Trustee. Any voting or non-voting member of the Board of Trustees, whether designated as a Trustee, Manager, Governor, or by any other title.

R-14g – Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

Complaint Policy and Procedures of Kwenda Collegiate Girls Charter School

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency, or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or missed assignments. This policy is to comply with applicable state laws and regulations governing these subjects to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be or become knowledgeable about the matters that they are assigned to investigate. Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls" or "the School") shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Education Department, and the mission and charter of Kwenda Collegiate Girls.

In addition, Kwenda Collegiate Girls maintains that this policy will serve as a uniform complaint procedure for investigating complaints of: (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with the school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education, and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school of the Department of Education. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

Kwenda Collegiate Girls encourages informal resolution to informal complaints whenever possible. Any issues unrelated to the law or fulfillment of the charter are regarded as informal complaints and are best resolved through communication between the parties most immediately involved. We encourage informal complaints to first be voiced to the parties involved and, if unresolved, voiced to the Head of School. Any parties who believe that an informal complaint has not been adequately addressed by the Head of School may bring such a complaint to the Board of Trustees in public comment, but the Board is not required to address any such complaints directly. If a member of the Board believes that such an informal complaint constitutes a performance concern in its management of the Head of School, a member of the Board may raise the discussion of the complaint as new business for the full Board. If the

Board believes that disciplinary action is justified, it may vote to pursue such action pursuant to the personnel policy.

In the case that any party believes that there has been a violation of the law or of our charter, a formal complaint should be filed. Pursuant to the requirements of New York State Education Law § 2855(4), the legally required procedure for formal complaint to a single authority of the School will be followed.

Responsibilities and Records in the Formal Complaint Process

The Board of Trustees will delegate the responsibility of review and decisions regarding complaints to the Head of School. Complaint forms will be available at the main office and, if submitted, will be forwarded to the Head of School, or his/her delegate. The Head of School, or his/her delegate, will leverage the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. Kwenda Collegiate Girls will distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the Student and Family Handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Head of School will maintain a detailed record of all complaints, including the date the complaint was received and the results of any investigation necessitated by the complaint. All complaints and responses shall be public records. Complainants or student(s) of complainant shall not be subject to retaliation as a result of the filing of a complaint. The Head of School shall provide a copy of the disposition to the Board of Trustees and to the Charter Schools Institute upon request, if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated.

Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

Step 1: Filing the Complaint

Complaints are registered on the complaint form by complainant. Complaints may also be verbally communicated with the Head of School and/or appropriate Leadership Team member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate Leadership Team member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as s/he feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.

Step 2: Investigation of the Complaint

The Head of School and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate the complaint/problem within his/her authority. Investigation shall include, but not be limited to, interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

Step 3: Response and Final Decision

The Head of School and/or appropriate Leadership Team member(s) shall remedy a valid complaint within a reasonable time period not to exceed ten (10) working days from the date the complaint was received. The Head of School or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in complaint log teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law.

The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

If a complainant does not believe that the Head of School has adequately addressed a formal complaint, or the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees, which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

R-14h – Board Member Resumes

Provide resumes for all proposed board members.

Figure 14h-1: Proposed Board Members

[redacted]	Position on the oard (Officer or Constituent epresentative)	Committee Affiliations (if any)	Expertise and/or Role at School (Parent, Staff, etc.)	Voting	Ex-Officio
[redacted]	Board Chair	Governance	Organizational Management Fund Development Governance	Yes	
[redacted]	Board Vice-Chair	Governance Academic Achievement	Legal Community Engagement	Yes	
[redacted]	Board Treasurer	Finance Facilities Task Force	Finance Governance	Yes	
[redacted]	Board Member	Academic Achievement	Education Governance	Yes	
[redacted]	Board Secretary	Academic Achievement	Education	Yes	
[redacted]	Board Member	Academic Achievement	Education, Marketing	Yes	
[redacted]	Board Member	Facilities Task Force	Finance Facilities	Yes	
[redacted]	Board Member	Finance	Finance Organizational Management	Yes	
[redacted]	Board Member	Finance	Facilities	Yes	
[redacted]	Board Member	Governance	Education Fund Development	Yes	
[redacted]	Board Member	Finance Development	Legal	Yes	
[redacted]	Board Member	Development	Government Affairs	Yes	

[redacted]

EDUCATION

University of California, Berkeley

Bachelor of Arts, Interdisciplinary Studies Field Major: Epidemiology and Socioeconomic Politics of the Global South, 2007 (Major GPA: 4.0)
Awards: UGIS Valedictorian; Phi Beta Kappa; Publications in *The Public Health Advocate* and *The Daily Californian*; Honors Thesis

EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]nts passing the New York State Math Exam in March 2009 (Level 3 or 4) and 100% of students meeting the state promotional criteria

SKILLS AND INTERESTS

- Proficient in Microsoft Office programs, Mac OS X, Google Applications, Smart Board Software, Salesforce, Raiser's Edge, ADP, Justworks
- Movies, storytelling, food and restaurants, travel and exploring, dance, music, reading, interior design

ACTIVITIES

- Board Chair, Kwenda Collegiate Girls Charter School

[redacted]

EXPERIENCE

Law Office of Emmanuel Depas, Esq., New York, NY *Managing Attorney*, November 2012-Present

[redacted]

EDUCATION

Hofstra University School of Law, Hempstead, NY
Juris Doctorate May 2009
Activities: Black Law Students Association, Treasurer
Student Government Association, Alumni Affairs Coordinator
Stony Brook University, Stony Brook, NY
Bachelor of Arts in Political Science May 2004
Activities: Student athlete football player

ADDITIONAL INFORMATION

Fluent in Haitian Creole
Quoted in the following:

[redacted]

[redacted]

Executive decision maker in commercial real estate with deep transaction experience in office, multifamily, hospitality, retail, and the relative intersectionality of all four. Entrepreneurial minded leader with expertise in financial management, sales and operations.

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

2008 – 2014

VOLUNTEER

D.R.E.A.M. USA, New York, NY (*Financial literacy education 501(c)(3) nonprofit organization)*
Co-Founder, Chief Executive Officer 2009 – Present

- Manage staff of volunteers with oversight of fundraising, financial management, and program execution.

EDUCATION

Cornell University, SC Johnson College of Business (Ithaca, NY): *Master of Business Administration*

Trinity College (Hartford, CT): *Bachelor of Arts in Economics & Sociology*

PERSONAL

Board member, Kwenda Collegiate Charter School | Toigo Alumni | Real Estate Executive Council Member | Angel Investor

[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

Curtin University of Technology, Perth, Australia

- SMU in Southeast Asia and Australia Study Abroad Program

[redacted]

[redacted]

EXPERIENCE

Achievement First **Brooklyn, NY**

LEADERSHIP EXPERIENCES

Academic Achievement Committee, Kwenda Collegiate Girls Charter School *August 2018-Present*

- Developed and established a board to govern the school and be accountable for the school's success
- Cultivated community support and galvanized a network of strategic partnerships as we await Kwenda's opening

EDUCATION & ADDITIONAL EXPERIENCES

- **Georgia State University**

Master of Arts in Teaching, Early Childhood Education *May 2013*

- **Teach For America** **Atlanta, GA**

Teach for America Corps Member *June 2011-May 2013*

- **Duke University** **Durham, NC**

Bachelor of Arts in Public Policy, Spanish, Certificate in Markets in Management *May 2011*

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

[redacted]

STRENGTHS **EFFECTIVE COMMUNICATOR** | **RELATIONSHIP BUILDER**
CREATIVE PROBLEM SOLVER | **OUTCOME ORIENTED**

WORK **TEACHERS PAY TEACHERS**

[redacted]

EDUCATION

PRINCETON UNIVERSITY
BA, MAJOR: ART HISTORY, CERTIFICATE: SPANISH, 2003

- Honors: Summa cum laude, Irma Seitz Thesis Prize

[redacted]

Asset Manager, MULTI-ASSET PORTFOLIO MANAGEMENT

A detail-oriented, goal-driven **Asset Manager, Multi-Asset Portfolio Management** respected for eight years executing initiatives that result in record-breaking revenue growth within the real estate sector. Proven track record presenting financial metrics to executive leadership on portfolio performance. Out-of-the-box thinker committed to offering strategic recommendations regarding the business plan for individual assets. Exceptional academic qualifications include a Master of Business Administration.

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

Supply Chain Planner **2010 – 2013**

[redacted]

EDUCATION & CERTIFICATIONS

New York University, Leonard N. Stern School of Business, New York, NY
Master of Business Administration

Rutgers University, New Brunswick, NJ
Bachelor of Applied Science in Engineering

Certifications or Additional Education: Low-Income Housing Tax Credit Compliance Certifications, New Markets Tax Credit Certifications

TECHNOLOGY & TOOLS

Microsoft Office: Word, Excel, PowerPoint, Outlook, Access, Publisher; Google Docs, Google Drive, Google Calendar

HONORS & AWARDS

MBA Prep Program Fellow, Management Leaders for Tomorrow: 2012 – 2013

COMMUNITY ENGAGEMENT

Board Member/Facility Committee Member, Kwenda Collegiate Girls Charter School, New York, NY: 2019 – Present
Mentor, Sponsors for Educational Opportunity, New York, NY: 2012 – 2014
Family Selection Committee Member, Habitat for Humanity-Burlington County, NJ Affiliate: 2011 – 2013

INTERESTS

Weightlifting, Basketball, Traveling

[redacted]

[redacted]

[redacted]

[redacted]

Savvy, results-oriented, leader with proven success in the Real Estate industry. Background includes overseeing the construction and leasing of over 700,000 square feet of private aviation infrastructure and evaluating, marketing and transacting on over 100 commercial real estate transactions with an aggregate value of over $1 Billion. Highly motivated with strong interpersonal skills.

EDUCATION

New York University — **New York, NY**
MS in Real Estate Finance and Investment | Hirsh Fellow; Cumulative GPA: 3.98 — *August 2021*

Syracuse University — **Syracuse, NY**
Bachelor of Arts dual degree in Political Science and Philosophy; Major GPA: 3.7 — *May 2005*

PROFESSIONAL EXPERIENCE

[redacted]

ADDITIONAL INFORMATION

[redacted]

[redacted]

SUMMARY OF QUALIFICATIONS

[redacted]

Areas of Expertise:

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

EDUCATION

Spelman College - B.A., Political Science, Cum Laude 2010

Loyola Marymount University – Masters in Education 2012

[redacted]

EDUCATION

Maurice A. Deane School of Law at Hofstra University, Hempstead, NY
Juris Doctor, May 2016
GPA/Rank: 3.62, *cum laude*
Honors: *Hofstra Law Review,* Senior Associate Editor, Volume 44; Child and Family Advocacy Fellow; Pro Bono Scholar, Gold Level Public Service Award; Judge Edward Hart Memorial Scholarship for Excellence in Trial Advocacy; Pro Bono Service Award of Excellence; Stephanie E. Kupferman Juvenile Justice Endowed Scholarship
Activities: Hofstra Trial Advocacy Association: Spring 2014 Intramural Competition Winner, Finalist in the Fall 2014 Buffalo-Niagara Interscholastic Mock Trial Competition, Quarter-finalist in the Spring 2015 National Criminal Justice Trial Competition, Finalist in the Fall 2015 Peter J. Johnson National Civil Rights Trial Competition, Semi-Finalist in the Spring 2016 South Texas Mock Trial Challenge, Secretary of Staff (2015-2016); Research Assistant, Professor S. Fortney
Publications: Felicia Winder, Note, *Childhood Trauma and Special Education: Why The "IDEA" is Failing Today's Impacted Youth*, 44 HOFSTRA LAW REVIEW 601 (2015).

University of Delaware, Newark, DE
Bachelor of Arts, in International Relations, May 2011
Honors: Summer Research Fellow (2009)
Activities: Appointed Executive Board, Student Government Association; New Member Orientation Chair and Programs Vice President (2008-2011), Alpha Xi Delta Sorority; Office of Admissions, Student Admissions Officer (2008-2011)
Study Abroad: Australia (Winter 2011)

[redacted]

ADDITIONAL EXPERIENCE

[redacted]

[redacted]

EDUCATION

University of Denver, Denver, CO
M.A. in Global Community Engagement/Global Affairs
University of Denver, Denver, CO
B.A. International Studies

[redacted]

SKILLS: Languages - Proficient in English, Proficient (Native) in Spanish
Computer - Proficient in Microsoft Word, Excel & Powerpoint

R-14i - Board Member RFI Forms

Board Members Request for Information Forms Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

Figure 14i-1: 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
[redacted]		Board Chair	Governance	Organizational Management Fund Development Governance	Yes	
		Board Vice-Chair	Governance Academic Achievement	Legal Community Engagement	Yes	
		Board Treasurer	Finance Facilities Task Force	Finance Governance	Yes	
		Board Member	Academic Achievement	Education Governance	Yes	
		Board Secretary	Academic Achievement	Education	Yes	
		Board Member	Academic Achievement	Education, Marketing	Yes	
		Board Member	Facilities Task Force	Finance Facilities	Yes	
		Board Member	Finance	Finance Organizational Management	Yes	
		Board Member	Finance	Facilities	Yes	
		Board Member	Governance	Education Fund Development	Yes	
		Board Member	Finance Development	Legal	Yes	
		Board Member	Development	Government Affairs	Yes	

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

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Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: 50f3b485ea42f8223a1ac29c950fd4974f2c6083

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: 50f3b485ea42f8223a1ac29c950fd4974f2c6083

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: 50f3b485ea42f8223a1ac29c950fd4974f2c6083

☐ Yes.

Details:

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

As the Chair of the Board, I will review all presented suspected conflicts of interest according to the Board's approved Code of Ethics Policy (which includes the Conflict of Interest policy). I will present my findings to the Governance committee for review. If a conflict is found, we will convene a meeting of the board to vote on the removal of the member.

Other

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

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

[redacted]**n**

my knowledge and ability that the

w York/Charter Schools Institute in regards

trustees of

and correct in every respect.

07 / 05 / 2023

_____

Date

Doc ID: 50f3b485ea42f8223a1ac29c950fd4974f2c6083

Title	[redacted]
File name	
Document ID	
Audit trail date format	
Status	

Document History

SENT	**07 / 05 / 2023** 11:17:12 UTC-4	
VIEWED	**07 / 05 / 2023** 11:28:43 UTC-4	
SIGNED	**07 / 05 / 2023** 11:29:14 UTC-4	
COMPLETED	**07 / 05 / 2023** 11:29:14 UTC-4	The document has been completed.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of [redacted] school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   [redacted] Name and Address: [redacted]

   [redacted] telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school [redacted] corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: fc0d20ec653eb020e48922e1e77560273469c260

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: fc0d20ec653eb020e48922e1e77560273469c260

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: fc0d20ec653eb020e48922e1e77560273469c260

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: fc0d20ec653eb020e48922e1e77560273469c260

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: fc0d20ec653eb020e48922e1e77560273469c260

☐ Yes.

Details:

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

I would raise this with the board chair for her review. She would complete due diligence and compare evidence with our Board's Conflict of Interest policy. If there is a conflict, we would call a meeting to vote for the removal of the conflicted board member.

Other

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

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

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07 / 21 / 2023

Date

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Document History

SENT	**07 / 05 / 2023** 12:04:24 UTC-4
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SIGNED	**07 / 21 / 2023** 14:46:32 UTC-4
COMPLETED	**07 / 21 / 2023** 14:46:32 UTC-4

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Not-for-profit corporation: Developing Responsible Economically Advanced Model-Citizens, Inc.

Doc ID: f1636e1a2b9c93007c14c2d09fd9b9cdff522fa5

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: f1636e1a2b9c93007c14c2d09fd9b9cdff522fa5

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: f1636e1a2b9c93007c14c2d09fd9b9cdff522fa5

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: f1636e1a2b9c93007c14c2d09fd9b9cdff522fa5

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: f1636e1a2b9c93007c14c2d09fd9b9cdff522fa5

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I will raise the issue with the full board and find a cure for said conflict including a vote to remove members from the education corporation's board (as necessary).

Other

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

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

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e and correct in every respect.

07 / 09 / 2023

Date

Doc ID: f1636e1a2b9c93007c14c2d09fd9b9cdff522fa5

Title

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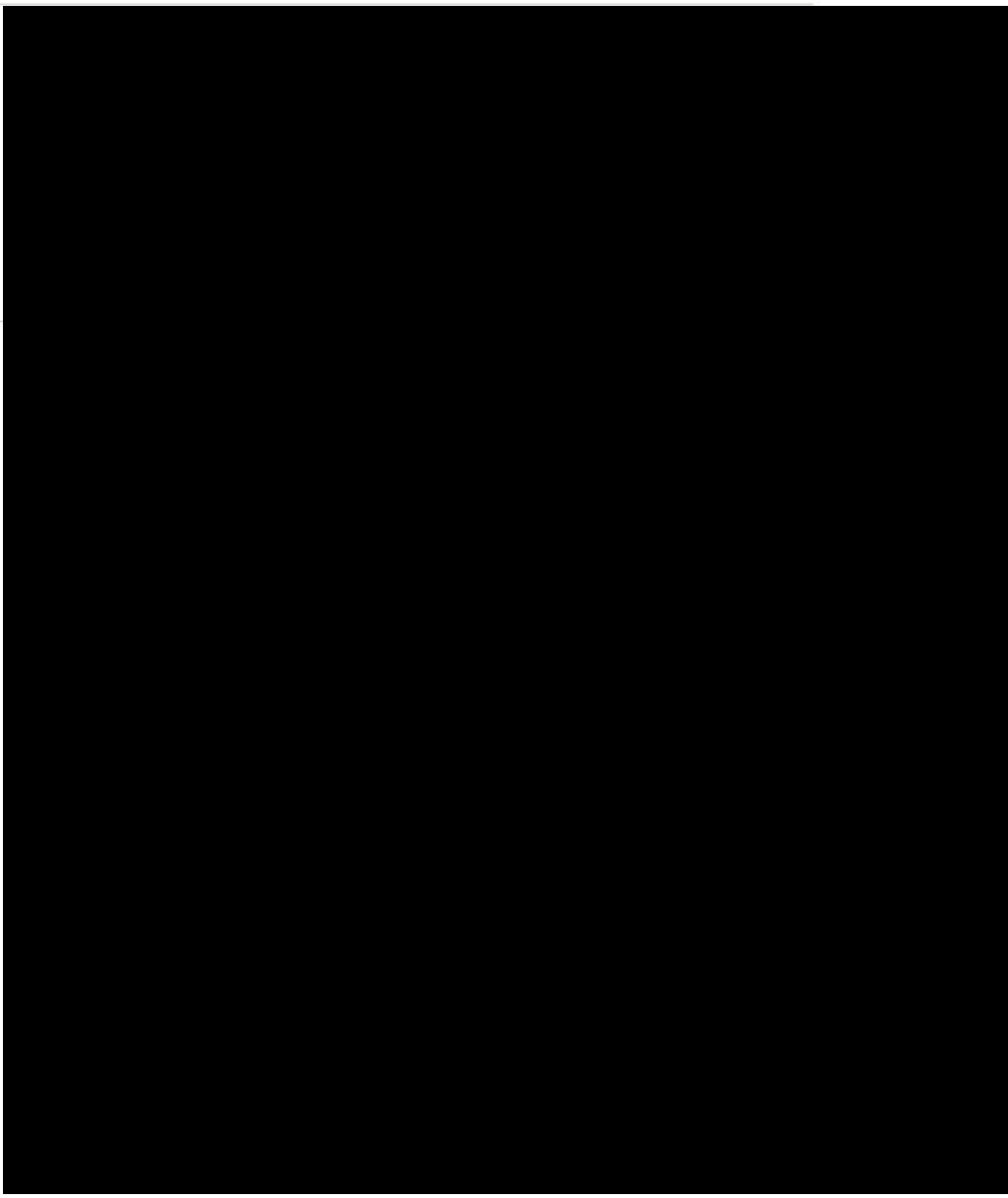
Status



Document History

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07 / 09 / 2023
23:01:26 UTC-4

SIGNED

07 / 09 / 2023
23:01:50 UTC-4

COMPLETED

07 / 09 / 2023
23:01:50 UTC-4

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Founding Head of School Brooklyn Emerging Leaders Academy (ex officio member)

Doc ID: 4d2ad61a82c6f941f6734c33769389b6f9356916

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: 4d2ad61a82c6f941f6734c33769389b6f9356916

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: 4d2ad61a82c6f941f6734c33769389b6f9356916

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: 4d2ad61a82c6f941f6734c33769389b6f9356916

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: 4d2ad61a82c6f941f6734c33769389b6f9356916

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would report this to the Board Chair for further review. The Board Chair must the review the unique situtation, our Code of Ethics, and determine if a conflict of interest exists. If a conflict does exist, then the Board would meet to vote to have the impacted member(s) removed from the board.

Other

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

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

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07 / 20 / 2023

Date

Title

File name

Document ID

Audit trail date format

Status

Document History

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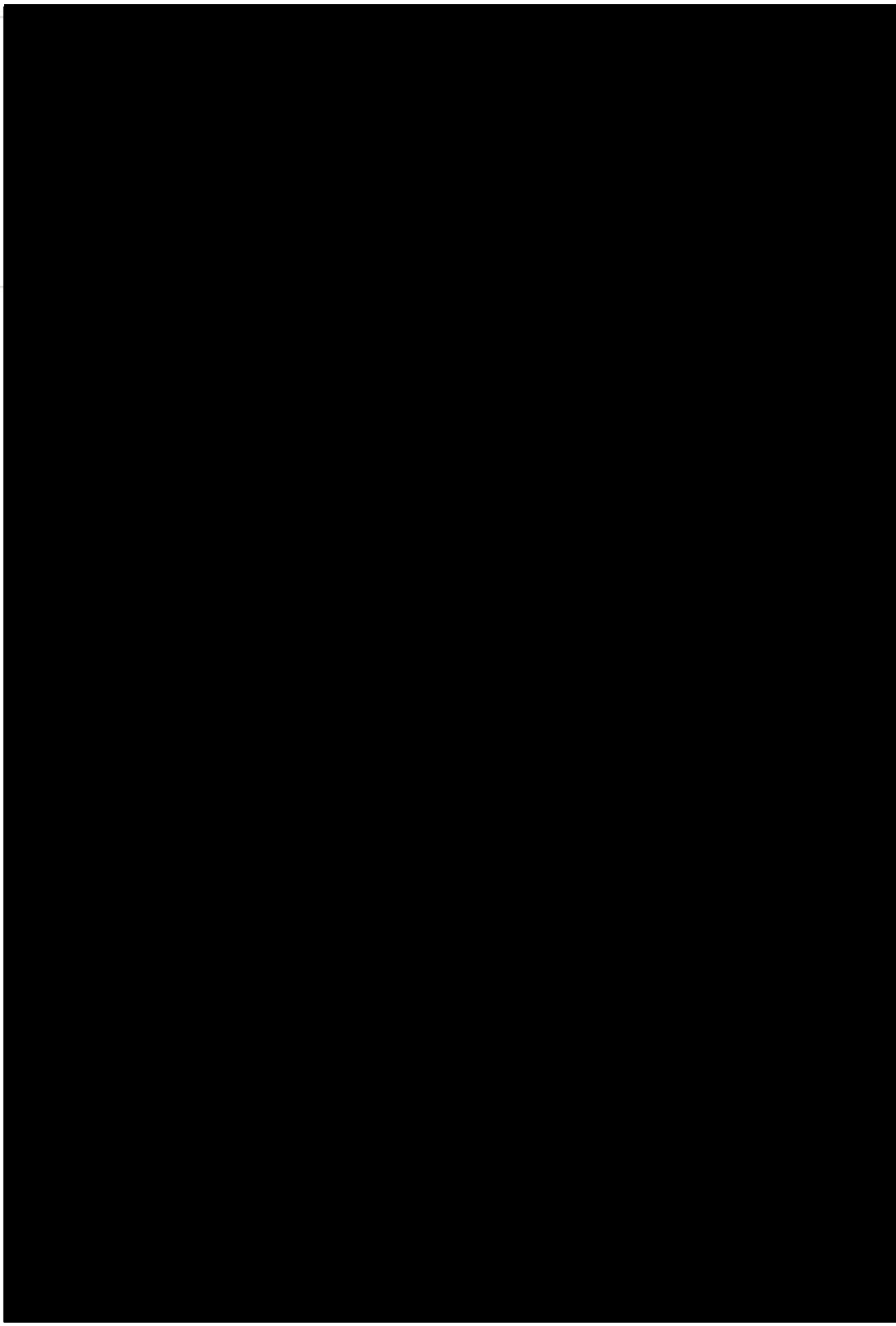

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: 838 [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: 5608cd9186d1c1a1d4b52fe3639de9701e78c99e

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: 5608cd9186d1c1a1d4b52fe3639de9701e78c99e

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: 5608cd9186d1c1a1d4b52fe3639de9701e78c99e

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: 5608cd9186d1c1a1d4b52fe3639de9701e78c99e

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: 5608cd9186d1c1a1d4b52fe3639de9701e78c99e

☐ Yes.

Details:

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

If I suspected conflicts or self-dealing, I would present to the Board Chair for review and evaluation according to our organization's Code of Ethics/Conflict of Interest policy. The Board Chair would investigate the presented information, and if a conflict or self-dealing is found, the conflicted trustee would be removed from the board.

Other

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

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

[redacted]**tion**

of my knowledge and ability that the

New York/Charter Schools Institute in regards

of trustees of

rue and correct in every respect.

07 / 05 / 2023

Date

Doc ID: 5608cd9186d1c1a1d4b52fe3639de9701e78c99e

Title	[redacted]
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Document History

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SIGNED	**07 / 05 / 2023** 19:08:49 UTC-4
COMPLETED	**07 / 05 / 2023** 19:08:49 UTC-4

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   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 (or you may attach a resume):
   ☑ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: dcb8122c382cde3220a714b9f9b1cc6c9a0c21ba

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: dcb8122c382cde3220a714b9f9b1cc6c9a0c21ba

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

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12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: dcb8122c382cde3220a714b9f9b1cc6c9a0c21ba

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: dcb8122c382cde3220a714b9f9b1cc6c9a0c21ba

☐ Yes.

Details:

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

If I became aware of any board members involved in self-dealing, i would raise the issue to the board chair for investigation. Per the code of ethics, if the investigation confirms that any self-dealing has occured, I would expect the consequences to include dismissal from the board.

Other

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

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

Certification

[redacted]

my knowledge and ability that the

ew York/Charter Schools Institute in regards

trustees of

e and correct in every respect.

7/28/23

Date

Doc ID: dcb8122c382cde3220a714b9f9b1cc6c9a0c21ba

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Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address:

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: b0c2c9b22a5ce293c04f221593354fa2725513f2

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: b0c2c9b22a5ce293c04f221593354fa2725513f2

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ■ Yes.

   Details:
   I attended NYU (Stern MBA) with trustee Hansini Sharma.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: b0c2c9b22a5ce293c04f221593354fa2725513f2

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

    ☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

    ☐ I / we do not know any such persons.

    ☐ Yes.

    Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☑ N/A.

    ☐ I / we have no such interest.

    ☐ Yes.

    Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ N/A.

    ☐ I / we or my family do not anticipate conducting any such business.

    ☐ Yes.

Doc ID: b0c2c9b22a5ce293c04f221593354fa2725513f2

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☑ Yes.

[redacted]

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: b0c2c9b22a5ce293c04f221593354fa2725513f2

☐ Yes.

Details:

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

All suspected conflicts or self-dealing will be presented to the Board Chair for review and evaluation according to Kwenda's Code of Ethics/Conflict of Interest Policy. The Board Chair will investigate the presented information, and if a conflict or self-dealing is found, the conflicted trustee will be removed from the board.

Other

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

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

When a relationship with a real estate developer is ultimately required either with Civic Builders, Inc. or another developer - my actions will be governed by existing conflict of interest polices with both Kwenda and Civic. Based on these policies, the extent of my involvement, if a relationship were to move forward, would be an introduction to the RealEstate team at Civic. My conflict of interest policy with Civic dictates that I similarly abstain from participation in any service or contract related to Kwenda. Civic

[redacted]**n**

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w York/Charter Schools Institute in regards

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and correct in every respect.

07 / 06 / 2023

Date

Doc ID: b0c2c9b22a5ce293c04f221593354fa2725513f2

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Status	

Document History

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Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name [redacted]

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted] m

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: 64ec85be62f6f373421831fa96b443022e887023

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: 64ec85be62f6f373421831fa96b443022e887023

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. Yes.

Details:
I was in the same MBA class as board member Audeliz Pollock (NYU Stern 2015).

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☐ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

Doc ID: 64ec85be62f6f373421831fa96b443022e887023

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: 64ec85be62f6f373421831fa96b443022e887023

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: 64ec85be62f6f373421831fa96b443022e887023

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
If I suspected any conflicts or self-dealing, I would promptly report any such dealings to the board chair. This charges the boad chair with investigating the disclosed information. If a conflict or self-dealing is confirmed, the conflicted trustee should be removed from the board.

Other

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

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

[redacted]**ation**

of my knowledge and ability that the

f New York/Charter Schools Institute in regards

of trustees of

true and correct in every respect.

07 / 07 / 2023

Date

[redacted]

Title

File name

Document ID

Audit trail date format

Status

Document History

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12:59:52 UTC-4

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: 6858fb53f057dfb51aad83dbcf45fec3e5824044

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: 6858fb53f057dfb51aad83dbcf45fec3e5824044

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: 6858fb53f057dfb51aad83dbcf45fec3e5824044

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: 6858fb53f057dfb51aad83dbcf45fec3e5824044

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☑ Yes.

Details:
I have previously served as a property broker in New York City. As our school moves forward with our search for a facility, and a relationship with a real estate broker or partner is required, my actions will be governed by our board's existing conflict of interest policies. The board chair and leadership are aware of the nature of my previous employment.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: 6858fb53f057dfb51aad83dbcf45fec3e5824044

☐ Yes.

Details:

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

All suspected conflicts or self-dealing will be presented to the Board Chair for review and evaluation according to our organization's Code of Ethics/Conflict of Interest policy. The Board Chair will investigate the presented information, and if a conflict or self-dealing is found, the conflicted trustee will be removed from the board.

Other

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

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

Should any situation arise re: our facility search, I will raise the issue of my previous employment to confirm how it will be managed to avoid any type of self-dealing. It is my intention to abstain from any votes or decisions that the Kwenda Collegiate Girls Board may take involving the selection of a real estate partner given my employment history.

[redacted]**tification**

best of my knowledge and ability that the

ity of New York/Charter Schools Institute in regards

oard of trustees of

__ is true and correct in every respect.

07 / 05 / 2023

Date

Doc ID: 6858fb53f057dfb51aad83dbcf45fec3e5824044

[redacted]

Title

File name

Document ID

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COMPLETED — **07 / 05 / 2023** 12:49:17 UTC-4

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls Charter School

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Doc ID: 1f7e8daa6b83e248f6a18b102334cb95f56aafc3

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

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

☑ Does not apply to me. ☐ Yes.

Details:

Doc ID: 1f7e8daa6b83e248f6a18b102334cb95f56aafc3

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

Doc ID: 1f7e8daa6b83e248f6a18b102334cb95f56aafc3

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Doc ID: 1f7e8daa6b83e248f6a18b102334cb95f56aafc3

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Doc ID: 1f7e8daa6b83e248f6a18b102334cb95f56aafc3

☐ Yes.

Details:

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

If one or more board members were involved in self-dealing, I would alert the appropriate authorities and ensure that the founder and others on the governing board would be aware of the situation. I would raise the issue with the Board Chair for review. The chair would review the evidence as compared to our conflict of interest policy. If a conflict was found, then our board would meet to vote to remove the member.

Other

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

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

[redacted]

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08 / 04 / 2023

Date

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Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone N[redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

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

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   ☑ I / we do not know any such trustees. ☐ Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

If this occurs, I would write a letter disclosing all known facts prior to participating in a Board discussion of these matters and ensure that the Board chair is aware who would then conduct an investigation.

Other

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

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

Certification

I, Christina [redacted], 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 _____ is true and correct in every respect.

Signature

7/11/23
Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Kwenda Collegiate Girls

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

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

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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   Details:

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   ☑ I / we do not know any such employees. ☐ Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    ☑ I / we do not know any such persons. ☐ Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    ☑ I / we do not anticipate conducting any such business. ☐ Yes.

    Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

If this occurs, I would write a letter disclosing all known facts prior to participating in a Board discussion of these matters and ensure that the Board chair is aware who would then conduct an investigation.

Other

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

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

[redacted]

tification

best of my knowledge and ability that the

ity of New York/Charter Schools Institute in regards

board of trustees of

__ is true and correct in every respect.

7/11/23

Date

R-15 – District Relations

a. RELATIONSHIP STRATEGIES

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Kwenda Collegiate Girls proposes to locate within Brooklyn Community School District 22 ("CSD 22"), specifically within the East Flatbush neighborhood of Brooklyn. We will actively recruit students from within CSD 22, with a particular focus on the northernmost portion in East Flatbush and Flatbush, as outlined in **R-01ac - Community Need and Proposed School Impact** and as reinforced from the need and support expressed during our initial community engagement work conducted over the last five months. While we are deeply committed to finding a facility in East Flatbush, our primary focus is identifying a facility that will allow our school to deliver on its mission and provide a high-quality educational option for the young women in our target population. Community School District 22 is amongst the most over-enrolled in the borough.

To date, the Kwenda Collegiate Girls team has begun to build a relationship with Community Education Council 22 presenting during our initial outreach and requesting to present again in the next 60 days as described further in **R-04 – Evidence of Outreach**. We will continue to proactively develop this relationship over the coming months. The Founding Team will continue outreach to school leaders across the CSD. Several Kwenda Collegiate Girls volunteer outreach team members are NYC DOE teachers within CSD 22. We hope to leverage these relationships to build stronger connections with principals and parent facing organizations across the district.

b. SCHOOL PARTNERSHIPS

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter might partner with those schools to share best practices and innovations

Local School Performance

Figure 15a-1 provides an overview of proficiency across CSD 22 on the 2021-22 NY 3-8 English Language Arts Assessment. The schools highlighted are located within or nearby our target neighborhoods of Flatbush and East Flatbush.

Figure 15a-1: Percentage of Students Proficient in ELA CSD 22 by School (2021-22)

	School Name	% Level 3+4	Difference from the District Average
1	P.S. K134	72.1	+25.1
2	P.S. 236 Mill Basin	69.1	+22.1
3	P.S. 195 Manhattan Beach	67.8	+20.8
4	J.H.S. 234 Arthur W. Cunningham	66.1	+19.1
5	P.S. 222 Katherine R. Snyder	66.0	+19.0

6	J.H.S. 278 Marine Park	62.0	+15.0
7	P.S. 254 Dag Hammarskjold	61.1	+14.1
8	P.S. 207 Elizabeth G. Leary	57.1	+10.1
9	P.S. 312 Bergen Beach	56.7	+9.7
10	M.S. 890	53.8	+6.8
11	P.S. 277 Gerritsen Beach	53.7	+6.7
12	I. S. 381	53.3	+6.3
13	P.S. 206 Joseph F Lamb	53.0	+6
14	J.H.S. 078 Roy H. Mann	50.3	+3.3
15	P.S. 245	49.6	+2.6
16	P.S. 255 Barbara Reing School	49.4	+2.5
17	P.S. 197 - The Kings Highway Academy	49.1	+2.1
18	P.S. 139 Alexine A. Fenty	46.7	-0.3
19	P.S. 109	43.9	-3.1
20	P.S. 217 Colonel David Marcus School	42.4	-4.6
21	P.S. 889	42.3	-4.7
22	P.S. 052 Sheepshead Bay	40.6	-6.4
23	J.H.S. 014 Shell Bank	37.8	-9.2
24	P.S. 203 Floyd Bennett School	35.5	-11.5
25	Andries Hudde	35.3	-11.7
26	P.S. 119 Amersfort	32.8	-14.2
27	P.S. K315	32.6	-14.4
28	P.S. 194 Raoul Wallenberg	32.1	-14.9
29	P.S. 361 East Flatbush Early Childhood School	27.5	-19.5

30	P.S. 251 Paerdegat	24.8	-22.2

Given these schools' geographical proximity to our target neighborhood, we foresee many opportunities to partner. We honor the work our fellow educators do each day and look forward to building and deepening our relationships. We will continue to attend, volunteer with, and participate in community events. When appropriate and space allows, we hope to be able to host events at our school's location. We will open our STEAM showcase nights to partners across the community school district. Currently, there are no district schools within our CSD that have a single-gender model, and we hope to build relationships with nearby schools by sharing resources that we implement to support the development of our young women specifically. Reimagined teaching coaching, or supporting teachers in both pedagogical expertise and in building secure attachments is core to our school model. We hope to seek out opportunities to extend such teacher support to neighboring schools. We will invite staff members to the most appropriate and relevant trainings on navigating implicit bias and building secure attachments with students.

R-16ac – Facilities

a. FACILITY NEEDS

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services, a nurse's office, and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.*

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") proposes to locate within Brooklyn Community District 17, specifically within the East Flatbush neighborhood, bounded by East 98th Street to the east, Utica Ave and the Long Island Rail Road Bay Bridge Branch to the south, Bedford-Nostrand Avenue to the west, and Empire Boulevard and East New York Avenue east of East 91st Street to the north - for reasons outlined in **R-01ac Community Need and Proposed School Impact** and as reinforced from the need and support expressed during our community engagement work beginning in 2018. While we are deeply committed to finding a facility in East Flatbush, our primary focus is identifying a facility that will allow our school to deliver on its mission and provide a high-quality educational option for the young women in our target population.

Keeping with the experience of other single-gender schools in the borough, we expect to enroll girls from across the borough and beyond. As such, we will continue to investigate all possible facilities that are within a reasonable commuting distance from East Flatbush. Our search will be led by the Head of School and our board's Facility Task Force, which includes [redacted], Asset Manager at Civic Builders where he is responsible for monitoring the operations of all of Civic Builders' school buildings and ensuring each property remains in compliance across a variety of metrics. Prior to his work with Civic Builders, [redacted] erved on the Asset Management team at Riverside Capital as the primary liaison for a development portfolio of Low Income Housing Tax Credit (LIHTC) properties worth $100M in Net Equity. The Facility Task Force also includes [redacted], Vice President of Leasing at the SkyHarbour Group who began his real estate career in Brooklyn where he served as a Managing Director at CPEX Real Estate, leading a team in selling retail investment properties. Since entering the New York City market, Mr. Sigourney has brokered over 50 transactions with an aggregate value of over $225 million. **Femi Faoye,** the board's proposed Treasurer, also sits on the Facilities Task Force. Mr. Faoye currently serves as the Head of Global Head of Real Estate Transactions & Financial Analysis for WeWork. Prior to joining the WeWork team, Mr. Faoye served as Assistant Vice President of Investment Banking at Barclays Investment Bank. [redacted] brings extensive expertise in financial modeling, due diligence, and transaction execution in the capital markets.

We will conduct a comprehensive feasibility study of each viable option to ensure that our facility meets the safety and accessibility standards required of schools in New York State. **Figure 16a-1** outlines our school's projected enrollment and corresponding facility square footage necessary over the first five years of operation. In alignment with the experience of other public charter schools serving similar grade spans in New York City, we assume a need of 90 square feet per student.

Figure 16a-1: Estimated Space Needs According to Annual Enrollment (Years 1-5)				
	Academic Year	Grades Served	Projected Enrollment	Approximate Square Footage Required
1	2025-2026	K, 1	108	9, 720
2	2026-2027	K, 1, 2	162	14,580
3	2027-2028	K, 1, 2, 3	216	19,440
4	2028-2029	K, 1, 2, 3, 4	270	24,300
5	2029-2030	K, 1, 2, 3, 4, 5	324	29,160

Our anticipated facility will include a flexible mix of classrooms and work space. Figure 16a-2 provides a more detailed overview of the number, type, and space usage of the rooms necessary to deliver our core academic program and mission over the five-year charter term. Our facility will meet all ADA requirements and have the required Certificate of Occupancy provided to SUNY within all required timelines.

Figure 16a-2: Space Needs According to Core Academic Program (Years 1-5)						
Room or Space Requirement	Year 1 (2025-2026)	Year 2 (2026-2027)	Year 3 (2027-2028)	Year 4 (2028-2029)	Year 5 (2029-2030)	Notes
Standard classrooms	4	6	8	10	12	Class size 27
STEAM classrooms	1	1	1	2	2	Class size 27
Enrichment classrooms	0	2	2	3	3	Class size 27
Resource rooms	2	2	4	4	4	SPED, RTI, ELL
Social Worker's office	1	1	1	1	1	Dedicated space
Teacher workroom	1	1	1	1	1	
Main office	1	1	1	1	1	
Admin office	1	1	1	1	1	Head of School
Cafeteria/Multipurpose Room/Gym	1	1	1	1	1	Common, adaptable meeting space; no full kitchen needed; storage, warming, refrigeration only
Nurse's office	1	1	1	1	1	Dedicated space
Student Restrooms	2[1]	2	2	2	2	Includes handicap accessibility
Adult Restrooms	2	2	2	2	2	Includes handicap accessibility

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;*

[1] While an all girls school, we realize that legally should a family enroll their son and a seat is available, the boy will be admitted. We will ensure restroom facilities as needed.

- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by commencement of the first year of operation;*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization;*
- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open(including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;*
- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization.*

Within Community District 17 ("CD 17") and Community School District 22 ("CSD 22"), many community stakeholders have encouraged the Founding Team to seek a private facility. We honor these concerns and have begun an extensive facilities feasibility study to review and understand options for private space within our target geography. To complete our due diligence in exploring 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 Kwenda Collegiate Girls could co-locate with the support of the community. In the likely event that no space is available, due to school utilization in CSD, we will seek rental assistance from the New York City Department of Education to lease a private facility in our target geography and have included such costs within our budget.

The Kwenda Collegiate Girls' founding team has identified several short- and long-term private facilities options in the East Flatbush, Flatbush, and larger Central Brooklyn communities. Our Founding Team will continue the facilities feasibility study over the course of the authorization process. If authorized, the Founding Team will prioritize lease negotiation in the earliest stage of its planning year work plan to ensure a facility is secured and viable according to all legally required features of a public school in the State of New York prior to Day 1 of school operation.

Figure 16b-1 provides an overview of potential facilities options that have been reviewed to-date. A number of these options were identified during our initial community outreach and networking and have listings that have not yet been made available to the public at the time of charter submission.

Figure 16b-1: Review of Potential Private Facilities Options

	Facility Description	Neighborhood/Location	Notes
1	Former early learning center, renovated in early 2018, owned by a community-based organization within CD 17	Flatbush	We have toured the space and have arranged a follow-up meeting with the property owner. The property square footage and space plan would accommodate the needs of the school in Years 1 and 2.
2	Former early learning center/school, formerly occupied by an independent	Clinton Hill	We are currently working through the broker to better understand the viability of this listing. The property square

	school, under new ownership		footage and space plan would accommodate the needs of the school in Year 1-4. The square footage totals ~22,000 square feet.
3	Former day care/early elementary school building	East Flatbush	Former school facility totaling ~20,000 square feet. We have toured the space multiple times and have arranged follow-up meetings with the property owner. The square footage and space plan would accommodate our school for years 1-3 with the potential to build additional space on the property.
4	Former school building	Flatbush	Former school facility totaling ~26,000 sq ft. We have toured the space and maintain communication with the property owner. The square footage would accommodate our school for years 1-4 with the potential to build additional space on the property.

Over the last several months, our Founding Team has had initial conversations with commercial real estate agents familiar with the East Flatbush, Flatbush, and Erasmus communities, as well as commercial real estate brokerage firms. The team seeks to retain the dedicated services of a real estate broker or commercial realtor over the course of the authorization process. If authorized, our Founding Team will employ the services of an inspector or consultant familiar with the legal requirements of public school space, including compliance with all disability access laws, including Titles I and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If modifications to the space are required, we will ensure compliance with all applicable regulations.

Our budget conservatively assumes $45 per square foot for rent in a private facility, although Brooklyn market rates could bring this figure closer to $39 per square foot, anticipate all renovation costs will be folded into all lease details and final negotiations; we do reserve $15,904 for any additional space renovations/decor not covered in such details and we reserve $15 per square foot in Year 1 for tenant improvement, assuming a facility that provides 90 square feet per student. These budget assumptions are accompanied by an assumption of the lesser of $5,287.80 of rental assistance per student (or 30% of per pupil) or actual lease price. All financial details are provided in **R-21e – Budget Template**.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

In accordance with our Conflict of Interest Policy and Code of Ethics, members of the Board of Trustees will disclose any potential conflicts to the Board Chair on an annual basis and disclose any newly arising

conflicts to the Board Chair as they arise. Board members with a real, perceived, or potential conflict of interest will not be involved in any discussion or vote on a decision that involves their conflict in any way. No board member or employee will have an economic interest in any potential lease for a facility. Any proposed lease will be reviewed by legal counsel prior to board approval. The fair market value of the lease will be determined through comparison with other local charter school leases.

R-16d – Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that the proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and that he cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.

Request is not applicable at this time.

R-17 – Food Services

Describe the plans for food services the charter school will provide.

"It is estimated that over 1.7 million Black women are currently unemployed due to the pandemic. This is particularly relevant because the vast majority of Black mothers are the primary breadwinners for their household — more than twice as likely as white mothers and more than 50% more likely than Latinx mothers to be either the sole providers in a single-parent household or married and bringing in the same amount or more than their partners[1]." – excerpted from "What COVID-19 is Revealing about NYC Schools: Are We Learning Our Lessons?" originally published in the Fordham Urban Law Journal in 2021

Food security is a gender equity issue. Women in the United States experience hunger and poverty at a disproportionate rate compared to men. In 2016, almost 30% of US households with children headed by a single mother lived below the poverty line compared to just under 15% of households headed by a single father[2]. In addition, single-parent, female-headed households are much more likely experience food insecurity compared to single-parent, male-headed households[3]. Women and children who experience food insecurity are at a much higher risk for obesity, poor nutrition, and subsequent health challenges that require more medical care and potential time absent from school than those with reliable access to healthy food[4]. In 2021, Brooklyn experienced the seconds highest rates of food insecurity of any borough in the city[5]. Kwenda Collegiate Girls Charter School's ("Kwenda Collegiate Girls") proposed target geography – Brooklyn Community District 17 – ranked as the 5th highest need community district in New York City as measured by the rate of missed meals that result from insufficient household resources to purchase food[6]. Given these sobering statistics and in alignment with our commitment to gender equity, it is vitally important that our young girls and growing young women have reliable access to nutritious food options at school each day.

Kwenda Collegiate Girls will provide a nutritious breakfast, lunch, and snack according to the requirements of the National School Lunch Program and in compliance with all federal school nutrition guidelines as well as all relevant New York State and New York City regulations. To the greatest extent possible, we seek to provide truly inclusive food options that meet the needs of all students' religious dietary restrictions.[7] Given the high rates of food insecurity in our target geography, the Founding Team is in the early stage of exploring options for supper provision to our students through various grant and community partner programs[8]. We intend to participate in the Free and Reduced Price Lunch program and will comply with all applicable student eligibility and reporting regulations. Subsidies from the US Department of Agriculture intended for use with the Free and Reduced Lunch program will only be used to fund the school program. We plan to apply to become a Local School Food Authority to administer the accounting of meals served and logistics of the program, including all required reporting. As we anticipate that

upwards of 80% of Kwenda Collegiate Girls students will be Economically Disadvantaged and qualify for free or reduced priced meals, we will utilize the Community Eligibility Provision to offer meals free of charge to all students, regardless of family income. Kwenda Collegiate Girls will provide a food policy as a part of our Student and Family Handbook. This food policy will outline health guidelines for families who may choose to send lunch and snacks to school with their students.

The Founding Team has not yet procured a food services vendor as our school facility will impact our due diligence and decision-making[9]. If authorized, the Founding Team will select a food services vendor (e.g. Revolution Foods or NYC SchoolFood) through a public request for proposals and competitive bids process in line with our procurement policies. We will decide on a vendor based on cost, service record, flexibility, availability of inclusive food options according to religious dietary restrictions, and assurance of compliance with federal, New York State, and New York City regulations. The Operations Manager[10] will be responsible for the management of the school lunch program.

In the event that we must close our school facility, the Operations team and School Leadership Team will coordinate meal pick up outside of our school building. The team will also explore the feasibility of additional meal drop-offs/pick-up at centralized locations easily accessible by students and families.

[9] In the unlikely event of co-location in an existing New York City Department of Education facility, the school will likely seek partnership with SchoolFood given its existing relationships with existing schools in our target geography.

[10] The Director of Operations will assume this responsibility in Y4.

R-18 – Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") will comply with all health services regulations as stipulated in Education Law Article 19, Public Health Law, and will provide similar health services to those provided in existing New York City Department of Education ("NYCDOE") district schools.

In the unlikely event that we are co-located in an existing NYCDOE school, we may utilize the services of the Nurse employed in the facility. If we secure a private facility, in Year 1 of operation we will hire a School Nurse licensed in New York State and will provide designated, separate space and equipment for the school nurse's office as outlined in **R16ac – Facility**. The School Nurse will be responsible for administering daily medication to students who need it, conducting all relevant and required health screenings, coordinating any required supports from the local Public Health Office, as well as evaluating students who may fall while at school.

We know that in our target neighborhood, the rate of late or no prenatal care is second-highest in New York City and that rates of child asthma hospitalization rates traditionally outpace both borough and citywide rates[1]. To support the health of our families and students, we will seek out local partnerships with community health organizations to provide additional health services to our school community. The school nurse will also provide information to families for additional health resources.

FERPA

The School Nurse shall maintain health records for all students and will ensure the privacy and confidentiality of those records as protected under the Family Educational Rights and Privacy Act ("FERPA"). The school nurse will not circulate any health records or other health lists to or amongst the staff, will discuss health needs only with pertinent staff to support special health care needs, and will provide access to written emergency care plans.

Immunizations

In accordance with Public Health Law 216, we will ensure that all enrolled students provide appropriate documentation of necessary immunizations. In grades K-5, the grades enrolled during our initial charter term, the following immunizations are required:

- Polio (IPV/OPV)
- Measles/Mumps/Rubella (MMR)
- Hepatitis B
- Varicella
- Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap)

In accordance with Education Law Article 19 Section 903, incoming students must present a current physical examination and provide records of such to the school within the first 30 days of the school year. During home visits conducted prior to the start of the school year and summer open houses, the school

[redacted]

will provide families with information from community health organizations that provide low-cost or free options for physical examinations and medical screenings.

We will implement a comprehensive set of health, safety, and risk management policies – approved by our insurance provider and the Board of Trustees and provided in written form in the family's home language – within the Student and Family Handbook before the start of each school year. These policies will include, at minimum:

- Planned response to natural disasters and emergencies, including severe weather events
- Requirement that all staff receive emergency response training
- Rules for the distribution of prescription drugs from students whose doctors prescribe their administration during school hours
- Mandated immediate reporting of child abuse, acts of violence, or other improprieties, in accordance with New York State Social Services Law § 413 and § 421, and training for staff in their legal responsibility and procedure for reporting
- Compliance with all health and safety laws and regulations, including those applying to food services, transportation, custodial services, pest management, and hazardous materials

The Operations Manager in years one through three, and the Director of Operations in years four and beyond, will oversee the School Nurse. Under that oversight, the School Nurse will be responsible for the implementation of these policies - including records of emergency contacts, immunization records, and student health files for all students. These records will be kept in a locked file with access limited to the Head of School, Operations Manager, and Director of Operations as hired, and School Nurse as necessary for administration of any required services for a student with a health need. To receive medications while at school, a student must have a signed doctor's letter and signed parent authorization form on file with the school.

As required by §917 of the Education Law, Kwenda Collegiate Girls will maintain access to an external defibrillator (AED). A minimum of two staff members in all years will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator.

R-19 – Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") will ensure that all enrolled students receive adequate and accessible transportation services in accordance with §2853(4) (b) and §3635 of New York State Education Law.

The New York Department of Education ("NYCDOE") provides a variety of transportation options including half-fare MetroCards, full-fare MetroCards, and yellow bus services to students based upon the child's grade and distance of their primary residence from the school. An overview of eligibility for transportation services options for each enrolled grade during our charter term is provided in Figure 19-1.

Figure 19-1: NYCDOE Transportation Services Eligibility by Grade (Years 1-5)

Grade	Lives less than 0.5 miles from school	Lives 0.5 miles – 1 mile from school	Lives 1 miles-1.5 miles from school	Lives 1.5 miles or more from school
Kindergarten	Half-fare MetroCard	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard
First Grade	Half-fare MetroCard	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard
Second Grade	Half-fare MetroCard	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard
Third Grade	Not eligible	Half-fare	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard
Fourth Grade	Not eligible	Half-fare	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard
Fifth Grade	Not eligible	Half-fare	Yellow bus or Full-fare MetroCard	Yellow bus or Full-fare MetroCard

To ensure and maintain a viable transportation plan, Kwenda Collegiate Girls will work closely with the NYCDOE Office of Pupil Transportation ("OPT"), submitting our Certificate of Occupancy as well as a Transportation Request form following our enrollment and registration processes. During the student recruitment and enrollment windows, the Kwenda Collegiate Girls operations team will work with incoming families to ensure that all families notify the DOE of transportation needs prior to the April 1 deadline. We will ensure door-to-door transportation is coordinated and available for all students whose IEPs dictate such transportation. We will also work closely with OPT to ensure that the transportation needs of students experiencing homelessness are met according to the requirements of the McKinney-Vento Homeless Education Assistance Act.

The Operations Manager in Y1-Y3 and Director of Operations starting in Y4, as well as her/his designee(s), will oversee the daily implementation of our school's transportation plan and services. Before Home Visits with new families after enrollment and during Summer Institute with staff before the start of the school year, the Operations Team will lead a training designed to immerse all staff members in the school's transportation policy. A copy of the school's Transportation Policy will be outlined within the Student and Family Handbook, provided each year to families in their home language, and in the school's enrollment materials to ensure that families are informed of their transportation rights and choices.

We recognize that all costs of transportation provided on days in which NYCDOE schools are not in session are the financial responsibility of the charter school; therefore, we have allotted such expenditures in all budget years accordingly and in alignment with our school calendar, to include five additional days in all years as part of our extended year calendar and 12 additional days starting in Year 3 for Saturday Academy for students who need additional supports beyond the regular school week.

R-20 – Insurance

Describe the insurance coverage the charter school education corporation will carry 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. Please include the costs for annual premiums in the proposed budget(s).

Kwenda Collegiate Girls Charter School ("Kwenda Collegiate") is committed to the long-term fulfillment of our mission and will carry insurance to protect the school from a variety of liabilities. We have sought an insurance proposal from NFP for our planning year and first year of operation. The proposal for Year 0 is presented in Figure 20-1 and for Year 1 is presented in Figure 20-2.

Figure 20-1: Year 0 Insurance Coverage

Coverage	Price	Notes	
General Liability and Hired/Non-owned Auto Liability	$500	$1m limit per claim/$1m Policy Aggregate for General Liability and $1m in auto liability. No Deductible.	Coverages must be purchased together.
Educators Management Liability – Includes Board Coverage and Employment Practices Liability	$1,500	$1m Limit per claim/$1m Policy Aggregate. Subject to a $2,500 Deductible.	
Abuse/Molestation	Included	$1m limit per claim/$1m Policy Aggregate. No Deductible.	
Workers Compensation	$1,300	Based on payroll of $162.5K	
TOTAL	**$3,300**		

Figure 20-2: Year 1 Insurance Coverage

Coverage	Price	Notes	
General Liability and Hired/Non-owned Auto Liability	$6,000	$1m limit per claim/$1m Policy Aggregate for General Liability and $1m in auto liability. No Deductible.	Coverages must be purchased together.
Property Insurance	$1,800	Based on $300,000 in F&E includes $300,000 in Business Income and Extra Expense.	
Educators Management Liability – Includes Board Coverage and Employment Practices Liability	$3,200	$1m Limit per claim/$2m Policy Aggregate. Subject to a $2,500 Deductible.	
Abuse/Molestation	$3,000	$1m limit per claim/$3m Policy Aggregate. No Deductible.	
Workers Compensation	$9,400	Based on payroll of $1.2m	
Student Accident Insurance	$750	Provides up to $5m in student accident related medical bills.	
Cyber Liability Insurance	$1700	$1m Limit – Covers legal liability and other costs related to violation of student, parent, and staff privacy.	
Crime Insurance	$1200	$1m Limit – Covers the theft of money of the school through employee theft, computer fraud, and more.	
Fiduciary Liability Insurance	$850	$1m Limit, covers liability from offering employee benefit plans.	
Excess Liability - $10m Limit	$6,350	Includes $10m in additional limits for the General Liability, Abuse, Auto and the Board/Employment liability coverages.	
TOTAL including Excess Liability Option	**$34,250**		
Optional Coverages			

Active Assailant	$4000	Covers legal liability, medical expenses, crisis management, property damage, etc in the event of an active shooter or similar violent incident on your premises.

R-21ad – Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, "preferences", or set asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Every charter school budget should demonstrate the values and priorities of the proposed and ultimately operating school and should demonstrate fiscal conservancy in all planning details in all years. The Founding Team for Kwenda Collegiate Girls Charter School ("Kwenda Collegiate Girls") has created a five-year financial plan that demonstrates both elements.

Our budget demonstrates our ability to address the core academic needs of our school and implement all core academic components, including all staffing, operational, and other expenses, and it only relies upon secured or reasonably anticipated funding in all years. We presume annual increases in expenses tied to school growth and/or annual rates of increase, and we assume no annual increases in revenue based upon potential annual adjustments. We provide for positive operating income in all years. **Figure 21a-1: Budget Summary** provides a financial summary, through and including our planning year and year five of operation.

Figure 21a-1: Budget Summary

	Year 0 2024-2025	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030
Enrollment	-	108	162	216	270	324
Total Revenue	$575,000	$3,258,690	$4,136,534	$5,237,729	$6,553,755	$7,840,135
Total Expenses	$447,850	$2,718,454	$3,885,047	$5,116,025	$6,478,677	$7,777,942
Operating Income (EBIDA)	$127,150	$540,236	$251,487	$121,704	$75,079	$62,193
Beginning Fund Balance	0	0	$540,236	$791,723	$913,427	$988,505
Ending Fund Balance	$127,150	$540,236	$791,723	$913,427	$988,505	$1,050,698
Operating Income as a % of Total Revenue	22.1%	16.58%	6.08%	2.3%	1.1%	.80%
Ending Fund Balance as % of Total Revenue	22.1%	16.58%	19.1%	17.4%	15.0%	13.4%
Total Revenue Per Student	n/a	$30,173	$25,534	$24,249	$24,273	$24,198
Total Expenses Per Student	n/a	$25,171	$23,982	$23,685	$23,995	$24,006

All projections regarding revenue and expenditures allow us to conservatively plan for the school in all years, and to consider and plan for the growth of the school across years. We have provided full and detailed assumptions within the budget and have matched those with transparent algorithms that allow for full transparency in our planning process. We assume costs based upon securing a facility on the open market, and all ancillary expenditures associated with that reality.

Revenue

We assume only those revenues for which we can reasonably anticipate receipt, including our per pupil revenue, federal entitlement grant dollars associated with the education of our students with special needs and those associated with Title I needs within the school, rental assistance from NYC DOE, and Charter School Grants disbursed across Years 0-2. We have secured $50,000 in start-up monies from the Building Excellent Schools (BES). In Year Zero, the board has committed to raising $25,000 to ensure positive cash flow. In Year Zero, the Head of School's salary has been reduced to ensure the school can maintain competitive salaries for the remaining hires during the pre-opening year. The school's 3% 403b matching structure will begin in Year 1 to further suppress expenses during the pre-opening year.

Beyond Year Zero, we have not estimated any revenue to be donated or raised by the board, to ensure full conservancy of planning, however we do intend to both (a) be a fully giving board each year and (b) aggressively seek out and secure other lines of revenue on behalf of the school. We project 0% rate increase in any public dollars and estimate all revenue line items based upon currently available rates. Should Charter School Grant dollars during start-up be less than anticipated, we will reduce the salary of the Head of School and delay bringing on staff during this period, collapsing responsibilities accordingly. We would also aggressively ramp up our fund development work at the board level.

Assumptions for all demographic groups, including students receiving Special Education services and/or those eligible for Free and Reduced Lunch, are based upon data from local public schools in CSD 22; when there has been a variance between a CSD 22 aggregated percentage and that of the northern portion of this district, and when that aggregated percentage can be misleading based upon the deep economic variation and extremes within CSD 22, we have further examined demographics in contiguous communities that in many instances more accurately reflect our demographic, thereby best allowing us to forecast the most conservative and realistic estimates. We have included NYSTL, NYSSL, and NYSLIB allocations. We have included offsetting expenses to demonstrate that this funding is only accessible through FAMIS and does not enter the general fund.

We will apply for co-location but due to local overcrowding and consistent feedback from the community on the relational challenges this could create, we anticipate that we will need to secure a facility on the open market and have projected all revenues accordingly.

Expenses

Personnel costs compose a significant portion of our budget in all years, allowing for a two-teacher classroom model in grades K-2, and then teachers within a departmentalized model starting in grade three. We will have two classrooms at each grade level; one teacher at each grade level will be dual certified in general education and ESL and one teacher at each grade level will be NY certified in special education. We bring on our leadership team in our planning year, to include the Head of School who will begin on July 1, 2024, and Dean of Curriculum and Instruction and Office and Family Coordinator, both starting on January 1, 2025. In Y1, we open with an administrative team that includes these positions as

FTEs, and we add 1 FTE Operations Manager and 1 FTE Social Worker. Each year, we grow our administrative, instructional, and operational team to ensure full implementation of the school in all years. We propose competitive salaries for all positions, including a starting salary of $75,000 for regular education teachers and $80,000 for special education teachers. We assume a 3% COLA each year, and pro-rate starting salaries for new positions each year based upon the rate of COLA increase since setting the starting salary. For several Dean roles, we assume an annual Dean salary at $87,000 per year, and administrative staff roles at $60,000. We plan for a School Nurse in all years, at a starting annual rate of $75,000. Total personnel wages, exclusive of benefits are: $1,134,500 in Y1; $1,681,035in Y2; $2,397,466 in Y3; $3,104,390 in Y4; and $3,754,522 in Y5. We assume $1,000 in costs for recruitment of each FTE as needed, and we assume professional development costs of the leadership team in Y0 as well as for all staff in all years. We provide a 3% annual COLA and a full benefits package for each position, which includes a 3% match for a 403(b)-retirement account (match begins in Year 1).

We plan for several contracted services, including back-office provider, food vendor, and technology support; we do not assume Follow On Support costs for Building Excellent Schools as those services are now being funded by an internal grant secured by Building Excellent Schools (BES). This is further described in Response "**R-21f - Letters of Commitment**". BES Follow On Support includes leadership coaching and school support for the three years after BES Fellowship ends for the proposed Head of School (includes the pre-opening phase and the first two years of school operation). Follow On Support is a continuance of training and guidance to prepare the proposed Head of School and Founding Team to open and run a high-performing school. It includes school observations, weekly coaching calls, webinars, document review, and video feedback. **Figure 21a-2** provides an overview of ongoing support provided by BES in the pre-opening phase and in the initial years of school operation.

Phase	Service	Areas of Focus
Pre-Opening Year (Y0)	● Proposed Head of School is assigned a designated BES Follow On Support Coach ● Minimum six hours of support each month (including webinars, coaching calls, and check-ins) ● Two week-long Y0 Intensives (trainings in Boston) Ongoing professional development for the founding Board of Trustees	● Project management (according to Y0 project plan) ● Hiring founding team ● Governance ● Student recruitment ● Organizational systems Overall leadership development to move from Lead Applicant to Head of School
Foundational Year (Y1)	● Minimum four hours of support each month (including coaching calls, document review, video review and feedback)	● Championing and upholding school vision ● Establishing and maintaining culture of achievement

	• Minimum four annual visits to the campus:
	  ○ Each visit lasts at least three hours
	  ○ At least one visit takes place during summer professional development/first days of school to ensure strong opening
	  ○ Includes school walkthrough, school systems audit, and full debrief with written follow-up
	• Ongoing professional development for the Board of Trustees
		• Teacher coaching
		• Data analysis
		• Managing and cultivating talent
		• Organizational systems
		• Governance
		• Overall leadership development

Operational Year (Year 2)	• Minimum four hours of support each month (including coaching calls, document review, video review and feedback) • Minimum three annual visits to the campus: ○ Each visit lasts at least three hours • Includes school walkthrough, school systems audit, and full debrief with written follow-up • Ongoing professional development for the Board of Trustees	• Championing and upholding school vision • Establishing and maintaining culture of achievement • Teacher coaching • Data analysis • Managing and cultivating talent • Developing the school's leadership "bench" • Organizational systems • Governance • Overall leadership development

We also assume additional loss on our food program. We provide for all transportation costs on those days that exceed the NYC DOE annual calendar schedule in all years and, starting in Y3, we provide costs for buses to support our Saturday Academy program that begins in that year.

We estimate facility costs at $45 per square foot, with 90 square feet per student, and we assume that renovation costs will be outlined and provided for within those lease details. We do provide for additional costs for beautification and signage, and we do provide for all spaces within the building, including a separate nurse's office. We have the benefit on our Founding Board of three individuals who have extensive experience with facilities, including one who is Asset Manager at Civic Builders.

Given our single-gender model, we anticipate that we may need to do even more expansive outreach to fill all seats, and thus have exaggerated the costs there. More typically, schools in start-up allocate between $75 and $105 per seat to ensure enrollment; we have allocated $350 per seat.

Mitigation Strategies

The most vulnerable exposure point for charter schools during start-up includes not hitting enrollment targets and not sufficiently watching cash flow. We prepare to mitigate the first part of this risk by (a) allocating $350 per enrolled seat, thus allowing us to have a broader and deeper reach during family engagement, (b) maximizing our ties and supports within the community (see **R-04d – Evidence of Outreach)**, and (c) having a board with strong ties to the community and a "roll up your sleeves" philosophy regarding our initial enrollment (see **R-14ad – Governance**). We prepare to mitigate the second part of this risk by (a) having remained very conservative in our budgeting needs and including detailed, researched assumptions, (b) having management work with the Finance Committee of the board weekly throughout Y0 and Y1, when vulnerability to cash flow challenges can oftentimes peak, and (c) requiring close monthly analysis of actual versus projected expenditures. Another point of exposure is on facility costs as ultimately procured on the market. We prepare to mitigate that risk by (a) overestimating the per square footage costs at $45, which is $7 in excess of what we anticipate the market rate ultimately to be, (b) including on our board experts in this area to help us manage the process and costs, and (c) having begun the process early, starting in February 2023. Should we not reach enrollment targets, we would look to see how to combine roles and/or note the need for fewer classrooms and thus a lower number of personnel and other variable costs, and we would seek to slightly reduce starting salaries if staff member(s) are not already secured. We would also examine the 3% COLA, reducing that as needed, as well as reconsider the feasibility of providing a 3% Retirement Match in all years. At all times, decisions will be guided in protection of the key components of the proposed charter school and our financial health.

b. FINANCIAL PLANNING

Explain the process the school will use to develop its annual budget including:

- *Who will be involved*
- *How needs will be identified and weighed*
- *The timeline for creating and approving budgets; and*
- *Procedures for monitoring and modifying budgets and on what interval.*

The process for developing the annual budget includes the full financial team: Board of Trustees, Finance Committee, Treasurer, Head of School, and back-office provider (and Director of Operations as brought on in Y3). The process follows clear timelines and roles and responsibilities, outlined below.

In January of each year, the Head of School will outline the needs and establish the priorities for the upcoming school year and fiscal calendar. S/he will consider school growth, all personnel and resource

needs, and align all decisions to the school's mission and Accountability Plan goals. S/he will work with the back-office provider to secure full and clear details and conservative assumptions for all revenue and expenditure line items and prepare a full draft budget with accompanying 12-month cash flow to present to the Finance Committee of the Board in February. The Committee, under the leadership and guidance of the Treasurer who serves as the Committee Chair, will stress test all assumptions and details, and request any changes to the budget and cash flow as needed, to ensure the budget remains fiscally sound, conservative, and addresses all needs of our student community.

In March, the Finance Committee will meet again with the Head of School and work to finalize the budget draft for presentation to the full board in a regular monthly meeting held in accordance with Open Meeting requirements. The Finance Committee will submit to the Board Chair the proposed draft budget to be included in the monthly board packet, which will go out to all board members at least one week in advance of the April board meeting.

In April, the board will review and discuss the budget proposal in public meeting; if any final revisions need to be made, the budget would go back to the Finance Committee and Head of School, with the continuing support of the back-office provider, and the budget would be finalized for board vote and approval at the May meeting.

By June 30 of each year, we will have completed and finalized the budget, and submitted it as required to the SUNY Charter Schools Institute.

The board will meet each month, as will its committees. Each month, the Finance Committee under the leadership of the Treasurer, will review all bank statements, all projected to actual annual budget details, all projected to actual cash flow statements, the chart of accounts, and all fiscal forecasting documents. The Finance Committee will follow all fiscal policies as outlined in the school's Fiscal Policy Manual, including required explanation for any actual expense that exceeds projected estimates by $1K or any actual revenue that is less than projected by any amount. The Finance Committee will prepare a formal synthesizing financial report for the board each month, include all financial statements with that report for the board's review, and include this report in the monthly board packet sent to the board one week in advance of the meeting. The board will conduct this review monthly, determining if any corrections or adjustments need to be made to ensure short-term and long-term fiscal health, sound financial forecasting, and effective financial oversight.

c. FISCAL AUDITS

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Kwenda Collegiate Girls will hire in all years a state-approved audit firm with experience and expertise in the audit of New York State charter schools for all annually required audits. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Finance Committee will solicit proposals for audit services and recommend an audit firm to the Board of Trustees for approval. The selected audit firm will be given access to all requested documentation of financial practices by the Finance Committee, back-office provider, and Head of School. The auditor will report directly to the Board of Trustees.

The annual audit will be completed in compliance with all federal, state, and local auditing requirements and regulations, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute.

Kwenda Collegiate Girls will employ the audit firm for any other required annual reporting, including but not limited to, the initial statement on internal controls required for recently approved SUNY charters, CSP agreed upon procedures reporting for recipients of the CSP grant, A-133 audit for any charter school expending more than $750K in federal funds in a given fiscal year, and annual submission of our 990 to the IRS.

We have included the cost of the audit and 990 filing based on current costs within the NY charter landscape.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure or dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Audits and Dissolution.

In accordance with Education Law §2851(2)(t), in case of the dissolution of Kwenda Collegiate Girls Charter School, the Board of Trustees will delegate to the Head of School and Director of Operations the responsibility of managing the dissolution process. The process will include notification to families of children enrolled at the charter school. An enrollment roster will be sent to the NYC DOE, and the charter school will transfer student records to the NYC DOE and notify parents and/or legal guardians.

Unrestricted assets of Kwenda Collegiate Girls Charter School, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE.

Kwenda Collegiate Girls Charter School has included a line item of $25,000 each year, in years one through three, to be set aside and maintained in an escrow fund with the express purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 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 5 or tab 6.
5) 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.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) 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 contain 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. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
570101	ADDISON CSD	12,752	13,099
410401	ADIRONDACK CSD	12,755	12,906
080101	AFTON CSD	13,439	13,262
142101	AKRON CSD	11,581	11,798
010100	ALBANY CITY SD	16,179	16,653
450101	ALBION CSD	11,352	11,429
140101	ALDEN CSD	11,034	11,162
180202	ALEXANDER CSD	13,094	13,336
220202	ALEXANDRIA CSD	13,399	13,733
020101	ALFRED-ALMOND CSD	12,715	13,052
040302	ALLEGANY-LIMESTONE CSD	11,037	11,294
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,930	13,337
580303	AMAGANSETT UFSD	63,306	63,762
140201	AMHERST CSD	11,547	11,616
580106	AMITYVILLE UFSD	18,697	19,299
270100	AMSTERDAM CITY SD	10,711	10,941
120102	ANDES CSD	20,494	20,531
020601	ANDOVER CSD	14,073	14,369
660405	ARDSLEY UFSD	22,133	22,534
640101	ARGYLE CSD	12,684	13,214
571901	ARKPORT CSD	10,848	11,271
131601	ARLINGTON CSD	12,949	13,322
670201	ATTICA CSD	10,385	10,367
050100	AUBURN CITY SD	11,644	11,813
090201	AUSABLE VALLEY CSD	14,648	15,073
491302	AVERILL PARK CSD	11,311	11,508
570201	AVOCA CSD	15,097	15,499
240101	AVON CSD	12,005	12,268
580101	BABYLON UFSD	18,203	18,392
080201	BAINBRIDGE-GUILFORD CSD	12,357	12,560
280210	BALDWIN UFSD	16,626	17,082
420901	BALDWINSVILLE CSD	12,693	13,192
521301	BALLSTON SPA CSD	13,226	13,489
401301	BARKER CSD	13,206	13,489
180300	BATAVIA CITY SD	13,762	14,062
570302	BATH CSD	10,329	10,342
580501	BAY SHORE UFSD	17,370	17,943
580505	BAYPORT-BLUE POINT UFSD	18,785	19,059
130200	BEACON CITY SD	13,130	13,620
231301	BEAVER RIVER CSD	11,151	11,131
660102	BEDFORD CSD	21,695	22,370
090301	BEEKMANTOWN CSD	13,420	13,766
020801	BELFAST CSD	13,307	13,706
220909	BELLEVILLE HENDERSON CSD	10,634	10,631
280207	BELLMORE UFSD	21,147	21,210
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,968	15,327
061001	BEMUS POINT CSD	13,179	13,682
490101	BERLIN CSD	14,071	14,412
010201	BERNE-KNOX-WESTERLO CSD	15,097	15,485
010306	BETHLEHEM CSD	13,523	13,672
280521	BETHPAGE UFSD	18,674	19,042
030200	BINGHAMTON CITY SD	11,785	12,121
661905	BLIND BROOK-RYE UFSD	21,569	21,888
022902	BOLIVAR-RICHBURG CSD	13,148	13,477
630101	BOLTON CSD	22,617	23,228
151801	BOQUET VALLEY	15,026	15,662
570401	BRADFORD CSD	14,225	14,440
510101	BRASHER FALLS CSD	11,999	12,543

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580512	BRENTWOOD UFSD	15,827	16,474
480601	BREWSTER CSD	18,209	18,631
661402	BRIARCLIFF MANOR UFSD	23,514	23,893
580909	BRIDGEHAMPTON UFSD	66,919	72,319
260101	BRIGHTON CSD	14,000	14,228
171102	BROADALBIN-PERTH CSD	9,944	10,116
261801	BROCKPORT CSD	12,319	12,493
062301	BROCTON CSD	14,380	14,725
660303	BRONXVILLE UFSD	22,071	22,369
250109	BROOKFIELD CSD	13,415	14,092
580203	BROOKHAVEN-COMSEWOGUE UFSD	15,128	15,376
490202	BRUNSWICK CSD (BRITTONKILL)	12,284	12,629
161601	BRUSHTON-MOIRA CSD	13,280	13,625
140600	BUFFALO CITY SD	13,308	13,416
520101	BURNT HILLS-BALLSTON LAKE CSD	11,673	11,793
661201	BYRAM HILLS CSD	21,349	21,733
180701	BYRON-BERGEN CSD	12,307	12,481
190301	CAIRO-DURHAM CSD	10,988	11,106
240201	CALEDONIA-MUMFORD CSD	11,681	11,735
641610	CAMBRIDGE CSD	13,816	14,085
410601	CAMDEN CSD	11,152	10,693
570603	CAMPBELL-SAVONA CSD	10,967	10,781
270301	CANAJOHARIE CSD	12,512	12,691
430300	CANANDAIGUA CITY SD	12,056	12,175
021102	CANASERAGA CSD	13,286	13,468
250901	CANASTOTA CSD	11,609	11,618
600301	CANDOR CSD	13,082	13,672
571502	CANISTEO-GREENWOOD CSD	16,320	16,483
510201	CANTON CSD	13,277	13,626
280411	CARLE PLACE UFSD	21,205	21,519
480102	CARMEL CSD	16,850	17,197
222201	CARTHAGE CSD	8,160	8,808
060401	CASSADAGA VALLEY CSD	14,142	14,753
050401	CATO-MERIDIAN CSD	11,796	12,076
190401	CATSKILL CSD	15,055	15,358
042302	CATTARAUGUS-LITTLE VALLEY CSD	12,417	12,808
250201	CAZENOVIA CSD	11,757	12,106
580233	CENTER MORICHES UFSD	16,304	16,788
580513	CENTRAL ISLIP UFSD	22,398	22,743
460801	CENTRAL SQUARE CSD	10,761	10,997
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,918	10,089
661004	CHAPPAQUA CSD	20,124	20,432
120401	CHARLOTTE VALLEY CSD	12,930	13,379
160801	CHATEAUGAY CSD	12,318	12,497
101001	CHATHAM CSD	13,834	14,011
060503	CHAUTAUQUA LAKE CSD	14,696	14,705
090601	CHAZY UFSD	12,849	13,134
140701	CHEEKTOWAGA CSD	11,502	11,595
140702	CHEEKTOWAGA-MARYVALE UFSD	12,111	12,516
140709	CHEEKTOWAGA-SLOAN UFSD	12,700	12,873
030101	CHENANGO FORKS CSD	11,925	12,038
030701	CHENANGO VALLEY CSD	12,004	12,325
472202	CHERRY VALLEY-SPRINGFIELD CSD	14,234	14,711
440201	CHESTER UFSD	14,966	15,728
251601	CHITTENANGO CSD	12,457	12,878
261501	CHURCHVILLE-CHILI CSD	11,296	11,500
110101	CINCINNATUS CSD	14,091	14,201
140801	CLARENCE CSD	10,768	11,276

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500101	CLARKSTOWN CSD	14,860	15,456
140703	CLEVELAND HILL UFSD	12,109	12,660
510401	CLIFTON-FINE CSD	17,796	18,179
411101	CLINTON CSD	12,905	13,257
650301	CLYDE-SAVANNAH CSD	15,962	16,766
060701	CLYMER CSD	15,898	16,122
541102	COBLESKILL-RICHMONDVILLE CSD	12,549	13,052
010500	COHOES CITY SD	13,733	14,233
580402	COLD SPRING HARBOR CSD	21,168	21,013
510501	COLTON-PIERREPONT CSD	20,182	20,860
580410	COMMACK UFSD	16,385	16,451
580507	CONNETQUOT CSD	17,773	18,139
471701	COOPERSTOWN CSD	13,293	13,657
230201	COPENHAGEN CSD	11,077	11,167
580105	COPIAGUE UFSD	17,014	17,623
520401	CORINTH CSD	11,479	11,561
571000	CORNING CITY SD	12,463	12,725
440301	CORNWALL CSD	12,625	12,915
110200	CORTLAND CITY SD	11,306	11,600
190501	COXSACKIE-ATHENS CSD	13,100	13,308
660202	CROTON-HARMON UFSD	16,730	16,949
150203	CROWN POINT CSD	17,998	18,205
022302	CUBA-RUSHFORD CSD	13,344	13,495
241101	DALTON-NUNDA CSD (KESHEQUA)	13,064	13,199
241001	DANSVILLE CSD	12,060	12,814
580107	DEER PARK UFSD	16,670	16,547
120501	DELAWARE ACADEMY CSD AT DELHI	15,496	15,660
140707	DEPEW UFSD	11,190	11,310
031301	DEPOSIT CSD	15,170	15,199
250301	DERUYTER CSD	13,137	13,063
660403	DOBBS FERRY UFSD	20,768	21,320
211003	DOLGEVILLE CSD	11,450	11,203
130502	DOVER UFSD	12,792	13,134
120301	DOWNSVILLE CSD	18,084	18,511
610301	DRYDEN CSD	12,532	12,850
530101	DUANESBURG CSD	9,812	10,090
680801	DUNDEE CSD	10,633	10,368
060800	DUNKIRK CITY SD	14,254	14,786
140301	EAST AURORA UFSD	11,397	11,516
430501	EAST BLOOMFIELD CSD	12,093	12,264
490301	EAST GREENBUSH CSD	13,105	13,493
580301	EAST HAMPTON UFSD	24,543	24,970
260801	EAST IRONDEQUOIT CSD	13,175	13,549
580503	EAST ISLIP UFSD	15,083	15,107
280203	EAST MEADOW UFSD	16,940	17,196
580234	EAST MORICHES UFSD	17,451	17,486
580917	EAST QUOGUE UFSD	23,384	23,447
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,647	18,042
261313	EAST ROCHESTER UFSD	14,130	14,300
280219	EAST ROCKAWAY UFSD	19,345	19,639
420401	EAST SYRACUSE-MINOA CSD	15,330	15,808
280402	EAST WILLISTON UFSD	22,224	22,568
660301	EASTCHESTER UFSD	19,235	19,579
580912	EASTPORT-SOUTH MANOR CSD	13,560	13,658
141201	EDEN CSD	11,038	11,525
660406	EDGEMONT UFSD	19,622	20,077
520601	EDINBURG COMMON SD	23,212	23,481
470501	EDMESTON CSD	12,599	12,982

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513102	EDWARDS-KNOX CSD	11,597	11,642
180901	ELBA CSD	12,889	13,357
590801	ELDRED CSD	14,242	14,145
622002	ELLENVILLE CSD	17,352	18,148
040901	ELLICOTTVILLE CSD	12,713	12,949
070600	ELMIRA CITY SD	12,700	13,029
070902	ELMIRA HEIGHTS CSD	11,232	11,542
280216	ELMONT UFSD	15,504	15,720
660409	ELMSFORD UFSD	23,952	24,769
580401	ELWOOD UFSD	15,749	15,918
141401	EVANS-BRANT CSD (LAKE SHORE)	12,614	12,769
420601	FABIUS-POMPEY CSD	13,510	13,740
261301	FAIRPORT CSD	11,760	11,875
061101	FALCONER CSD	10,935	11,219
590501	FALLSBURG CSD	20,292	20,436
280522	FARMINGDALE UFSD	18,454	18,908
421001	FAYETTEVILLE-MANLIUS CSD	12,382	12,762
022001	FILLMORE CSD	10,148	10,436
580514	FIRE ISLAND UFSD	112,720	115,110
581004	FISHERS ISLAND UFSD	0	0
280222	FLORAL PARK-BELLEROSE UFSD	15,970	16,149
442115	FLORIDA UFSD	15,231	15,586
270601	FONDA-FULTONVILLE CSD	11,334	11,311
061503	FORESTVILLE CSD	12,063	12,700
640502	FORT ANN CSD	14,576	14,872
640601	FORT EDWARD UFSD	13,929	15,275
270701	FORT PLAIN CSD	13,389	13,443
210402	FRANKFORT-SCHUYLER CSD	10,299	10,696
120701	FRANKLIN CSD	14,058	14,814
280217	FRANKLIN SQUARE UFSD	14,514	14,992
041101	FRANKLINVILLE CSD	12,433	12,753
062201	FREDONIA CSD	13,394	13,749
280209	FREEPORT UFSD	17,321	17,621
060301	FREWSBURG CSD	11,168	11,294
021601	FRIENDSHIP CSD	14,222	14,595
141604	FRONTIER CSD	9,702	9,742
460500	FULTON CITY SD	12,714	12,873
520701	GALWAY CSD	10,804	10,850
650902	GANANDA CSD	11,231	11,448
280218	GARDEN CITY UFSD	18,426	18,599
480404	GARRISON UFSD	22,137	22,212
260401	GATES-CHILI CSD	13,230	13,189
220401	GENERAL BROWN CSD	10,054	10,296
020702	GENESEE VALLEY CSD	12,691	13,016
240401	GENESEO CSD	13,648	13,765
430700	GENEVA CITY SD	15,163	15,712
081401	GEORGETOWN-SOUTH OTSELIC CSD	14,624	15,575
100902	GERMANTOWN CSD	15,589	16,032
470202	GILBERTSVILLE-MOUNT UPTON CSD	13,237	13,788
540801	GILBOA-CONESVILLE CSD	15,811	15,778
280100	GLEN COVE CITY SD	19,789	20,493
630300	GLENS FALLS CITY SD	12,992	13,219
630918	GLENS FALLS COMN SD	13,648	13,978
170500	GLOVERSVILLE CITY SD	10,770	10,964
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	13,785	14,240
440601	GOSHEN CSD	15,580	16,667
511101	GOUVERNEUR CSD	11,572	11,822
042801	GOWANDA CSD	12,276	12,288

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141501	GRAND ISLAND CSD	11,443	11,676
640701	GRANVILLE CSD	11,103	11,247
280407	GREAT NECK UFSD	23,299	23,679
260501	GREECE CSD	12,256	12,553
010701	GREEN ISLAND UFSD	13,829	14,402
660407	GREENBURGH CSD	22,772	23,032
080601	GREENE CSD	11,936	12,282
581010	GREENPORT UFSD	20,224	21,084
190701	GREENVILLE CSD	14,360	14,835
640801	GREENWICH CSD	13,266	13,545
442111	GREENWOOD LAKE UFSD	19,167	19,633
610501	GROTON CSD	11,840	12,634
010802	GUILDERLAND CSD	13,101	13,529
630801	HADLEY-LUZERNE CSD	15,347	15,660
480401	HALDANE CSD	16,096	16,563
580405	HALF HOLLOW HILLS CSD	15,939	16,106
141601	HAMBURG CSD	11,335	11,707
250701	HAMILTON CSD	14,292	14,718
511201	HAMMOND CSD	14,515	15,084
572901	HAMMONDSPORT CSD	16,397	16,964
580905	HAMPTON BAYS UFSD	17,603	17,848
120906	HANCOCK CSD	14,169	14,019
460701	HANNIBAL CSD	11,079	11,271
580406	HARBORFIELDS CSD	15,168	15,409
030501	HARPURSVILLE CSD	9,956	9,899
660501	HARRISON CSD	24,445	25,039
230301	HARRISVILLE CSD	14,751	15,217
641001	HARTFORD CSD	12,928	12,527
660404	HASTINGS-ON-HUDSON UFSD	21,893	22,828
580506	HAUPPAUGE UFSD	18,281	18,756
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	18,112	18,654
280201	HEMPSTEAD UFSD	21,120	22,562
660203	HENDRICK HUDSON CSD	19,254	19,520
210601	HERKIMER CSD	10,909	11,210
511301	HERMON-DEKALB CSD	14,369	14,893
280409	HERRICKS UFSD	17,919	18,075
512404	HEUVELTON CSD	11,763	11,658
280214	HEWLETT-WOODMERE UFSD	23,859	24,217
280517	HICKSVILLE UFSD	16,328	16,829
620803	HIGHLAND CSD	14,001	14,466
440901	HIGHLAND FALLS CSD	15,712	16,285
261101	HILTON CSD	11,620	11,745
041401	HINSDALE CSD	11,442	11,650
141701	HOLLAND CSD	12,481	12,922
412201	HOLLAND PATENT CSD	12,039	12,427
450704	HOLLEY CSD	10,573	10,616
110701	HOMER CSD	12,402	12,669
431401	HONEOYE CSD	13,081	13,242
260901	HONEOYE FALLS-LIMA CSD	11,433	11,550
491401	HOOSIC VALLEY CSD	11,335	11,684
490501	HOOSICK FALLS CSD	13,368	13,687
571800	HORNELL CITY SD	10,851	10,943
070901	HORSEHEADS CSD	12,140	12,482
101300	HUDSON CITY SD	15,281	15,513
641301	HUDSON FALLS CSD	10,949	10,880
190901	HUNTER-TANNERSVILLE CSD	17,044	17,100
580403	HUNTINGTON UFSD	18,800	18,960
130801	HYDE PARK CSD	13,360	13,784

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200401	INDIAN LAKE CSD	23,600	23,593
220301	INDIAN RIVER CSD	7,960	8,067
200501	INLET COMN SD	0	0
141301	IROQUOIS CSD	12,024	13,044
660402	IRVINGTON UFSD	22,090	22,561
280231	ISLAND PARK UFSD	29,952	30,662
280226	ISLAND TREES UFSD	16,501	16,720
580502	ISLIP UFSD	15,865	16,266
610600	ITHACA CITY SD	15,096	15,662
061700	JAMESTOWN CITY SD	11,407	11,730
420411	JAMESVILLE-DEWITT CSD	12,437	12,783
572702	JASPER-TROUPSBURG CSD	11,784	11,977
540901	JEFFERSON CSD	13,948	14,131
280515	JERICHO UFSD	24,527	25,150
630601	JOHNSBURG CSD	18,666	18,739
031502	JOHNSON CITY CSD	13,457	13,639
170600	JOHNSTOWN CITY SD	10,792	10,377
420501	JORDAN-ELBRIDGE CSD	12,916	13,415
660101	KATONAH-LEWISBORO UFSD	20,643	20,761
150601	KEENE CSD	21,946	22,991
450607	KENDALL CSD	13,219	13,482
142601	KENMORE-TONAWANDA UFSD	10,280	10,526
101401	KINDERHOOK CSD	12,846	12,994
580805	KINGS PARK CSD	15,019	15,247
620600	KINGSTON CITY SD	16,595	17,166
441202	KIRYAS JOEL VILLAGE UFSD	43,286	46,801
221401	LA FARGEVILLE CSD	11,005	11,391
141800	LACKAWANNA CITY SD	13,581	13,993
420807	LAFAYETTE CSD	18,308	19,055
630701	LAKE GEORGE CSD	13,710	14,023
151102	LAKE PLACID CSD	16,324	16,451
200601	LAKE PLEASANT CSD	27,422	28,341
662401	LAKELAND CSD	15,638	15,973
141901	LANCASTER CSD	10,030	10,392
610801	LANSING CSD	12,830	13,391
490601	LANSINGBURGH CSD	11,213	11,799
470801	LAURENS CSD	11,764	11,897
280215	LAWRENCE UFSD	20,784	20,204
181001	LE ROY CSD	12,535	12,798
670401	LETCHWORTH CSD	11,950	12,383
280205	LEVITTOWN UFSD	18,176	18,292
400301	LEWISTON-PORTER CSD	13,157	13,523
590901	LIBERTY CSD	19,341	20,082
580104	LINDENHURST UFSD	15,285	15,516
511602	LISBON CSD	14,894	15,637
210800	LITTLE FALLS CITY SD	13,281	13,776
421501	LIVERPOOL CSD	14,207	14,449
591302	LIVINGSTON MANOR CSD	18,230	18,500
240801	LIVONIA CSD	12,806	13,019
400400	LOCKPORT CITY SD	11,331	11,728
280503	LOCUST VALLEY CSD	24,143	24,667
280300	LONG BEACH CITY SD	23,143	23,391
200701	LONG LAKE CSD	41,847	42,512
580212	LONGWOOD CSD	15,834	16,197
230901	LOWVILLE ACADEMY & CSD	10,964	11,107
221301	LYME CSD	13,945	14,542
280220	LYNBROOK UFSD	19,030	19,380
421504	LYNCOURT UFSD	18,249	19,402

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* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
451001	LYNDONVILLE CSD	12,218	12,401
650501	LYONS CSD	12,474	12,939
251101	MADISON CSD	12,136	12,396
511901	MADRID-WADDINGTON CSD	12,485	12,867
480101	MAHOPAC CSD	14,977	15,217
031101	MAINE-ENDWELL CSD	12,103	12,324
161501	MALONE CSD	11,564	11,905
280212	MALVERNE UFSD	21,686	21,827
660701	MAMARONECK UFSD	19,372	19,777
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	12,564	12,953
280406	MANHASSET UFSD	21,713	22,034
110901	MARATHON CSD	14,089	14,378
421101	MARCELLUS CSD	11,513	11,820
121401	MARGARETVILLE CSD	15,101	16,037
650701	MARION CSD	12,480	12,747
621001	MARLBORO CSD	17,164	17,675
280523	MASSAPEQUA UFSD	17,226	17,834
512001	MASSENA CSD	11,514	11,674
581012	MATTITUCK-CUTCHOGUE UFSD	17,124	17,357
170801	MAYFIELD CSD	11,442	11,630
110304	MCGRAW CSD	13,060	13,705
521200	MECHANICVILLE CITY SD	12,268	13,015
450801	MEDINA CSD	11,861	11,836
010615	MENANDS UFSD	17,005	16,781
280225	MERRICK UFSD	19,306	19,677
460901	MEXICO CSD	12,750	13,291
580211	MIDDLE COUNTRY CSD	14,774	15,341
541001	MIDDLEBURGH CSD	13,539	13,626
441000	MIDDLETOWN CITY SD	15,067	15,775
471101	MILFORD CSD	14,077	14,570
132201	MILLBROOK CSD	13,421	13,485
580208	MILLER PLACE UFSD	14,277	14,404
280410	MINEOLA UFSD	24,559	24,839
150801	MINERVA CSD	25,451	26,057
441101	MINISINK VALLEY CSD	12,792	13,210
441201	MONROE-WOODBURY CSD	15,035	15,512
580306	MONTAUK UFSD	31,342	31,123
591401	MONTICELLO CSD	15,593	16,023
051301	MORAVIA CSD	11,632	11,805
150901	MORIAH CSD	13,705	14,186
471201	MORRIS CSD	11,730	11,664
512101	MORRISTOWN CSD	14,322	14,639
250401	MORRISVILLE-EATON CSD	13,470	13,830
212001	MOUNT MARKHAM CSD	12,720	12,893
240901	MT MORRIS CSD	14,605	14,859
660801	MT PLEASANT CSD	19,467	19,716
580207	MT SINAI UFSD	16,161	16,415
660900	MT VERNON SCHOOL DISTRICT	18,437	18,476
500108	NANUET UFSD	18,017	18,428
431201	NAPLES CSD	14,250	14,445
411501	NEW HARTFORD CSD	12,440	12,271
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,853	16,067
101601	NEW LEBANON CSD	16,028	16,565
621101	NEW PALTZ CSD	15,367	16,125
661100	NEW ROCHELLE CITY SD	17,722	18,053
581015	NEW SUFFOLK COMN SD	19,261	19,758
650101	NEWARK CSD	12,477	12,719
600402	NEWARK VALLEY CSD	11,378	11,689

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
441600	NEWBURGH CITY SD	16,821	17,391
151001	NEWCOMB CSD	44,745	44,732
400601	NEWFANE CSD	11,563	11,753
610901	NEWFIELD CSD	11,823	12,561
400800	NIAGARA FALLS CITY SD	12,227	12,531
400701	NIAGARA-WHEATFIELD CSD	11,580	11,757
530301	NISKAYUNA CSD	12,847	13,311
580103	NORTH BABYLON UFSD	16,164	16,445
280204	NORTH BELLMORE UFSD	17,807	17,474
142201	NORTH COLLINS CSD	14,645	14,856
010623	NORTH COLONIE CSD	12,219	12,686
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	13,352	14,056
280229	NORTH MERRICK UFSD	19,340	19,673
651501	NORTH ROSE-WOLCOTT CSD	13,473	13,722
661301	NORTH SALEM CSD	21,351	21,652
280501	NORTH SHORE CSD	25,559	26,157
420303	NORTH SYRACUSE CSD	12,473	12,806
400900	NORTH TONAWANDA CITY SD	11,824	12,127
630202	NORTH WARREN CSD	15,779	16,115
131101	NORTHEAST CSD	15,780	15,895
090501	NORTHEASTERN CLINTON CSD	12,846	13,307
090901	NORTHERN ADIRONDACK CSD	13,922	14,361
580404	NORTHPORT-EAST NORTHPORT UFSD	19,114	19,424
170901	NORTHVILLE CSD	15,516	16,098
081200	NORWICH CITY SD	11,305	11,080
512201	NORWOOD-NORFOLK CSD	12,459	12,793
411504	NY MILLS UFSD	13,260	13,439
500304	NYACK UFSD	19,882	20,238
300000	NYC CHANCELLOR'S OFFICE	16,844	17,626
181101	OAKFIELD-ALABAMA CSD	12,083	12,989
280211	OCEANSIDE UFSD	16,195	16,174
550101	ODESSA-MONTOUR CSD	12,094	12,442
512300	OGDENSBURG CITY SD	14,873	14,559
042400	OLEAN CITY SD	12,295	12,650
251400	ONEIDA CITY SD	12,591	12,898
471400	ONEONTA CITY SD	13,442	13,844
421201	ONONDAGA CSD	13,833	14,296
621201	ONTEORA CSD	19,929	20,264
271201	OPPENHEIM-EPHRATAH-ST JOHNSVILLE CSD	12,748	12,957
142301	ORCHARD PARK CSD	12,257	12,454
412901	ORISKANY CSD	12,402	12,727
661401	OSSINING UFSD	19,697	20,347
461300	OSWEGO CITY SD	12,568	12,916
471601	OTEGO-UNADILLA CSD	12,001	12,300
600601	OWEGO-APALACHIN CSD	13,004	13,172
081501	OXFORD ACADEMY & CSD	13,246	13,445
280506	OYSTER BAY-EAST NORWICH CSD	24,095	24,755
581002	OYSTERPONDS UFSD	32,561	34,704
650901	PALMYRA-MACEDON CSD	11,794	11,864
061601	PANAMA CSD	13,008	13,146
512501	PARISHVILLE-HOPKINTON CSD	12,534	12,727
580224	PATCHOGUE-MEDFORD UFSD	14,647	15,053
181201	PAVILION CSD	12,541	13,079
131201	PAWLING CSD	16,353	16,767
500308	PEARL RIVER UFSD	16,595	16,958
661500	PEEKSKILL CITY SD	17,871	18,507
661601	PELHAM UFSD	17,265	17,291
181302	PEMBROKE CSD	13,640	13,845

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
261201	PENFIELD CSD	13,593	13,844
680601	PENN YAN CSD	12,398	12,678
671201	PERRY CSD	12,470	13,121
091101	PERU CSD	13,816	14,262
431301	PHELPS-CLIFTON SPRINGS CSD	13,071	13,402
462001	PHOENIX CSD	12,944	13,005
440401	PINE BUSH CSD	13,006	13,169
131301	PINE PLAINS CSD	16,422	16,657
060601	PINE VALLEY CSD (SOUTH DAYTON)	13,990	16,216
261401	PITTSFORD CSD	14,268	14,642
280518	PLAINEDGE UFSD	16,752	16,842
280504	PLAINVIEW-OLD BETHPAGE CSD	18,899	19,313
091200	PLATTSBURGH CITY SD	14,646	15,141
660809	PLEASANTVILLE UFSD	17,293	17,373
660802	POCANTICO HILLS CSD	42,060	40,041
211103	POLAND CSD	12,822	13,003
051101	PORT BYRON CSD	11,859	11,948
661904	PORT CHESTER-RYE UFSD	15,471	15,776
580206	PORT JEFFERSON UFSD	23,026	23,461
441800	PORT JERVIS CITY SD	13,289	13,492
280404	PORT WASHINGTON UFSD	22,264	23,170
042901	PORTVILLE CSD	11,661	11,870
512902	POTSDAM CSD	13,369	13,691
131500	POUGHKEEPSIE CITY SD	14,347	15,030
572301	PRATTSBURGH CSD	11,520	11,977
461801	PULASKI CSD	13,424	13,821
641401	PUTNAM CSD	25,427	24,626
480503	PUTNAM VALLEY CSD	18,348	18,456
630902	QUEENSBURY UFSD	10,583	10,724
580903	QUOGUE UFSD	50,447	52,389
500401	RAMAPO CSD (SUFFERN)	17,931	18,153
043001	RANDOLPH CSD	12,665	13,557
010402	RAVENA-COEYMANS-SELKIRK CSD	14,202	14,188
651503	RED CREEK CSD	12,584	12,738
131701	RED HOOK CSD	14,876	15,165
411701	REMSEN CSD	17,086	17,841
580901	REMSENBURG-SPEONK UFSD	39,023	39,468
491200	RENSSELAER CITY SD	10,880	11,075
131801	RHINEBECK CSD	18,059	18,339
472001	RICHFIELD SPRINGS CSD	11,866	11,983
062401	RIPLEY CSD	14,989	14,359
580602	RIVERHEAD CSD	18,341	18,922
261600	ROCHESTER CITY SD	13,995	14,216
280221	ROCKVILLE CENTRE UFSD	20,193	20,561
580209	ROCKY POINT UFSD	14,778	15,108
411800	ROME CITY SD	13,584	13,978
560603	ROMULUS CSD	16,580	16,985
620901	RONDOUT VALLEY CSD	18,445	18,795
280208	ROOSEVELT UFSD	18,366	18,572
591301	ROSCOE CSD	18,704	19,043
280403	ROSLYN UFSD	22,032	22,495
530515	ROTTERDAM-MOHONASEN CSD	10,677	10,866
121502	ROXBURY CSD	18,357	18,704
401201	ROYALTON-HARTLAND CSD	11,140	11,302
261701	RUSH-HENRIETTA CSD	13,787	14,077
661800	RYE CITY SD	21,124	21,910
661901	RYE NECK UFSD	19,327	19,532
580205	SACHEM CSD	14,302	14,661

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
221001	SACKETS HARBOR CSD	11,312	11,392
580305	SAG HARBOR UFSD	28,712	29,846
580910	SAGAPONACK COMN SD	16,620	17,341
043200	SALAMANCA CITY SD	2,746	3,033
641501	SALEM CSD	14,677	15,517
161201	SALMON RIVER CSD	15,308	15,545
461901	SANDY CREEK CSD	14,155	14,667
091402	SARANAC CSD	12,950	13,417
161401	SARANAC LAKE CSD	15,378	16,032
521800	SARATOGA SPRINGS CITY SD	12,061	12,297
621601	SAUGERTIES CSD	13,719	13,981
411603	SAUQUOIT VALLEY CSD	13,058	13,672
580504	SAYVILLE UFSD	17,619	17,737
662001	SCARSDALE UFSD	23,816	24,450
530501	SCHALMONT CSD	14,797	14,840
530600	SCHENECTADY CITY SD	13,135	13,614
470901	SCHENEVUS CSD	14,187	14,074
491501	SCHODACK CSD	13,629	14,120
541201	SCHOHARIE CSD	13,500	13,782
151401	SCHROON LAKE CSD	18,334	19,487
521701	SCHUYLERVILLE CSD	12,516	12,585
022401	SCIO CSD	12,326	12,278
530202	SCOTIA-GLENVILLE CSD	12,793	13,312
280206	SEAFORD UFSD	17,187	17,477
560701	SENECA FALLS CSD	12,265	12,356
280252	SEWANHAKA CENTRAL HS DISTRICT	13,856	14,080
541401	SHARON SPRINGS CSD	15,275	15,959
580701	SHELTER ISLAND UFSD	28,587	28,919
520302	SHENENDEHOWA CSD	12,532	12,939
082001	SHERBURNE-EARLVILLE CSD	12,026	12,222
062601	SHERMAN CSD	11,639	11,996
412000	SHERRILL CITY SD	11,338	11,670
580601	SHOREHAM-WADING RIVER CSD	17,343	17,650
121601	SIDNEY CSD	12,702	12,790
061501	SILVER CREEK CSD	13,437	14,073
421601	SKANEATELES CSD	13,220	13,301
580801	SMITHTOWN CSD	15,384	15,736
651201	SODUS CSD	13,414	13,394
420702	SOLVAY UFSD	12,793	12,918
662101	SOMERS CSD	18,255	18,748
010601	SOUTH COLONIE CSD	13,517	13,910
580235	SOUTH COUNTRY CSD	17,810	18,366
521401	SOUTH GLENS FALLS CSD	11,592	11,859
580413	SOUTH HUNTINGTON UFSD	17,526	18,010
220101	SOUTH JEFFERSON CSD	10,622	10,964
121702	SOUTH KORTRIGHT CSD	14,206	14,206
231101	SOUTH LEWIS CSD	14,502	14,633
500301	SOUTH ORANGETOWN CSD	16,660	17,210
560501	SOUTH SENECA CSD	14,589	14,868
580906	SOUTHAMPTON UFSD	25,633	26,279
050701	SOUTHERN CAYUGA CSD	14,438	14,585
581005	SOUTHOLD UFSD	18,934	19,364
060201	SOUTHWESTERN CSD AT JAMESTOWN	12,172	12,877
131602	SPACKENKILL UFSD	17,683	18,189
261001	SPENCERPORT CSD	12,329	12,606
600801	SPENCER-VAN ETTEN CSD	12,702	13,081
580304	SPRINGS UFSD	24,409	25,129
141101	SPRINGVILLE-GRIFFITH INST CSD	12,689	13,047

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
161801	ST REGIS FALLS CSD	15,904	16,415
121701	STAMFORD CSD	14,273	14,302
401001	STARPOINT CSD	11,345	11,634
522001	STILLWATER CSD	10,231	10,345
251501	STOCKBRIDGE VALLEY CSD	11,751	11,757
591502	SULLIVAN WEST CSD	16,318	16,608
030601	SUSQUEHANNA VALLEY CSD	13,752	14,327
140207	SWEET HOME CSD	13,672	14,066
280502	SYOSSET CSD	21,358	21,661
421800	SYRACUSE CITY SD	13,442	13,769
100501	TACONIC HILLS CSD	14,700	14,790
220701	THOUSAND ISLANDS CSD	12,875	12,862
580201	THREE VILLAGE CSD	17,662	18,149
151501	TICONDEROGA CSD	15,350	15,780
600903	TIOGA CSD	10,930	11,480
142500	TONAWANDA CITY SD	11,259	11,565
211901	TOWN OF WEBB UFSD	20,582	20,932
591201	TRI-VALLEY CSD	20,438	21,070
491700	TROY CITY SD	16,817	17,237
611001	TRUMANSBURG CSD	12,232	12,654
580913	TUCKAHOE COMN SD	31,957	33,354
660302	TUCKAHOE UFSD	21,760	22,676
421902	TULLY CSD	11,284	11,291
160101	TUPPER LAKE CSD	13,215	13,458
441903	TUXEDO UFSD	16,305	16,501
660401	UFSD-TARRYTOWNS	18,174	18,601
081003	UNADILLA VALLEY CSD	13,160	13,646
051901	UNION SPRINGS CSD	12,985	12,862
280202	UNIONDALE UFSD	22,330	23,045
031501	UNION-ENDICOTT CSD	12,622	12,895
412300	UTICA CITY SD	10,755	11,330
660805	VALHALLA UFSD	22,026	22,099
441301	VALLEY CSD (MONTGOMERY)	13,108	13,423
280213	VALLEY STREAM 13 UFSD	16,714	17,017
280224	VALLEY STREAM 24 UFSD	20,742	21,383
280230	VALLEY STREAM 30 UFSD	19,076	19,145
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,694	15,994
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	13,083	13,199
031601	VESTAL CSD	13,466	13,813
431701	VICTOR CSD	11,631	12,104
011003	VOORHEESVILLE CSD	14,302	14,424
580302	WAINSCOTT COMN SD	19,969	22,136
621801	WALLKILL CSD	12,677	13,070
121901	WALTON CSD	11,788	11,866
280223	WANTAGH UFSD	14,882	15,083
132101	WAPPINGERS CSD	12,736	13,158
631201	WARRENSBURG CSD	15,696	16,228
671501	WARSAW CSD	13,084	13,598
442101	WARWICK VALLEY CSD	13,457	13,597
440102	WASHINGTONVILLE CSD	13,858	14,755
522101	WATERFORD-HALFMOON UFSD	15,334	16,947
561006	WATERLOO CSD	11,975	12,382
222000	WATERTOWN CITY SD	10,604	10,913
411902	WATERVILLE CSD	12,173	12,549
011200	WATERVLIET CITY SD	10,734	10,996
550301	WATKINS GLEN CSD	11,788	12,137
600101	WAVERLY CSD	10,559	10,937
573002	WAYLAND-COHOCTON CSD	11,833	12,129

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
650801	WAYNE CSD	11,540	11,390
261901	WEBSTER CSD	12,665	13,021
050301	WEEDSPORT CSD	13,350	13,608
200901	WELLS CSD	23,190	23,489
022601	WELLSVILLE CSD	13,467	13,875
580102	WEST BABYLON UFSD	16,688	17,135
210302	WEST CANADA VALLEY CSD	13,347	13,619
420101	WEST GENESEE CSD	11,645	12,154
280227	WEST HEMPSTEAD UFSD	17,093	17,555
260803	WEST IRONDEQUOIT CSD	12,123	12,525
580509	WEST ISLIP UFSD	15,267	15,574
142801	WEST SENECA CSD	11,371	11,833
040204	WEST VALLEY CSD	14,718	15,036
280401	WESTBURY UFSD	21,161	21,737
062901	WESTFIELD CSD	13,031	13,207
580902	WESTHAMPTON BEACH UFSD	19,564	19,785
420701	WESTHILL CSD	11,877	12,369
412801	WESTMORELAND CSD	12,297	11,794
262001	WHEATLAND-CHILI CSD	16,920	17,964
170301	WHEELERVILLE UFSD	17,871	17,539
662200	WHITE PLAINS CITY SD	20,971	21,439
641701	WHITEHALL CSD	13,478	13,828
412902	WHITESBORO CSD	11,720	12,061
022101	WHITESVILLE CSD	11,065	10,887
031401	WHITNEY POINT CSD	13,409	14,046
580232	WILLIAM FLOYD UFSD	15,661	15,970
651402	WILLIAMSON CSD	13,556	14,085
140203	WILLIAMSVILLE CSD	12,290	12,495
151701	WILLSBORO CSD	16,885	17,446
401501	WILSON CSD	11,932	12,224
191401	WINDHAM-ASHLAND-JEWETT CSD	20,254	20,584
031701	WINDSOR CSD	12,151	12,664
472506	WORCESTER CSD	13,872	13,923
580109	WYANDANCH UFSD	18,808	19,101
490804	WYNANTSKILL UFSD	13,720	14,321
671002	WYOMING CSD	16,159	17,831
662300	YONKERS CITY SD	16,481	17,068
241701	YORK CSD	13,556	15,187
043501	YORKSHIRE-PIONEER CSD	11,924	11,734
662402	YORKTOWN CSD	17,394	17,678

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Kwenda Collegiate Girls Charter School

Contact Name: [redacted]
Contact Title:
Contact Email:
Contact Phone:

First Academic Year:

Pre-Opening Period:

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School	54	54	54	54	54	
1st Grade	Elementary School	54	54	54	54	54	
2nd Grade	Elementary School		54	54	54	54	
3rd Grade	Elementary School			54	54	54	
4th Grade	Elementary School				54	54	
5th Grade	*Elementary School*					54	
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		108	162	216	270	324	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	2	2	2	2	2
1st Grade	Elementary School	2	2	2	2	2
2nd Grade	Elementary School		2	2	2	2
3rd Grade	Elementary School			2	2	2
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	6	8	10	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	27	27	27	27	27
1st Grade	Elementary School	27	27	27	27	27
2nd Grade	Elementary School	0	27	27	27	27
3rd Grade	Elementary School	0	0	27	27	27
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Elementary School	0	0	0	0	27
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	108	162	216	270	324
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**108**	**162**	**216**	**270**	**324**
Change in Net Enrollment from Prior Year (Count)	108	54	54	54	54
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	25.0%	20.0%
Anticipated rate of attrition (Percent)	10.0%	10.0%	10.0%	10.0%	10.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	108	162	216	270	324
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 31,500,000,000	$ 31,500,000,000	$ 31,500,000,000	$ 31,500,000,000	$ 31,500,000,000
ENROLLMENT (*Charter School*)		108	162	216	270	324
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	108	162	216	270	324

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	**FTE**				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	1.0	1.0	1.0	2.0
Deans, Directors & Coordinators	1.0	1.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	2.0
Administrative Staff	1.0	1.0	1.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	5.0	7.0	9.0	11.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	10.0	14.0	18.0
Teachers - SPED	2.0	3.0	4.0	4.0	4.0
Substitute Teachers	0.0	0.0	1.0	1.0	2.0
Teaching Assistants	2.0	3.0	3.0	3.0	3.0
Specialty Teachers	0.5	2.0	2.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	1.5	2.0
Other	0.0	0.0	1.0	1.0	1.0
TOTAL INSTRUCTIONAL	9.5	15.0	22.0	27.5	33.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL					
Other	0.5	1.0	1.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	1.5	2.0	2.0	3.0	3.0
TOTAL PERSONNEL SERVICE FTE	15.0	22.0	31.0	39.5	47.0

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	108.00	162.00	216.00	270.00	324.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

		WAGES				
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$125,000	$ 125,000	$ 128,750	$ 132,613	$ 136,591	$ 140,689
Instructional Management	$90,000	$ -	$ 90,000	$ 92,700	$ 95,481	$ 188,345
Deans, Directors & Coordinators	$87,000	$ 87,000	$ 89,610	$ 266,298	$ 274,287	$ 282,516
CFO / Director of Finance	$100,000	$ -	$ -	$ -	$ 100,000	$ 103,000
Operation / Business Manager	$80,000	$ 80,000	$ 82,400	$ 84,872	$ 87,418	$ 170,041
Administrative Staff	$60,000	$ 60,000	$ 61,800	$ 63,654	$ 125,564	$ 129,331
TOTAL ADMINISTRATIVE STAFF		$ 352,000	$ 452,560	$ 640,137	$ 819,341	$ 1,013,921
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$75,000	$ 300,000	$ 459,000	$ 772,770	$ 1,095,953	$ 1,428,832
Teachers - SPED	$80,000	$ 160,000	$ 244,800	$ 332,144	$ 342,108	$ 352,372
Substitute Teachers	$47,000	$ -	$ -	$ 47,000	$ 48,410	$ 96,862
Teaching Assistants	$50,000	$ 100,000	$ 153,000	$ 157,590	$ 162,318	$ 167,187
Specialty Teachers	$75,000	$ 37,500	$ 151,125	$ 155,659	$ 235,329	$ 242,388
Aides		$ -	$ -	$ -	$ -	$ -
Therapists & Counselors	$80,000	$ 80,000	$ 82,400	$ 84,872	$ 127,418	$ 171,241
Other	$65,000	$ -	$ -	$ 65,000	$ 66,950	$ 68,959
TOTAL INSTRUCTIONAL		$ 677,500	$ 1,090,325	$ 1,615,035	$ 2,078,486	$ 2,527,840
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$75,000	$ 75,000	$ 77,250	$ 79,568	$ 81,955	$ 84,413
Librarian		$ -	$ -	$ -	$ -	$ -
Custodian		$ -	$ -	$ -	$ -	$ -
Security		$ -	$ -	$ -	$ -	$ -
Other	$60,000	$ 30,000	$ 60,900	$ 62,727	$ 124,609	$ 128,347
TOTAL NON-INSTRUCTIONAL		$ 105,000	$ 138,150	$ 142,295	$ 206,563	$ 212,760
TOTAL PERSONNEL SERVICE WAGES		$ 1,134,500	$ 1,681,035	$ 2,397,466	$ 3,104,390	$ 3,754,522

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
Assumes 1FTE Head of School in all years.
Assumes in Y2 Lower Elementary Director of C&I (grows from Y1 Dean of C&I - shown in D14); Assumes addition in Y5 of Upper Elementary Director (grows from Y4 Dean in G14)
Assumes Y1 - 1 Dean of C&I in Lower Elementary; Assumes Y2 - Lower DCI moves to Director show in D13, addition of 1 Dean of Culture; Assumes in Y3 - continuing Dean of Culture and assumes addition of Upper Elementary Dean and 1 Dean of Student Supports; Y5 - Assumes Upper Elementary Dean of C&I moves to Director show in H13, Assumes addition of Middle School Leader-in-Residence to prepare for launch of Middle Academy
Assumes Y4 and Y5 - 1 FTE DOO (Y Zero - Y3: Back office services)
Assumes Y1-Y4 1 Ops Manager to manage daily operations, food service, transportation, vendors. Assumes Finance and Operations are separated into two distinct roles. In Y5 - addition of 2nd Ops manager
Assumes focus on family recruitment and relationship management and administrative duties. Y-3 1 Office and Family Coordinator. Y4 - Addition of 1 additional Office and Family Coordinator to support student enrollment

Assumes Y1 and all years Grades K-2 there are 2 Lead Gen Ed Teachers at
Assumes in Y1 and Y2 there is 1 SPED teacher @ each grade K-2 (ICT class
Assumes in Y3 addition of 1 Teaching Fellow (provides coverage/internal
Assumes Y1 there are 2 Associate Teachers (1 per grade); Assumes Y2
Assumes Y1 combined role PE/Student Culture Coordinator (shown in
Assumes Y1 - 1 Social Worker; Assumes Y4 - 1.5 Social Worker; Assumes
Assumes in all years that 1 Gen Ed Teacher at every grade is dual-certifed

Assumes 1 Nurse in all years.
Assumes in-class libraries, managed by Ops Manager, overseen daily by
Assumes contracted service.
Assumes in private space, security is established through technology and

Assumes Y1 - Combined role .5 Student Culture Coordinator and .5 Physical Education teacher; Assumes Y2 that Student Culture Coordinator moves to FTE; Y4 - Assumes Y4 addition of 2nd Student Culture Coordinator.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
Assumes COLA of 5% starting in Y2
Assumes costs based on charter schools of similar size.
Assumes costs based on charter schools of similar size.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.

Assumes costs based on charter schools of similar size.
Assumes costs based on charter schools of similar size.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.
Assumes costs based on competitive charter school salaries.

Assumes private facility, nurse hired in Y1 and all years.

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**575,000**
Total Expenses	**447,850**
Net Income	**127,150**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	500,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**500,000**
LOCAL and OTHER REVENUE	
Contributions and Donations	50,000
Fundraising	25,000
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**75,000**
TOTAL REVENUE	**575,000**

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**575,000**
Total Expenses	**447,850**
Net Income	**127,150**

	START-UP PERIOD

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	105,000
Instructional Management	1.00	47,500
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	1.00	30,000
TOTAL ADMINISTRATIVE STAFF	**3.00**	182,500
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	**-**	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	**-**
SUBTOTAL PERSONNEL SERVICE COSTS	**3.00**	**182,500**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		16,516
Fringe / Employee Benefits		22,500
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		**39,016**
TOTAL PERSONNEL SERVICE COSTS	**3.00**	**221,516**
CONTRACTED SERVICES		
Accounting / Audit		18,600
Legal		18,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		1,200
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		21,450
TOTAL CONTRACTED SERVICES		**59,250**

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**575,000**
Total Expenses	**447,850**
Net Income	**127,150**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	3,550
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	3,500
Telephone	-
Technology	6,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	600
Staff Development	-
Staff Recruitment	14,000
Student Recruitment / Marketing	37,800
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**65,450**
FACILITY OPERATION & MAINTENANCE	
Insurance	3,300
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	37,260
Repairs & Maintenance	15,904
Equipment / Furniture	39,500
Security	-
Utilities	5,670
TOTAL FACILITY OPERATION & MAINTENANCE	**101,634**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**447,850**
NET INCOME	**127,150**

KWENDA COLLEGIATE GIRLS CH
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) fYear."*
The pre-opening budget will be for a 1-Year Period as s :hool Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	
DYCD (Department of Youth and Community Developmt.)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	Assumes eligible for base allocation of 1.2MM
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	Assumes $50,000 grant from BES
Fundraising	Assumes $25,000 fundraising (to commence in October 23) by board
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

KWENDA COLLEGIATE GIRLS CH
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) fYear."*
The pre-opening budget will be for a 1-Year Period as s :hool Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	Assumes 1 FTE Head of School hired October 2024
Instructional Management	1.00	Dean of C&I hired January 2025
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	1.00	Family and Office Coordinator hired January 2025
TOTAL ADMINISTRATIVE STAFF	**3.00**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**3.00**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		Assumes 7.65% FICA & 1.4% SUI
Fringe / Employee Benefits		Assumes monthly ER contribution of 750
Retirement / Pension		Assumes no 403b match in Year 0, begins Year 1
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**3.00**	
CONTRACTED SERVICES		
Accounting / Audit		Assumes back-office financial support, Financial Audit setup
Legal		Assumes Start-up legal guidance.
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		Assumes processing fees with service.
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		Assumes $20K curriculum consulting; Assumes $850 retirement admin services.
TOTAL CONTRACTED SERVICES		

KWENDA COLLEGIATE GIRLS CH
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) fYear."*
The pre-opening budget will be for a 1-Year Period as s :hool Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS	
Board Expenses	Assumes $3K set aside for two large trainings; Assumes $100 monthly budget for meeting supplies and expenses.
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	Assumes 2 laptops @ $1K and one-time cost of $1500 for licenses and subscriptions.
Telephone	
Technology	Assumes $500 per month for tech licences and subscriptions
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Assumes 100/month beginning January 2025 and donated incubation space from Black Latinx Asian Charter Collaborative
Staff Development	
Staff Recruitment	Assumes $1000 per hire - postings, advertising, travel; Assumes 15 hires beyond the HOS.
Student Recruitment / Marketing	Assumes $350/student (lottery advertising, website, school merchandise, marketing).
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Assumes minimal liability & D&O (non-operational school).
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	Assumes 2 months of rent @ $45/sq ft and 90 sq ft per student (108 students).
Repairs & Maintenance	Assumes additional building needs not assumed in lease cost.
Equipment / Furniture	Assumes $6,000 per new classroom, $5K office furniture, $3000 for pull-out room, $500 per FTE for staff furniture.
Security	Assumes installation of security cameras/system.
Utilities	Assumes $7/sq ft @ 90 sq ft per student (108 students).
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	25,000	25,000	25,000	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	575,000
Total Expenses	22,534	20,034	24,484	18,684	27,934	43,614	53,095	47,095	45,595	53,045	39,389	52,349	447,850
Net Income	2,466	4,966	516	36,872	27,622	11,942	2,460	8,460	9,960	2,510	16,166	3,206	127,150
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	-
Net Income	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	127,150	127,150

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	500,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	500,000
LOCAL and OTHER REVENUE													
Contributions and Donations	16,667	16,667	16,667		-	-	-	-	-	-	-		50,000
Fundraising	8,333	8,333	8,333	-	-	-	-	-	-	-	-	-	25,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	25,000	25,000	25,000	-	-	-	-	-	-	-	-	-	75,000
TOTAL REVENUE	25,000	25,000	25,000	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	575,000

PRE-OPENING CASH FLOW 1-YEAR

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL

*NOTE:
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2024 - June 30, 2025

Total Revenue	25,000	25,000	25,000	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	575,000
Total Expenses	22,534	20,034	24,484	18,684	27,934	43,614	53,095	47,095	45,595	53,045	39,389	52,349	447,850
Net Income	2,466	4,966	516	36,872	27,622	11,942	2,460	8,460	9,960	2,510	16,166	3,206	127,150
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	-
Net Income	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	127,150	127,150

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	1.00	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	105,000
Instructional Management	1.00	-	-	-	-	-	-	7,917	7,917	7,917	7,917	7,917	7,917	47,500
Deans, Directors & Coordinators		-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000
TOTAL ADMINISTRATIVE STAFF	3.00	8,750	8,750	8,750	8,750	8,750	8,750	21,667	21,667	21,667	21,667	21,667	21,667	182,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	8,750	8,750	8,750	8,750	8,750	8,750	21,667	21,667	21,667	21,667	21,667	21,667	182,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		792	792	792	792	792	792	1,961	1,961	1,961	1,961	1,961	1,961	16,516
Fringe / Employee Benefits		750	750	750	750	750	750	3,000	3,000	3,000	3,000	3,000	3,000	22,500
Retirement / Pension														-
TOTAL PAYROLL TAXES AND BENEFITS		1,542	1,542	1,542	1,542	1,542	1,542	4,961	4,961	4,961	4,961	4,961	4,961	39,016
TOTAL PERSONNEL SERVICE COSTS	3.00	10,292	10,292	10,292	10,292	10,292	10,292	26,628	26,628	26,628	26,628	26,628	26,628	221,516
CONTRACTED SERVICES														
Accounting / Audit		1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	18,600
Legal		4,000	3,000	-		-	-	5,500	-	-	5,500	-		18,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		50	50	50	50	50	50	150	150	150	150	150	150	1,200
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		50	50	7,500	50	3,000	50	150	150	150	10,000	150	150	21,450
TOTAL CONTRACTED SERVICES		5,650	4,650	9,100	1,650	4,600	1,650	7,350	1,850	1,850	17,200	1,850	1,850	59,250

PRE-OPENING CASH FLOW 1-YEAR

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL

*NOTE:
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2024 - June 30, 2025

Total Revenue	**25,000**	**25,000**	**25,000**	**55,556**	**55,556**	**55,556**	**55,556**	**55,556**	**55,556**	**55,556**	**55,556**	**55,556**	**575,000**
Total Expenses	**22,534**	**20,034**	**24,484**	**18,684**	**27,934**	**43,614**	**53,095**	**47,095**	**45,595**	**53,045**	**39,389**	**52,349**	**447,850**
Net Income	**2,466**	**4,966**	**516**	**36,872**	**27,622**	**11,942**	**2,460**	**8,460**	**9,960**	**2,510**	**16,166**	**3,206**	**127,150**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	**2,466**	**7,433**	**7,949**	**44,821**	**72,443**	**84,385**	**86,846**	**95,306**	**105,267**	**107,777**	**123,943**	-
Net Income	**2,466**	**7,433**	**7,949**	**44,821**	**72,443**	**84,385**	**86,846**	**95,306**	**105,267**	**107,777**	**123,943**	**127,150**	**127,150**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	1,500			150	50	50	50	1,550	50	50	50	50	3,550
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture				1,500			2,000						3,500
Telephone													-
Technology	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense							100	100	100	100	100	100	600
Staff Development	-												-
Staff Recruitment	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	14,000
Student Recruitment / Marketing	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	37,800
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	6,317	4,817	4,817	6,467	4,867	4,867	6,967	6,467	4,967	4,967	4,967	4,967	65,450
FACILITY OPERATION & MAINTENANCE													
Insurance	275	275	275	275	275	275	275	275	275	275	275	275	3,300
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	18,630	-		-	-		18,630	37,260
Repairs & Maintenance	-	-	-	-	-	-	3,976	3,976	3,976	3,976		-	15,904
Equipment / Furniture	-	-	-	-	7,900	7,900	7,900	7,900	7,900		-	-	39,500
Security	-	-	-	-	-	-	-	-	-		-		-
Utilities	-	-	-	-	-	-	-	-	-	-	5,670		5,670
TOTAL FACILITY OPERATION & MAINTENANCE	275	275	275	275	8,175	26,805	12,151	12,151	12,151	4,251	5,945	18,905	101,634
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**22,534**	**20,034**	**24,484**	**18,684**	**27,934**	**43,614**	**53,095**	**47,095**	**45,595**	**53,045**	**39,389**	**52,349**	447,850
NET INCOME	**2,466**	**4,966**	**516**	**36,872**	**27,622**	**11,942**	**2,460**	**8,460**	**9,960**	**2,510**	**16,166**	**3,206**	**127,150**

PRE-OPENING CASH FLOW 1-YEAR	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	25,000	25,000	25,000	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	575,000
Total Expenses	22,534	20,034	24,484	18,684	27,934	43,614	53,095	47,095	45,595	53,045	39,389	52,349	447,850
Net Income	2,466	4,966	516	36,872	27,622	11,942	2,460	8,460	9,960	2,510	16,166	3,206	127,150
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	-
Net Income	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	127,150	127,150

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	2,466	4,966	516	36,872	27,622	11,942	2,460	8,460	9,960	2,510	16,166	3,206	127,150
Beginning Cash Balance	-	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	-
ENDING CASH BALANCE	2,466	7,433	7,949	44,821	72,443	84,385	86,846	95,306	105,267	107,777	123,943	127,150	127,150

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	

			PROGRAM SERVICES			SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2022-23)							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	17,626	1,903,608					1,903,608	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,626	1,903,608					1,903,608	
Special Education Revenue				103,535				103,535	Assumes 2% SpEd Population; among students receiving services, 40% below 20% classification @ $2,288 rate, 30% in 20-59% Classification @ $5,108 rate, and 30% greater than 60% @ $7,819 rate.
NYC DoE Rental Assistance			545,746	-	-	-	-	545,746	Assumes $5053.20 per student; lesser of 30% of per pupil funding or actual lease expense.
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			15,000	-	-	-	-	15,000	Start Up Cost Grant
Other				-	-	-	-	-	
Other			8,584	-	-	-	-	8,584	Assumes NYSTL ($58.25), NYSSL ($14.98), NYSLIB ($6.25) per student for FAMIS spending on texts and software.
TOTAL REVENUE FROM STATE SOURCES			2,472,938	103,535	-	-	-	2,576,473	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	5,832	-			5,832	Assumes $900 per student in 60%+ SpEd classification.
Title I			43,200	-	-			43,200	Assumes $500 per student receiving free/reduced lunch; Assumes 80% FRL to be conservative.
Title Funding - Other			3,456	-	-			3,456	Assumes $40 per FRL; Assumes 80% FRL population to be conservative.
School Food Service (Free Lunch)			110,829	-	-			110,829	Assumes 100% breakfast, snack, and lunch participation, 70% free and 10% reduced population, 185 school days, 95% attendance; Assumes cost of breakfast @ $2.04 free, $1.74 reduced; Assumes cost of lunch @ $3.18 free, $2.78 reduced; Assumes cost of snack @ $0.86 free, $0.43 reduced.
Grants									
Charter School Program (CSP) Planning & Implementation			500,000	-	-	-	-	500,000	Assumes Y1 installment of $1.2M CSP, $200k in Year 2
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			657,485	5,832	-	-	-	663,317	

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	18,900	-	-	-	-	18,900	Assumes $75/per new student; Assumes program change to fund infrastructure and internet services.
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	18,900	-	-	-	-	18,900	
TOTAL REVENUE	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	-	-	-	-	125,000	125,000	Assumes 1 FTE Head of School.
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	87,000	-	-	-	-	87,000	Assumes 1 FTE Lower Elementary DCI.
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	80,000	80,000	Assumes 1 FTE Operations Manager.
Administrative Staff	1.00	-	-	-	-	60,000	60,000	Assumes 1 FTE Office and Family Coordinator.
TOTAL ADMINISTRATIVE STAFF	4.00	87,000	-	-	-	265,000	352,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	4.00	300,000	-	-	-	-	300,000	Assumes Y1 there are 4FTE General Ed Teachers (2 per grade) as Lead Teachers.
Teachers - SPED	2.00	-	160,000	-	-	-	160,000	Assumes Y1 there are 2FTE SPED teachers, with 1FTE per grade (ICT class) as co-teachers with Lead Teacher.
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	2.00	100,000	-	-	-	-	100,000	Assumes Y1 - 2FTE Associate Teachers (1 per grade) as co-teachers with Lead Teachers.
Specialty Teachers	0.50	37,500	-	-	-	-	37,500	Assumes 1 FTE position, split between .5 Physical Education Teacher/.5 Student Culture Coordinator.
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	80,000	-	-	-	-	80,000	Assumes 1 FTE Social Worker.
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	9.50	517,500	160,000	-	-	-	677,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	75,000	-	-	-	-	75,000	Assumes 1 FTE Nurse per private facility.
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	0.50	30,000	-	-	-	-	30,000	Assumes 1 FTE combined role .5 Student Culture Coordinator/.5 PE Teacher.
TOTAL NON-INSTRUCTIONAL	1.50	105,000	-	-	-	-	105,000	
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	709,500.00	160,000	-	-	265,000	1,134,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		64,210	14,480	-	-	23,983	102,673	
Fringe / Employee Benefits		17,625	8,625	-	-	5,250	31,500	Assumes monthly ER contribution of 750
Retirement / Pension		21,285	4,800	-	-	7,950	34,035	
TOTAL PAYROLL TAXES AND BENEFITS		103,120	27,905	-	-	37,183	168,208	
TOTAL PERSONNEL SERVICE COSTS	15.00	812,620	187,905	-	-	302,183	1,302,708	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	30,000	30,000	Assumes estimate from back office provider with 1.5% estimated cost increase per year.
Legal		-	-	-	-	11,000	11,000	Assumes legal advising, handbook, procedures compliance.
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		149,850	-	-	-	-	149,850	Breakfast & Lunch at $7.50 per day for 185 days
Payroll Services		21,150	10,350	-	-	6,300	37,800	Assumes Paychex as Processor with $500 in reporting fees, monthly payroll run fee of $75 per employee

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Special Ed Services	-	40,500	-	-	-	40,500	Assumes $1500 per SPED student (22) for services beyond what is received through NYCDO; Assumes $7500 for SPED collaborative.
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	35,000	-	-	-	4,000	39,000	Assumes $2K/month tech support; Assumes $11K Student Information System,; Assumes $4k Erate consulting.
TOTAL CONTRACTED SERVICES	206,000	50,850	-	-	51,300	308,150	

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,700	1,700	Assumes $500 for annual retreat; Assumes $100/month for supplies for remainder of year.
Classroom / Teaching Supplies & Materials	32,400	-	-	-	-	32,400	Assumes $100 per student for classroom materials, $50 per student for classroom library, $75 per student for PBL, $50 for STEAM, $25 per student for Voice and Empowerment ($300 per student).
Special Ed Supplies & Materials	-	5,500	-	-	-	5,500	Assumes $250 per student; Assumes 20% SPED (22 students Y1).
Textbooks / Workbooks	27,000	-	-	-	-	27,000	Assumes $250 per student.
Supplies & Materials other	9,618	-	-	-	-	9,618	Assumes $79.80 per student for NYSTL, NYSLIB, NYSSL spending per student; Assumes $1000 for physical education.
Equipment / Furniture	12,000	-	-	-	3,500	15,500	Assumes front-loaded cost for Y2: $6,000 per new classroom and $500 per new FTE for Y2.
Telephone		-	-	-	18,000	18,000	Assumes $100/month/staff member cell phone.
Technology	37,800	-	-	-	19,200	57,000	Assumes $600 per month for telephone and internet; Assumes $1000 per new staff member; Assumes Laptops for Classroom computer centers @ $200 per student; Assumes digital learning tools (e.g. Zearn, iReady) @ $150 per student.
Student Testing & Assessment	10,800	-	-	-	-	10,800	Assumes NWEA and STEP @ $100 per student.
Field Trips	3,240	-	-	-	-	3,240	Assumes $30 per student.
Transportation (student)	10,000	-	-	-	-	10,000	Assumes bus transportation on days NYC DOE out of session for 5 additional days and 2 buses @ $1K per bus.
Student Services - other	9,720	-	-	-	-	9,720	Assumes Uniforms @ $90/student to give 1 set.
Office Expense	-	-	-	-	28,800	28,800	Assumes $500 per month copier lease; Assumes $1000 per month office supplies; Assumes $100 per student copier supplies.
Staff Development	9,750	1,500	-	-	-	11,250	Assumes $750 per staff member.
Staff Recruitment	10,000	-	-	-	-	10,000	Assumes $1000 per new staff member for Y2.
Student Recruitment / Marketing	27,000	-	-	-	-	27,000	Assumes $250 in marketing costs per student acquired.
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	2,580	-	-	-	600	3,180	Assumes $100 per staff member for staff appreciation, Assumes $10 per student for student culture/appreciation; Assumes $50 per new staff member for fingerprinting.
TOTAL SCHOOL OPERATIONS	201,908	7,000	-	-	71,800	280,708	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	34,250	34,250	Assumes full insurance coverage per NFP quote as provided in R-20 - Insurance.
Janitorial	34,560	-	-	-	-	34,560	Assumes 90 per square ft per student @$3 per sq ft; Assumes Janitorial supplies @ $50 per student.
Building and Land Rent / Lease / Facility Finance Interest	437,400	-	-	-	-	437,400	Assumes $45 per square foot @90 sq ft per student.
Repairs & Maintenance	145,800	-	-	-	-	145,800	Assumes 90 per square ft per student @ $15 per square foot.
Equipment / Furniture	10,000	-	-	-	-	10,000	Assumes budgeted in furniture above; Assumes $10,000 for outdoor signage.
Security	48,000	-	-	-	-	48,000	Assumes security services of $48k per year

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Utilities	68,040	-	-	-	-	68,040	Assumes 90 per square ft per student @ $7 per sq ft.
TOTAL FACILITY OPERATION & MAINTENANCE	743,800	-	-	-	34,250	778,050	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	48,838	48,838	Contingency for unplanned costs and inflation
TOTAL EXPENSES	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	
NET INCOME	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	

YEAR 1 BUDGET AND ASSUMPTION	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,149,323**	**109,367**	**-**	**-**	**-**	**3,258,690**	Assumes all State, Federal, Local and Other Revenue.
Total Expenses	**1,964,328**	**245,755**	**-**	**-**	**508,371**	**2,718,454**	Assumes Personnel and Operational Expenses.
Net Income	**1,184,995**	**(136,388)**	**-**	**-**	**(508,371)**	**540,236**	
Budgeted Student Enrollment	**108**	**-**				**108**	

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	108					108	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**108**					**108**	
REVENUE PER PUPIL	**29,160**					**30,173**	
EXPENSES PER PUPIL	**18,188**					**25,171**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue		**425,481**	**-**	**936,564**	**20,414**	**436,564**	**11,083**	**442,396**	**11,083**	**445,148**	**11,083**	**436,564**	**82,307**	**3,258,690**
Total Expenses		**140,627**	**140,627**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**147,825**	**2,718,454**
Net Income		**284,854**	**(140,627)**	**682,189**	**(233,961)**	**182,189**	**(243,292)**	**188,021**	**(243,292)**	**190,773**	**(243,292)**	**182,189**	**(65,518)**	**540,236**
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	**284,854**	**144,227**	**826,417**	**592,456**	**774,645**	**531,353**	**719,375**	**476,083**	**666,856**	**423,564**	**605,754**	-
Ending Cash Balance		**284,854**	**144,227**	**826,417**	**592,456**	**774,645**	**531,353**	**719,375**	**476,083**	**666,856**	**423,564**	**605,754**	**540,236**	**540,236**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE		*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	Basic Tuition (2022-23)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE	17,626	317,268	-	317,268	-	317,268	-	317,268	-	317,268	-	317,268	-	1,903,608
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	17,626	317,268	-	317,268	-	317,268	-	317,268	-	317,268	-	317,268	-	1,903,608
Special Education Revenue		17,256	-	17,256	-	17,256	-	17,256	-	17,256	-	17,256	-	103,535
NYC DoE Rental Assistance		90,958	-	90,958	-	90,958	-	90,958	-	90,958	-	90,958	-	545,746
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	8,584	-	-	-	8,584
TOTAL REVENUE FROM STATE SOURCES		425,481	-	425,481	-	425,481	-	425,481	-	434,065	-	425,481	15,000	2,576,473
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	5,832	-	-	-	-	-	5,832
Title I		-	-	-	8,640	-	-	-	-	-	-	-	34,560	43,200
Title Funding - Other		-	-	-	691	-	-	-	-	-	-	-	2,765	3,456
School Food Service (Free Lunch)		-	-	11,083	11,083	11,083	11,083	11,083	11,083	11,083	11,083	11,083	11,082	110,829
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	500 000	-	-	-	-	-	-	-	-	-	500 000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	511,083	20,414	11,083	11,083	16,915	11,083	11,083	11,083	11,083	48,407	663,317
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	18,900	18,900
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	18 900	18 900
TOTAL REVENUE		**425,481**	**-**	**936,564**	**20,414**	**436,564**	**11,083**	**442,396**	**11,083**	**445,148**	**11,083**	**436,564**	**82,307**	**3,258,690**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	**425,481**	**-**	**936,564**	**20,414**	**436,564**	**11,083**	**442,396**	**11,083**	**445,148**	**11,083**	**436,564**	**82,307**	**3,258,690**
Total Expenses	**140,627**	**140,627**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**254,375**	**147,825**	**2,718,454**
Net Income	**284,854**	**(140,627)**	**682,189**	**(233,961)**	**182,189**	**(243,292)**	**188,021**	**(243,292)**	**190,773**	**(243,292)**	**182,189**	**(65,518)**	**540,236**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**-**	**284,854**	**144,227**	**826,417**	**592,456**	**774,645**	**531,353**	**719,375**	**476,083**	**666,856**	**423,564**	**605,754**	**-**
Ending Cash Balance	**284,854**	**144,227**	**826,417**	**592,456**	**774,645**	**531,353**	**719,375**	**476,083**	**666,856**	**423,564**	**605,754**	**540,236**	**540,236**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,413	125,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	7,250	7,250	7,250	7,250	7,250	7,250	7,250	7,250	7,250	7,250	7,250	87,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,663	80,000
Administrative Staff	1.00	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	5 000	60 000
TOTAL ADMINISTRATIVE STAFF	4.00	29,334	29,334	29,334	29,334	29,334	29,334	29,334	29,334	29,334	29,334	29,326	352,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	4.00	-	-	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	300,000
Teachers - SPED	2.00	-	-	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	160,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	2.00	-	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Specialty Teachers	0.50	-	-	3 750	3 750	3 750	3 750	3 750	3 750	3 750	3 750	3 750	37 500
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	-	8 000	8 000	8 000	8 000	8 000	8 000	8 000	8 000	8 000	80 000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	9.50	-	-	67,750	67,750	67,750	67,750	67,750	67,750	67,750	67,750	67,750	677,500
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	1.00	-	-	7 500	7 500	7 500	7 500	7 500	7 500	7 500	7 500	7 500	75 000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	0.50	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
TOTAL NON-INSTRUCTIONAL	1.50	2,500	2,500	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	105,000
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	31,834	31,834	107,084	107,084	107,084	107,084	107,084	107,084	107,084	107,084	107,076	1,134,500
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		2,881	2,881	9,691	9,691	9,691	9,691	9,691	9,691	9,691	9,691	9,692	102,673
Fringe / Employee Benefits		884	884	2,973	2,973	2,973	2,973	2,973	2,973	2,973	2,973	2,975	31,500
Retirement / Pension		955	955	3,213	3,213	3,213	3,213	3,213	3,213	3,213	3,213	3,208	34,035
TOTAL PAYROLL TAXES AND BENEFITS		4 720	4 720	15 877	15 877	15 877	15 877	15 877	15 877	15 877	15 877	15 875	168 208
TOTAL PERSONNEL SERVICE COSTS	15.00	36,554	36,554	122,961	122,961	122,961	122,961	122,961	122,961	122,961	122,961	122,951	1,302,708
CONTRACTED SERVICES													
Accounting / Audit		7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	(50,454)	30,000
Legal		917	917	917	917	917	917	917	917	917	917	913	11,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	14 985	14 985	14 985	14 985	14 985	14 985	14 985	14 985	14 985	149 850
Payroll Services		3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	37,800
Special Ed Services		-	-	4 050	4 050	4 050	4 050	4 050	4 050	4 050	4 050	4 050	40 500
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		7 314	7 314	7 314	7 314	7 314	7 314	7 314	7 314	7 314	7 314	(41 454)	39 000
TOTAL CONTRACTED SERVICES		18,695	18,695	37,730	37,730	37,730	37,730	37,730	37,730	37,730	37,730	(68,810)	308,150

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

KWENDA COLLEGIATE GIRLS CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

Total Revenue	425,481	-	936,564	20,414	436,564	11,083	442,396	11,083	445,148	11,083	436,564	82,307	3,258,690
Total Expenses	140,627	140,627	254,375	254,375	254,375	254,375	254,375	254,375	254,375	254,375	254,375	147,825	2,718,454
Net Income	284,854	(140,627)	682,189	(233,961)	182,189	(243,292)	188,021	(243,292)	190,773	(243,292)	182,189	(65,518)	540,236
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	284,854	144,227	826,417	592,456	774,645	531,353	719,375	476,083	666,856	423,564	605,754	-
Ending Cash Balance	284,854	144,227	826,417	592,456	774,645	531,353	719,375	476,083	666,856	423,564	605,754	540,236	540,236

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	142	142	142	142	142	142	142	142	142	142	142	138	1,700
Classroom / Teaching Supplies & Materials	-	-	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	32,400
Special Ed Supplies & Materials	458	458	458	458	458	458	458	458	458	458	458	462	5,500
Textbooks / Workbooks	-	-	2 700	2 700	2 700	2 700	2 700	2 700	2 700	2 700	2 700	2 700	27 000
Supplies & Materials other	-	-	962	962	962	962	962	962	962	962	962	960	9,618
Equipment / Furniture	1 292	1 292	1 292	1 292	1 292	1 292	1 292	1 292	1 292	1 292	1 292	1 288	15 500
Telephone	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Technology	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	57,000
Student Testing & Assessment	-	-	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	10,800
Field Trips	-	-	324	324	324	324	324	324	324	324	324	324	3,240
Transportation (student)	833	833	833	833	833	833	833	833	833	833	833	837	10,000
Student Services - other	810	810	810	810	810	810	810	810	810	810	810	810	9,720
Office Expense	2 400	2 400	2 400	2 400	2 400	2 400	2 400	2 400	2 400	2 400	2 400	2 400	28 800
Staff Development	938	938	938	938	938	938	938	938	938	938	938	932	11,250
Staff Recruitment	833	833	833	833	833	833	833	833	833	833	833	837	10 000
Student Recruitment / Marketing	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	265	265	265	265	265	265	265	265	265	265	265	265	3,180
TOTAL SCHOOL OPERATIONS	16 471	16 471	24 777	24 777	24 777	24 777	24 777	24 777	24 777	24 777	24 777	24 773	280 708
FACILITY OPERATION & MAINTENANCE													
Insurance	2,854	2,854	2,854	2,854	2,854	2,854	2,854	2,854	2,854	2,854	2,854	2,856	34,250
Janitorial	2 880	2 880	2 880	2 880	2 880	2 880	2 880	2 880	2 880	2 880	2 880	2 880	34 560
Building and Land Rent / Lease / Facility Finance Interest	36,450	36,450	36,450	36,450	36,450	36,450	36,450	36,450	36,450	36,450	36,450	36,450	437,400
Repairs & Maintenance	12 150	12 150	12 150	12 150	12 150	12 150	12 150	12 150	12 150	12 150	12 150	12 150	145 800
Equipment / Furniture	833	833	833	833	833	833	833	833	833	833	833	837	10,000
Security	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
Utilities	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	68,040
TOTAL FACILITY OPERATION & MAINTENANCE	64 837	64 837	64 837	64 837	64 837	64 837	64 837	64 837	64 837	64 837	64 837	64 843	778 050
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,070	4,068	48,838
TOTAL EXPENSES	140,627	140,627	254,375	254,375	254,375	254,375	254,375	254,375	254,375	254,375	254,375	147,825	2 718 454
NET INCOME	284,854	(140,627)	682,189	(233,961)	182,189	(243,292)	188,021	(243,292)	190,773	(243,292)	182,189	(65,518)	540,236
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	284,854	(140,627)	682,189	(233,961)	182,189	(243,292)	188,021	(243,292)	190,773	(243,292)	182,189	(65,518)	540,236
Beginning Cash Balance	-	284,854	144,227	826,417	592,456	774,645	531,353	719,375	476,083	666,856	423,564	605,754	-
ENDING CASH BALANCE	284,854	144,227	826,417	592,456	774,645	531,353	719,375	476,083	666,856	423,564	605,754	540,236	540,236

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	
Total Expenses			**2,718,454**	**3,885,047**	**5,116,025**	**6,478,677**	**7,777,942**	
Net Income (Before Cash Flow Adjustments)			**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Budgeted Student Enrollment			**108**	**162**	**216**	**270**	**324**	
			Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue		Basic Tuition (2022-23)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE		17,626	1,903,608	2,855,412	3,807,216	4,759,020	5,710,824	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,626	1 903 608	2 855 412	3 807 216	4 759 020	5 710 824	
Special Education Revenue			103,535	155,303	207,071	273,664	310,606	Assumes 2% SpEd Population; among students receiving services, 40% below 20% classification @ $2,288 rate, 30% in 20-59% Classification @ $5,108 rate, and 30% greater than 60% @ $7,819 rate.
NYC DoE Rental Assistance			545,746	656,100	874,800	1,093,500	1,312,200	Assumes $5053.20 per student; lesser of 30% of per pupil funding or actual lease expense.
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			15,000	-	-	-	-	
Other			-	-	-	-	-	
Other			8,584	8,584	8,584	8,584	8,584	NYSTL Allocation conservatively kept flat year over year
TOTAL REVENUE FROM STATE SOURCES			2,576,473	3,675,399	4,897,671	6,134,768	7,342,214	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			5,832	6,007	6,187	6,373	6,564	20%-60% 3 FTEs / 2 >60% 2 FTEs with 3% growth year-over-year
Title I			43,200	64,800	86,400	108,000	129,600	Growth in proportion with student enrollment
Title Funding - Other			3,456	5,184	6,912	8,640	10,368	Growth in proportion with student enrollment
School Food Service (Free Lunch)			110,829	166,244	221,659	277,074	332,489	Growth in proportion with student enrollment
Grants								
Charter School Program (CSP) Planning & Implementation			500,000	200,000				Assumes $1.2MM allocation
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			663,317	442,235	321,158	400,087	479,021	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			18,900	18,900	18,900	18,900	18,900	E-Rate Allocation conservatively kept flat year over year
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			18,900	18,900	18,900	18,900	18,900	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	
Total Expenses	**2,718,454**	**3,885,047**	**5,116,025**	**6,478,677**	**7,777,942**	
Net Income (Before Cash Flow Adjustments)	**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Budgeted Student Enrollment	**108**	**162**	**216**	**270**	**324**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
TOTAL REVENUE	**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	
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Net Income (Before Cash Flow Adjustments)	**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Budgeted Student Enrollment	**108**	**162**	**216**	**270**	**324**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions					*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	125,000	128,750	132,613	136,591	140,689	Assumes 1FTE Head of School in all years.
Instructional Management	-	-	90,000	92,700	95,481	188,345	Assumes in Y2 Lower Elementary Director of C&I (grows from Y1 Dean of C&I - shown in D14); Assumes addition in Y5 of Upper Elementary Director (grows from Y4 Dean in G14)
Deans, Directors & Coordinators	1.00	87,000	89,610	266,298	274,287	282,516	Assumes Y1 - 1 Dean of C&I in Lower Elementary; Assumes Y2 - Lower DCI moves to Director show in D13, addition of 1 Dean of Culture; Assumes in Y3 - continuing Dean of Culture and assumes addition of Upper Elementary Dean and 1 Dean of Student Supports; Y5 - Assumes Upper Elementary Dean of C&I moves to Director show in H13, Assumes addition of Middle School Leader-in-Residence to prepare for launch of Middle Academy
CFO / Director of Finance	-	-	-	-	100,000	103,000	Assumes Y4 and Y5 - 1 FTE DOO (Y Zero - Y3: Back office services)
Operation / Business Manager	1.00	80,000	82,400	84,872	87,418	170,041	Assumes Y1-Y4 1 Ops Manager to manage daily operations, food service, transportation, vendors. Assumes Finance and Operations are separated into two distinct roles. In Y5 - addition of 2nd Ops manager
Administrative Staff	1.00	60,000	61,800	63,654	125,564	129,331	Assumes focus on family recruitment and relationship management and administrative duties. Y-3 1 Office and Family Coordinator. Y4 - Addition of 1 additional Office and Family Coordinator to support student enrollment
TOTAL ADMINISTRATIVE STAFF	4.00	352,000	452,560	640,137	819,341	1,013,921	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	4.00	300,000	459,000	772,770	1,095,953	1,428,832	Assumes Y1 and all years Grades K-2 there are 2 Lead Gen Ed Teachers at each grade; Assumes Y3-Y5 - Upper Elementary Academy is departmentalized - addition of 4 FTE (2 ELA/SS, 2 Math/STEAM/Science at each grade) in Y4 and Y5.
Teachers - SPED	2.00	160,000	244,800	332,144	342,108	352,372	Assumes in Y1 and Y2 there is 1 SPED teacher @ each grade K-2 (ICT class room); Assumes in Y3 addition of 1 SPED teacher for Upper Elementary.
Substitute Teachers	-	-	-	47,000	48,410	96,862	Assumes in Y3 addition of 1 Teaching Fellow (provides coverage/internal teacher pipeline); Assumes in Y5 additional 1 Teaching Fellow.
Teaching Assistants	2.00	100,000	153,000	157,590	162,318	167,187	Assumes Y1 there are 2 Associate Teachers (1 per grade); Assumes Y2 addition of 1 Associate Teacher; Assumes Upper Elementary departmentalized with Lead Teachers and no further need for Associate Teacher growth.
Specialty Teachers	0.50	37,500	151,125	155,659	235,329	242,388	Assumes Y1 combined role PE/Student Culture Coordinator (shown in D36) with .5 PE Teacher/.5 SCC; Assumes Y2 Student Culture Coordinator becomes FTE (shwon in E36); Assumes Y2 through Y5 there is 1 PE and 1 STEAM teacher; Assumes Y4 and Y5 addition of 1 STEAM/PE teacher.
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	80,000	82,400	84,872	127,418	171,241	Assumes Y1 - 1 Social Worker; Assumes Y4 - 1.5 Social Worker; Assumes Y5 - 2 Social Workers.
Other	-	-	-	65,000	66,950	68,959	Assumes in all years that 1 Gen Ed Teacher at every grade is dual certifed in ELL; Assumes Y3 addition of 1 ELL Teacher.
TOTAL INSTRUCTIONAL	9.50	677,500	1,090,325	1,615,035	2,078,486	2,527,840	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	1.00	75,000	77,250	79,568	81,955	84,413	Assumes 1 Nurse in all years.
Librarian	-	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
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Total Revenue		**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	
Total Expenses		**2,718,454**	**3,885,047**	**5,116,025**	**6,478,677**	**7,777,942**	
Net Income (Before Cash Flow Adjustments)		**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Budgeted Student Enrollment		**108**	**162**	**216**	**270**	**324**	
		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	0.50	30,000	60,900	62,727	124,609	128,347	Assumes Y1 - Combined role .5 Student Culture Coordinator and .5 Physical Education teacher; Assumes Y2 that Student Culture Coordinator moves to FTE; Y4 - Assumes Y4 addition of 2nd Student Culture Coordinator.
TOTAL NON-INSTRUCTIONAL	1.50	105,000	138,150	142,295	206,563	212,760	
SUBTOTAL PERSONNEL SERVICE COSTS	15.00	1,134,500	1,681,035	2,397,466	3,104,390	3,754,522	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		102,673	152,134	216,971	280,947	339,784	Assumes 7.65% FICA and 1.4% NYS SUI
Fringe / Employee Benefits		31,500	205,667	227,804	290,266	345,380	Assumes $7000 for health benefits (medical, vision, dental), state unemployment insurance of 4.1% of first $8500 paid, 1% for worker's compensation.
Retirement / Pension		34,035	50,431	71,924	93,132	112,636	Assumes 3% 403(b) match.
TOTAL PAYROLL TAXES AND BENEFITS		168,208	408,232	516,699	664,345	797,800	
TOTAL PERSONNEL SERVICE COSTS	15.00	1,302,708	2,089,267	2,914,165	3,768,735	4,552,322	
CONTRACTED SERVICES							
Accounting / Audit		30,000	30,450	31,364	32,775	34,741	Assumes estimate from back office provider with 1.5% estimated cost increase per year.
Legal		11,000	11,330	11,670	12,800	13,000	Assumes $11K per year with 2% estimated cost increase per year.
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		149,850	231,518	317,951	409,362	505,971	Breakfast & Lunch at $7.50 per day for 185 days
Payroll Services		37,800	38,934	40,102	41,305	42,544	Assumes Paychex as Processor with $500 in reporting fees, monthly payroll run fee of $75 per employee
Special Ed Services		40,500	41,715	42,966	44,255	45,583	Assumes $1500 per SPED student (22) for services beyond what is received through NYCDO; Assumes $7500 for SPED collaborative.
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		39,000	40,170	41,375	42,616	43,894	Assumes $2K/month tech support; Assumes $11K Student Information System,; Assumes $4k Erate consulting.
TOTAL CONTRACTED SERVICES		308,150	394,117	485,428	583,113	685,733	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	
Total Expenses	**2,718,454**	**3,885,047**	**5,116,025**	**6,478,677**	**7,777,942**	
Net Income (Before Cash Flow Adjustments)	**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Budgeted Student Enrollment	**108**	**162**	**216**	**270**	**324**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
SCHOOL OPERATIONS						
Board Expenses	1,700	1,751	1,803	1,912	2,064	Assumes $500 for annual retreat; Assumes $100/month for supplies for remainder of the year with 2.0% annual increase.
Classroom / Teaching Supplies & Materials	32,400	50,058	68,746	88,510	109,398	Assumes $100 per student for classroom materials, $50 per student for classroom library, $75 per student for PBL, $50 for STEAM, $25 per student for Voice and Empowerment ($300 per student).
Special Ed Supplies & Materials	5,500	5,665	11,232	14,310	13,997	Assumes $250 per student; Assumes 20% SPED (22 students Y1).
Textbooks / Workbooks	27,000	27,810	56,160	71,550	87,480	Assumes $250 per student with 2.0% annual increase.
Supplies & Materials other	9,618	9,907	17,926	22,581	27,924	Assumes $79.80 per student for NYSTL, NYSLIB, NYSSL spending per student; Assumes $1000 for physical education with 2.0% annual increase.
Equipment / Furniture	15,500	15,965	28,000	26,100	26,200	Assumes $200/new student, $5,000 per new classroom, $5K office furniture; Assumes 2% estimated cost increase per year.
Telephone	18,000	18,540	1,612	2,094	2,538	Assumes $50/month/per FTE with 2.0% annuall increase.
Technology	57,000	58,710	32,552	36,941	40,986	Assumes $600 per month for telephone and internet; Assumes $2K per classroom; Assumes $1000 per new staff member; Assumes 2.0% estimated cost increase per year.
Student Testing & Assessment	10,800	16,686	22,915	29,503	36,466	Assumes $50 per student for STEP and NWEA MAP with 2.0% estimated cost increase per year.
Field Trips	3,240	3,337	6,739	8,586	10,498	Assumes $30 per student with 2.0% estimated cost increase per year.
Transportation (student)	10,000	10,300	40,560	59,360	78,840	Assumes bus transportation on days that NYC DOE is out of session, for 5 additional days, 2 buses in Y1, 3 buses in Y2, 4 buses in Y3, 5 buses in y4, 6 buses in Y5 @ $1K per bus; Assumes bus transporation on 12 Saturday School days starting in Y3, 2 buses in Y3, 3 buses in Y4, 4 buses in Y5 @ $1K per bus.
Student Services - other	9,720	15,017	20,623	26,552	32,818	Assumes Uniforms @ $90/student to give 1 set with 2.0% estimated cost increase per year.
Office Expense	28,800	29,664	41,184	47,700	54,432	Assumes $500 per month copier lease; Assumes $1000 per month office supplies; Assumes $100 per student copier supplies; Assumes 2% estimated cost increase per year.
Staff Development	11,250	11,588	24,180	31,403	38,070	Assumes $750 per staff member with 2% estimated cost increase per year.
Staff Recruitment	10,000	10,300	9,360	9,010	8,100	Assumes $1000 per new staff member with 2% estimated cost increase per year.
Student Recruitment / Marketing	27,000	41,715	57,289	73,760	91,167	Assumes $200 in marketing costs per student acquired with 2% estimated cost increase per year.
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	3,180	4,913	6,747	8,687	10,737	Assumes $100 per staff member for staff appreciation; Assumes $10 per student for student culture/appreciation; Assumes 2.0% cost increase per year.
TOTAL SCHOOL OPERATIONS	280,708	331,926	447,628	558,559	671,715	
FACILITY OPERATION & MAINTENANCE						
Insurance	34,250	37,877	41,665	45,832	50,415	Assumes 10% annual increase.
Janitorial	34,560	81,000	108,000	135,000	162,000	Assumes janitorial supplies @ $500 per student.
Building and Land Rent / Lease / Facility Finance Interest	437,400	656,100	874,800	1,093,500	1,312,200	Assumes $45 per square foot @ 90 sq ft per student.
Repairs & Maintenance	145,800	72,900	97,200	121,500	145,800	Assumes 90 per square ft per student @ $5 per sq ft,
Equipment / Furniture	10,000	-	-	-	-	Assumes budgeted in furniture above.
Security	48,000	48,960	49,939	50,938	51,957	Assumes private security at 4$48,000 year 1
Utilities	68,040	72,900	97,200	121,500	145,800	Assumes 90 per square ft per student @ $5 per student.
TOTAL FACILITY OPERATION & MAINTENANCE	778,050	969,737	1,268,804	1,568,270	1,868,172	
DEPRECIATION & AMORTIZATION	-	25,000				

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**3,258,690**	**4,136,534**	**5,237,729**	**6,553,755**	**7,840,135**	
Total Expenses	**2,718,454**	**3,885,047**	**5,116,025**	**6,478,677**	**7,777,942**	
Net Income (Before Cash Flow Adjustments)	**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Budgeted Student Enrollment	**108**	**162**	**216**	**270**	**324**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	48,838	75,000				For unplanned spending
TOTAL EXPENSES	**2,718,454**	**3,885,047**	**5,116,025**	**6,478,677**	**7,777,942**	
NET INCOME	**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	KWENDA COLLEGIATE GIRLS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
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Budgeted Student Enrollment	**108**	**162**	**216**	**270**	**324**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	108	162	216	270	324	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**108**	**162**	**216**	**270**	**324**	
REVENUE PER PUPIL	**30,173**	**25,534**	**24,249**	**24,273**	**24,198**	
EXPENSES PER PUPIL	**25,171**	**23,982**	**23,685**	**23,995**	**24,006**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-					
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**540,236**	**251,487**	**121,704**	**75,079**	**62,193**	
Beginning Cash Balance	-	540,236	791,723	913,427	988,505	
ENDING CASH BALANCE	**540,236**	**791,723**	**913,427**	**988,505**	**1,050,698**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	108	17,626	1,903,608	672,865	2,576,473	31,500,000,000	0.008%
Year 2 (2026-27)	162	17,626	2,855,412	819,987	3,675,399	31,500,000,000	0.012%
Year 3 (2027-28)	216	17,626	3,807,216	1,090,455	4,897,671	31,500,000,000	0.016%
Year 4 (2028-29)	270	17,626	4,759,020	1,375,748	6,134,768	31,500,000,000	0.019%
Year 5 (2029-30)	324	17,626	5,710,824	1,631,390	7,342,214	31,500,000,000	0.023%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#:~:text=For%20the%20current%20school%20year,levy%20and%20other%20categorical%20funds.

Second Largest Enrollment District: N/A							
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 Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-21f – Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

[redacted]

August 8, 2023

Re: Commitment of Start-Up Funds to Kwenda Collegiate Girls Charter School

To Whom It May Concern:

We are pleased to inform you that BES will make available $50,000 of start-up funds for the planning year (fiscal year 2024-2025) of Kwenda Collegiate Girls Charter School contingent upon its charter authorization. These funds will be characterized as a $50,000 grant that will only be provided in the event Kwenda Collegiate Charter School does not receive any philanthropic funding that meets or exceeds $50,000 for the fiscal year of 2024-2025.

With Kwenda Collegiate's Founder, [redacted] having participated in the BES Fellowship in 2018-19, we are also pleased to inform you that she is eligible to participate in the BES Follow On Support program for the school's planning year and first two years of operation at no cost to the school. The market cost of Follow On Support is $30,000 per year (a total of $90,000 over three years).

[redacted]

August 8, 2023

[redacted]

Re: Letter of Financial Intent

[redacted]

An important part of our mission at BLACC is to support schools led by people of color by working to increase their financial support and to bring equity to this vital aspect of building a successful charter school. Our community receives roughly 1% of all of the philanthropy directed towards charter schools. We are also very committed to capacity building for our member schools.

We are in conversation with several funders to facilitate a start-up grant and an incubator for member schools that are opening one of the 14 “Zombie” charter schools. Kwenda is obviously one such organization. While I cannot currently send a commitment letter to this effect, I can say that Kwenda is absolutely the sort of school we plan to provide financial support to.

It is my hope that we will have something more definitive to say regarding this soon. Please do not hesitate to contact me if you have any questions.

Sincerely,

[redacted]

R-21g – Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- *IRS Form 990s;*
- *Audited financial statements; and,*
- *Management or Advisory Letters from the independent auditor (if applicable).*

Note: This request seeks school level information about individual schools. Applicants seeking to replicate under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at: www.newyorkcharters.org/category/creation-resources. If information responsive to this Request is contained in a business plan, reference the business plan in this Response.

Request is not applicable.

Kwenda
COLLEGIATE GIRLS

R-22 - Action Plan

January 2024-August 2025

Task & Notes	Role of the Head of School	Role of the Board
Student Recruitment & Enrollment		
Draft recruitment plan & targets	Own	Advise
Ongoing engagement with families from Amplify Voice II	Own	
Promotional Packet		
Design informational flyer/packet	Own	Advise
Develop promotional "Amplify Her Voice II" video	Own	
Post flyers and leaflets in communities	Own	Support
Post flyer on website	Own	Support
Deepen relationships with community organizations to deepen awareness	Own	Support
Work with community organizations to generate awareness & interest	Own	Support
Draft press release, translate, and distribute press releases	Own	Support
Launch recruiting and marketing campaign, including flyer distribution and advertising	Own	Advise
Enrollment Form		
Design enrollment form	Own	Advise
Submit enrollment form to SUNY CSI for review	Own	
Distribute enrollment form	Own	Support
Make enrollment portal available on website	Own	
Information Sessions, Tabling, and Canvassing		
Secure locations for information sessions and regular tabling	Own	Advise
Secure translation for information sessions	Own	
Develop protocol for information sessions & canvassing	Own	
Calendar community canvassing and mobilize volunteers	Own	Support
Admissions Lottery and Enrollment		

Collect enrollment forms (4/1/25 deadline)	Own	Support
Secure lottery announcer	Oversee Support	
Secure lottery translator	Oversee Support	
Secure lottery location	Own	
Determine lottery protocol and minute-by-minute	Own	
Advertise lottery date on website & social media	Oversee Support	
Post lottery date in local newspapers	Oversee Support	
Practice lottery protocol	Own	
Conduct lottery	Own	
Notify families of status & collect acceptances/declines of admissions	Own	
Establish waitlist and process for lottery refresh	Own	
Establish communication schedule with families for late spring and summer	Own	
Schedule home visits with all families	Oversee Support	
Conduct home visits with all families	Own	
Request and file student records from sending schools	Oversee Support	
Facility (co-location requested but unlikely; process focused on private facility actions)		
Receive co-location decision from NYC DOE	Own	
Accept or appeal co-location decision	Own	Advise
(if applicable) Respond to appeal	Own	Advise
Apply for rental assistance with NYC DOE	Own	Advise
Search for facility (groundwork & dedicated broker if necessary)	Own	Support
Negotiate lease	Own	Support
Lease review by legal counsel	Own	Support
Lease review by full board	Support	Own
Lease signed	Own	
Arrange for any necessary renovations	Own	Support

Arrange purchase of furniture for classrooms, offices	Own	Support
Inspection & certificate of occupancy	Own	Support
Develop AHERA compliance plan	Own	Advise
Governance by Board of Trustees		
Transition to Governing Board		
Approve by-laws, code of ethics & conflict of interest policy	Support	Own
Define governing board member role & relationship between board members and Head of School	Own	Advise
Define communication protocols between Board and Head of School	Own	Advise
Draft board policies & financial handbook	Support	Own
Purchase D&O insurance for board	Own	Advise
Develop and file articles of incorporation	Own	Advise
Apply for tax exemption	Own	Advise
Develop board calendar	Support	Own
Recruit additional board members (if applicable)	Support	Own
Board Meeting Design & Implementation		
Set consistent monthly meeting time & post publicly per OML	Support	Own
Define governing board member role & relationship between board members and Head of School	Own	Advise
Develop board meeting agenda format	Own	Advise
Develop board meeting preparation packet format	Own	Advise
Develop post-meeting evaluation format	Own	Advise
Review meeting minutes requirements & best practices, develop format for meeting minutes	Own	Advise
Create trackers for attendance at all committee meetings and board meetings	Own	Advise
Develop board calendar with critical tasks mapped	Own	Advise
Develop record-keeping protocol and central policy repository	Own	Advise
Finalize list of policies to be created by school opening & develop schedule for board approval	Own	Advise
Develop board orientation protocol for new members	Own	Advise

Host board retreat for governing board	Own	Support
Hiring of Head of School		
Approve job description and determine annual performance measures for Head of School	Support	Own
Set annual process for evaluation of the Head of School	Support	Own
Review and set compensation for the Head of School	Support	Own
Hire Head of School		Own
Development & Grants Plan		
Establish 501(c)(3)	Own	Support
Create a fundraising plan for the fiscal year with initiatives, owners, and targets	Support	Own
Create plan for periodic review of available grants and authoring of proposals to grant organizations	Own	Support
Curriculum and Instruction		
Curriculum Development		
Finalize framework for curriculum review and lens audit	Own	
Hire curriculum consultants	Own	
Submit curriculum plan to consulant for review	Own	Advise
Develop recommendations for scope and sequence, EOY assesments and scope and sequences	Support	
Develop EOY assessments for all subjects using standards and released assessments	Own	
Develop scope and sequence for all courses	Own	
Arrange for purchase of textbooks, workbooks, etc.	Own	
Assessment Development		
Review assessment plan from charter and make any changes necessary based on school study or residency experience	Own	
Reach out to assessment vendors for contract (as necessary)	Own	
Purchase state testing materials	Own	
Make recommendations for diagnostic timeline	Oversee Support	
Create diagnostic assessments for all incoming scholars	Own	
Conduct NYSITELL testing	Own	

Conduct all diagnostic testing	Oversee Support	
Analyze data of diagnostic assessments & use for grouping and planning	Oversee Support	
Academic Program Development		
Consulting with STEAM subject-matter experts	Own	
Develop classroom model and classroom setup procedure	Own	
Develop physical space audit procedure	Own	
Develop tutoring schedule and structure	Own	
Special Education Program Development		
Recruit and hire Student Support Manager	Own	Advise
Identify special education population	Own	
Request IEP records	Own	
Review existing IEPs	Own	
Define and plan all required supports for all IEP scholars	Own	
Consult with CSE	Own	
Consult with NYC CSC SpEd Consortium	Own	
School Culture Development		
Finalize student handbook, discipline policy	Own	
Approve student handbook, discipline policy	Support	Own
Finalize school calendar	Own	
Finalize daily schedule	Own	
Develop Family Meeting (assembly) schedule	Own	
Develop family event and conference schedule and plan	Oversee Support	
Financial Management		
Codify the fiscal controls and financial policies the school will employ for tracking of daily operational finances	Own	Support
Identify check signers	Support	Own
Identify check writers	Support	Own

Define signature, approval, filing policies for POs, checks, receipts	Support	Own
Develop financial reporting templates (budget vs. actual) and policy	Own	Support
Design all processing forms (POs, expenses)	Own	Support
Develop segregation of funds policy (public/private)	Own	Support
Establish payroll provider and process	Own	Support
Develop board financial reporting structures and processes	Own	Support
Approve fiscal policy manual		Own
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	Support	Support
Set up bank accounts	Own	Support
Define investment/savings strategy	Support	Own
Finalize cash flow plan and make adjustments if necessary	Support	Own
Personnel		
Approve organizational chart and job descriptions	Support	Own
Develop staff handbook	Own	Support
Approve staff handbook		Own
Develop all recruitment marketing materials	Own	Support
Arrange benefits providers	Own	Support
Finalize all comp & benefits packages	Own	Support
Recruit and Hire Dean of Curriculum and Instruction and Office and Family Coordinator	Own	Support
Block time for interview days for staff	Own	Support
Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all other staff	Own	Support
Develop interview guide for all steps of all positions	Own	Support
Negotiate and sign contracts for contracted services	Own	Support
Define policy and procedure for staff evaluation	Own	Support
Develop PD plan and schedule of development and/or procurement of PD materials	Own	Support
Perform background checks on all employees	Own	Support

Create form letters for application steps (app receipt, decline note, memo of understanding , salary/benefits info sheet/)	Own	
Finalize staff handbook	Own	Support
Approve staff handbook		Own
Create forms for employee information / record keeping	Own	Support
Have staff complete employee information forms	Own	
Hold summer professional development	Own	Support
Transportation		
Determine transportation needs based on facility	Own	
Communicate with OPT student enrollment and needs	Own	Support
Create MetroCard purchasing system	Support	
Develop transportation routes, schedules, procedures for safe and efficient transport	Support	
Communicate safety info and emergency contacts with transport provider, if applicable	Support	
Food Service		
Reach out to vendors and SchoolFood for information and quotes; issue RFP	Support	
Define requirement, incl if specific needs of scholars	Support	
ID FRL scholars	Support	
Select vendor and draft contract	Support	
Approve and sign contract	Support	
Develop plans for food service, including delivery, menu, time, logitics, disposal, etc.	Support	
Complete FRL forms and develop process for FRL reporting	Support	
Purchase POS system for lunch #s & documentation	Support	
Health and Safety		
Scope and complete state reporting requirements	Support	
Identify first aid resources and plan	Support	
Develop student health record keeping process and forms, ensuring HIPA compliance	Support	
Collect medical forms from families	Support	

Plan staff first aid training	Support	
Deliver staff first aid training	Support	
Create health & safety procedures and postings	Support	
Purchase first aid resources	Support	
Establish relationship with local NYPD and NYFD	Support	
Undergo fire inspection	Support	
Undergo building inspection	Support	
Contact Board of Health	Support	
Develop fire drill policy	Support	
Community Partnerships		
Attend community events	Support	
Reach out to all potential community partners again and identify new potential partners	Own	Support
Hold exploratory discussions post-authorizations	Own	Support
Determine partners most likely to provide student benefit	Own	Support
Devise measures of partnership effectiveness	Own	Support
Agree to partnerships when previous steps fulfilled	Own	Support
Family and Community Engagement		
Family Handbook		
Contract for translation services as needed	Own	
Compare and select printer	Own	
Submit copy of approved handbook to printer	Own	
Distribute handbook to families	Own	
Family Communication		
Set up nonprofit mailing status with post office	Own	
Define information flow in school for family contacts (office mgr -> ... for which types of contacts, etc)	Own	
Define visitor procedure including tracking	Own	

Uniforms		
Contract student uniform services	Own	
Contract student PE uniforms	Own	
Create uniform 1-pagers and order instructions for distribution to families	Own	
Operations		
Technology		
Consider and select tech vendors	Own	
Consider and select Internet providers	Own	
Consider and select phone providers	Own	
Set up phone systems and answering systems	Own	
Set up internet	Own	
Scope and purchase staff technology	Own	
Scope and purchase classroom technology	Own	
Purchase postage meter	Own	
Lease copier	Own	
Information Management		
Create a filing system (paper and digital) for all school-related information	Own	
Consider and choose a Student Information System for warehousing of student data and production of weekly reports	Own	
Develop student attendance reporting system	Own	
Purchase supplies and materials for the program	Own	
Supply Purchasing		
Create a comprehensive list of all items to be purchased through Dec. of Y1	Own	
Purchase restroom supplies, cleaning products	Own	
Purchase PE equipment	Own	
Purchase office supplies	Own	
Secure janitorial services	Own	

This Action Plan was heavily influenced by the work plan for Forte Preparatory Academy, Valence College Prep, and Allegiant Prepara during the planning year.

Role of BES	Role of the Dean of Curriclum and Instruction	Role of Consultant	Role of the Back Office Provider	Role of the Office and Family Coordinator	Oct 23	Nov 23	Dec 23
Advise							
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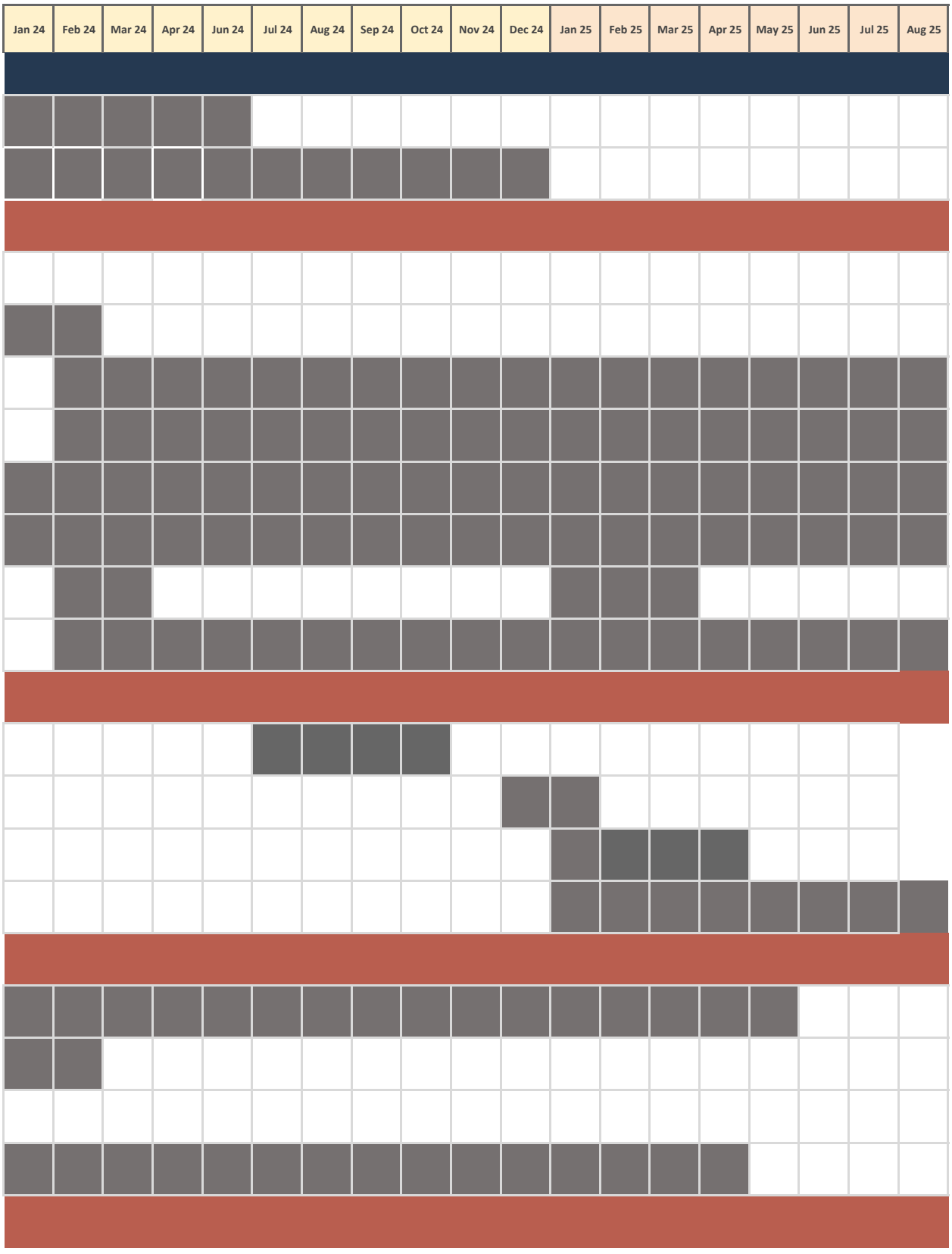
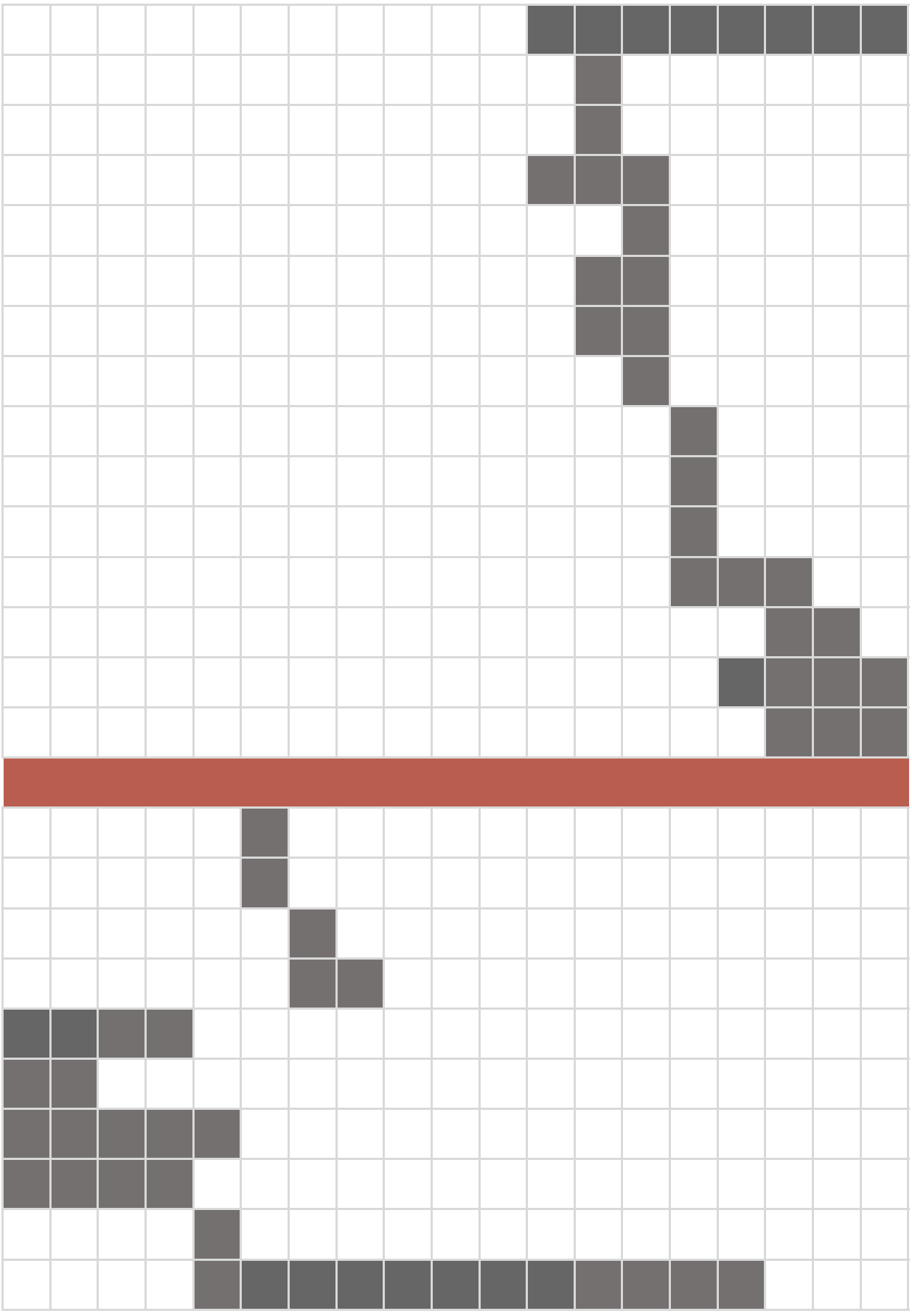
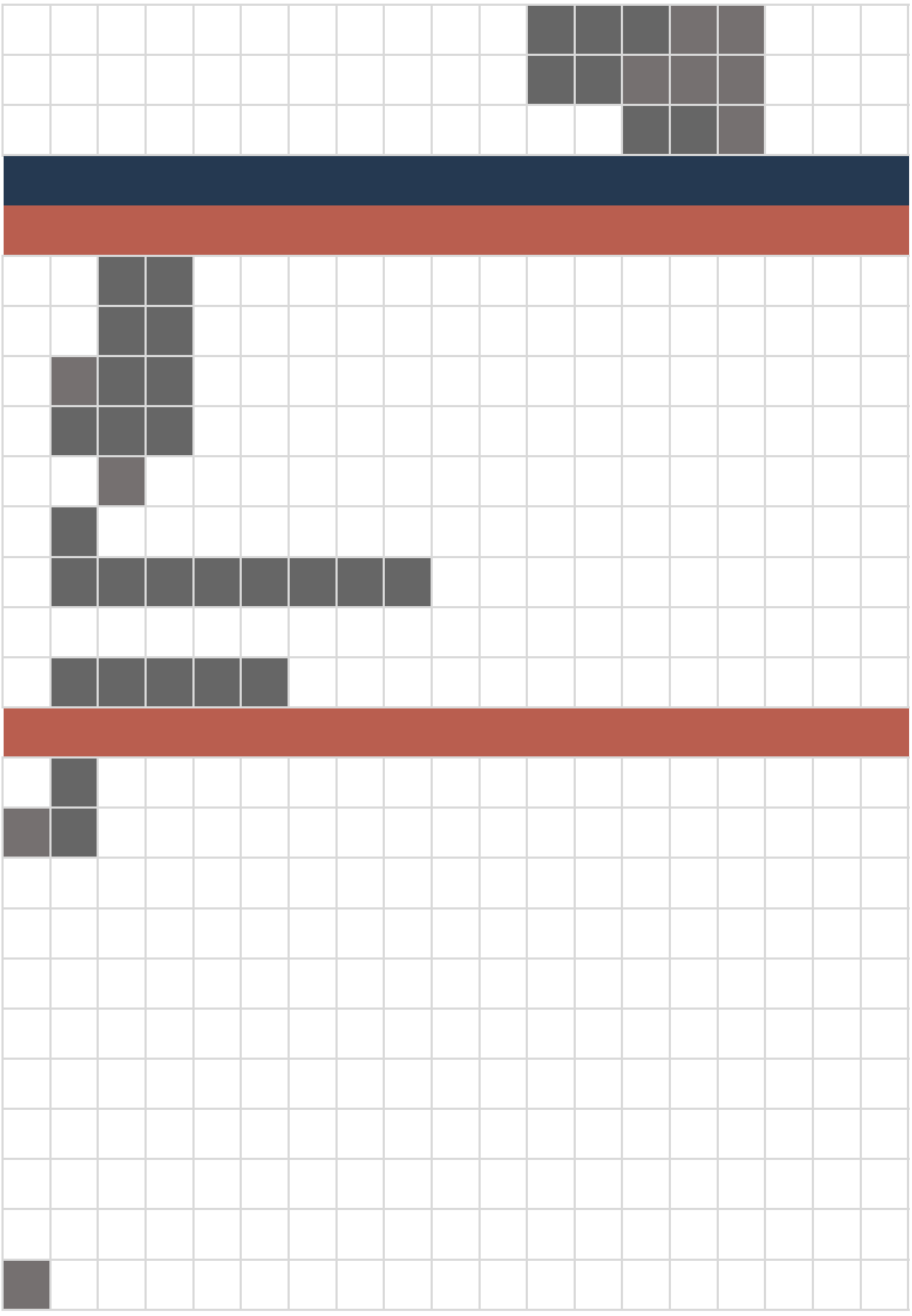
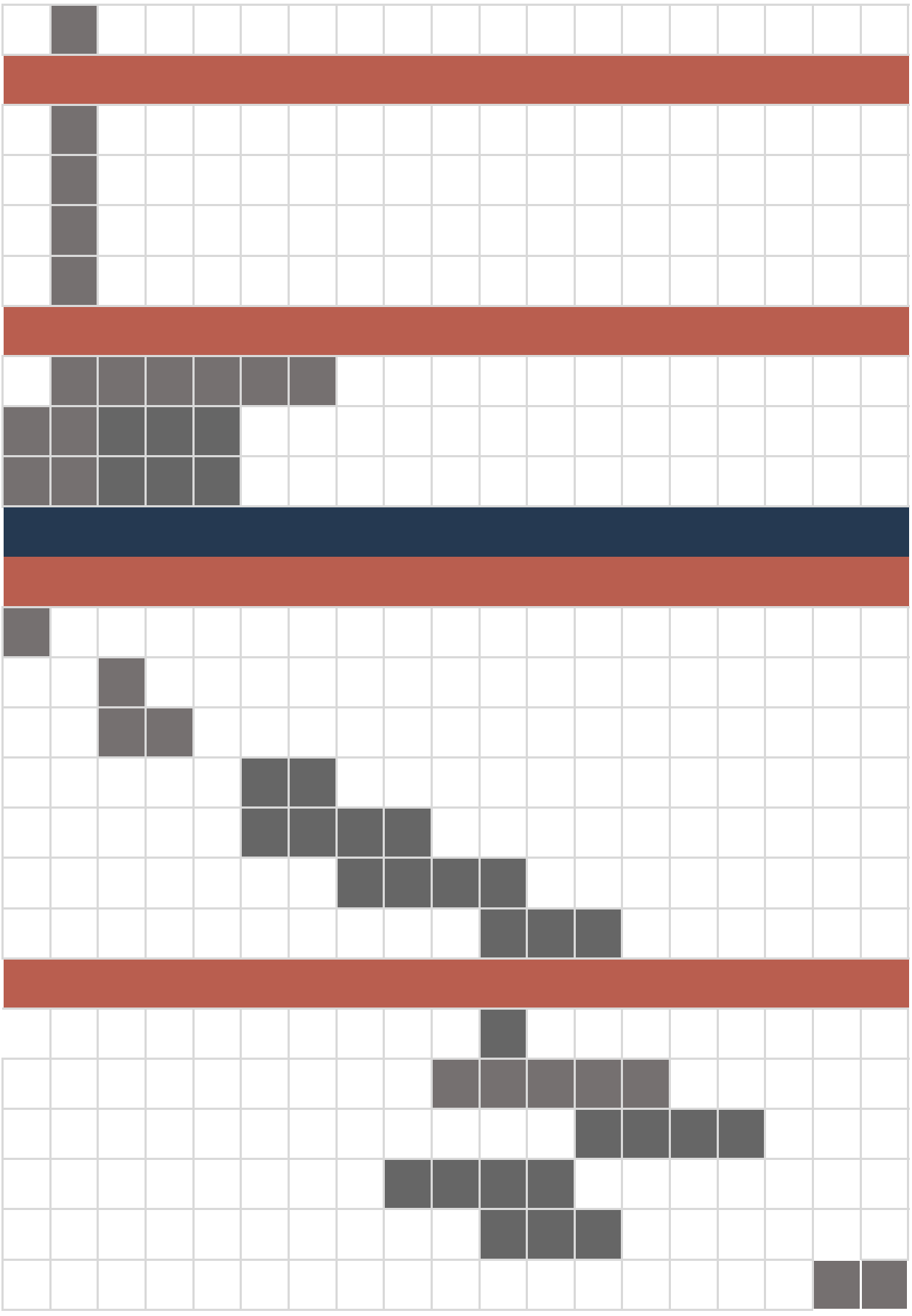
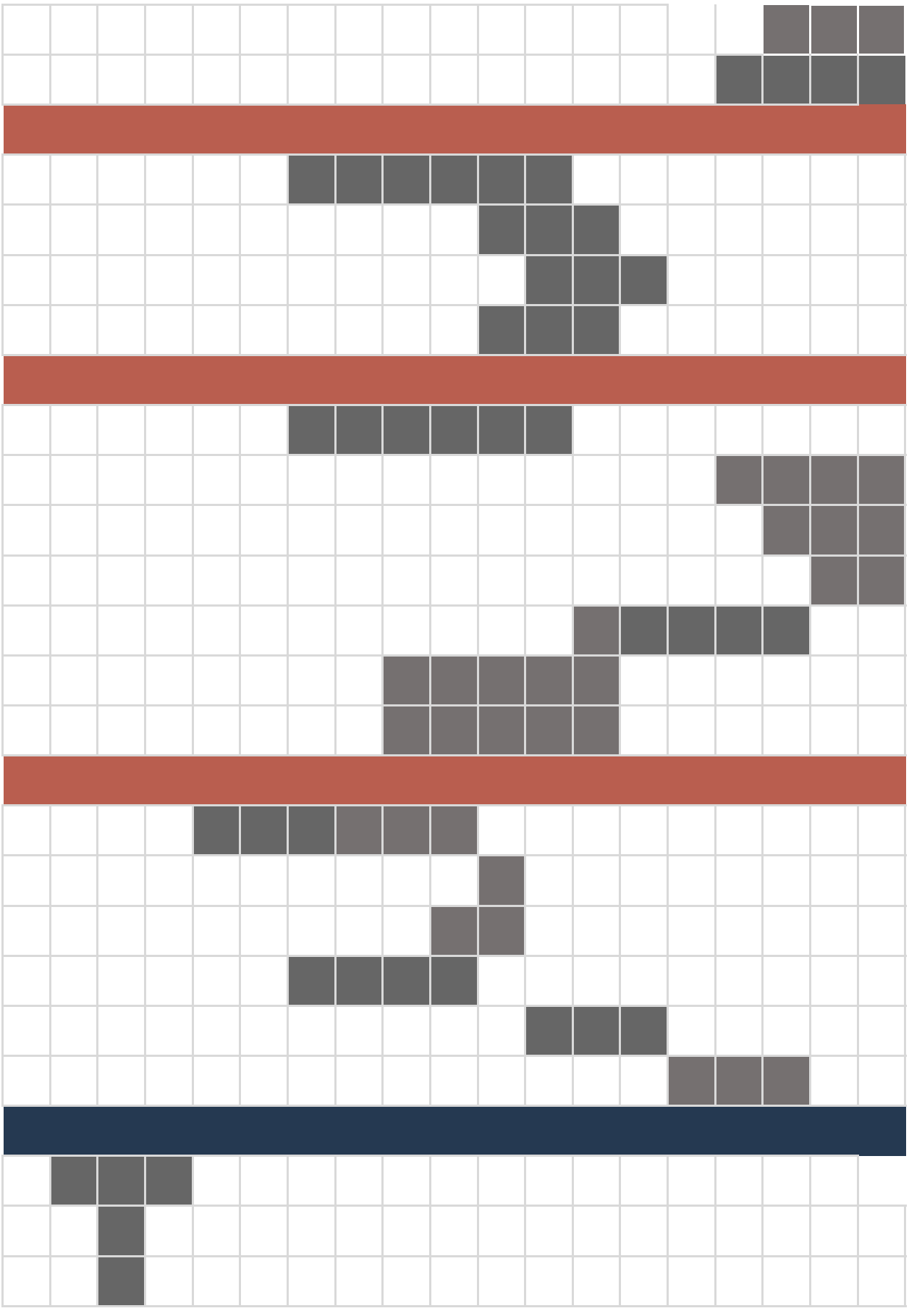
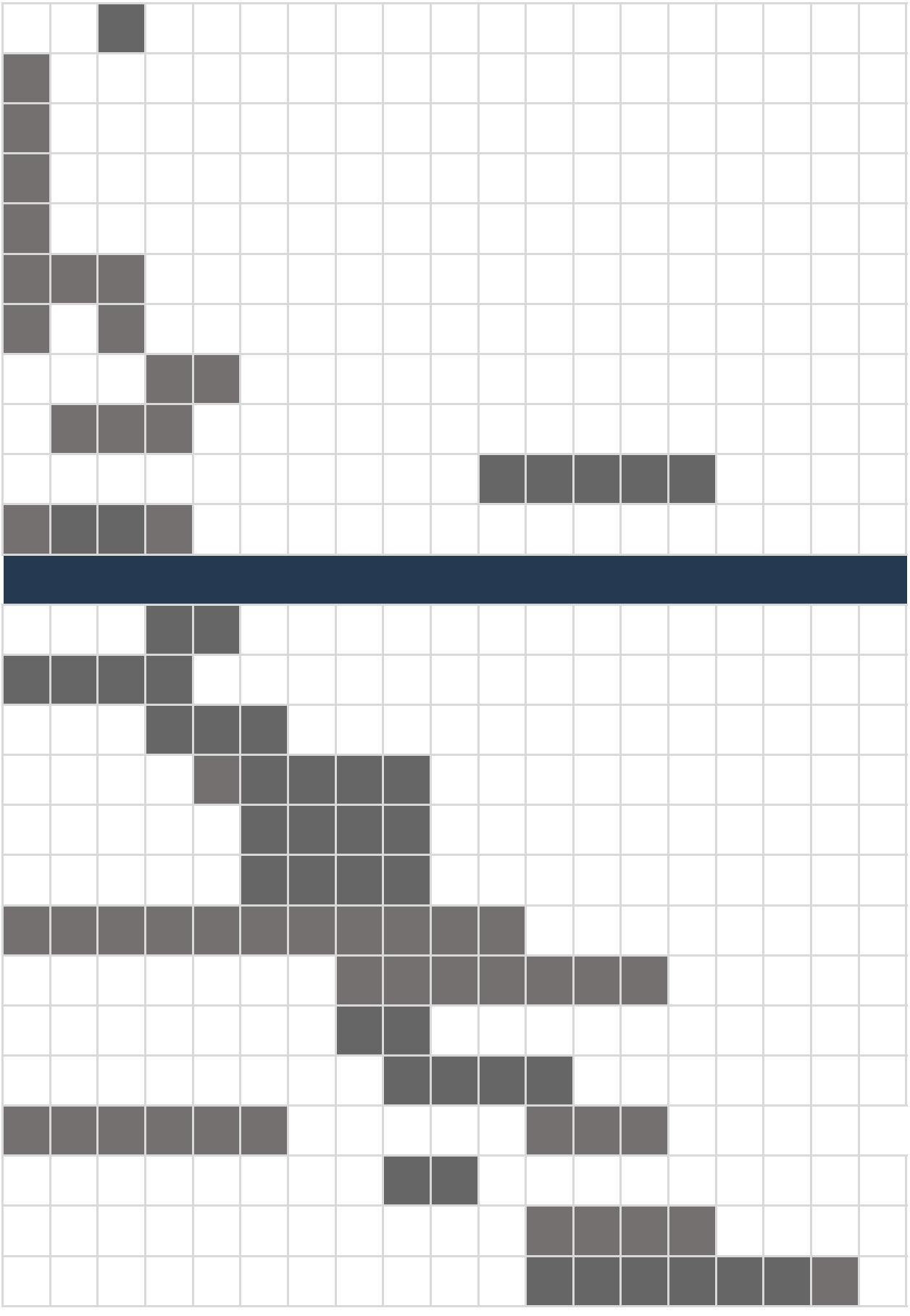


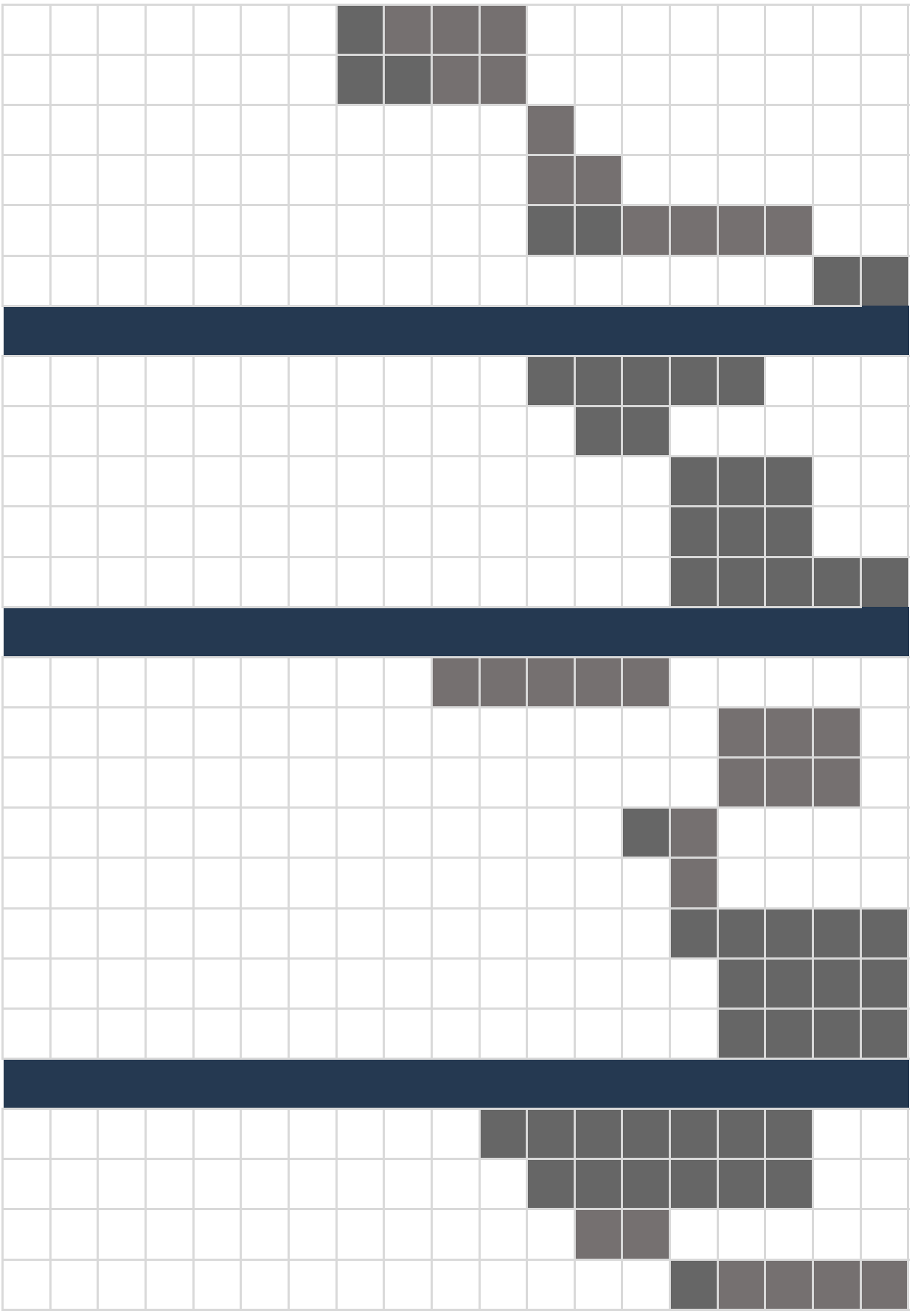


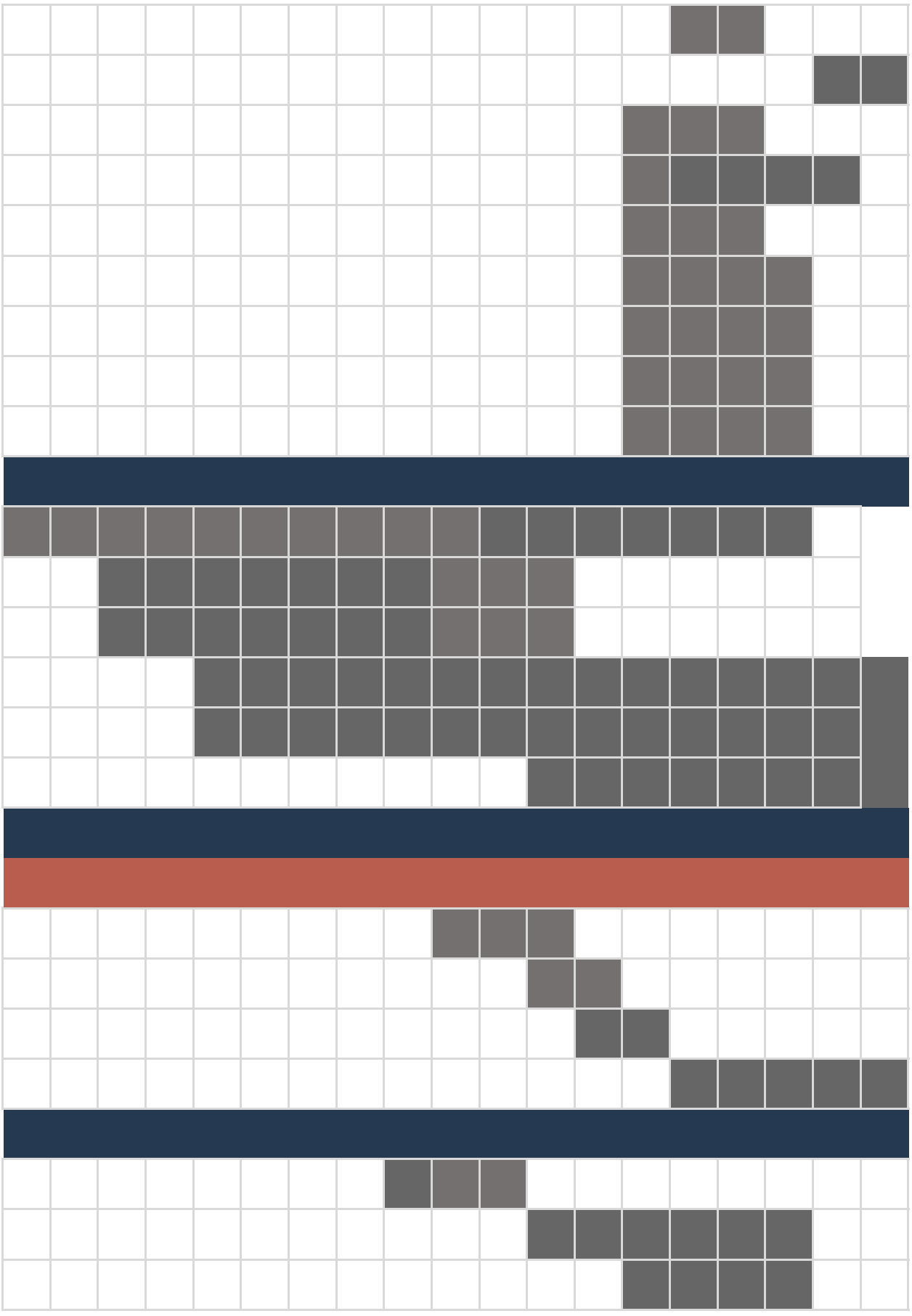


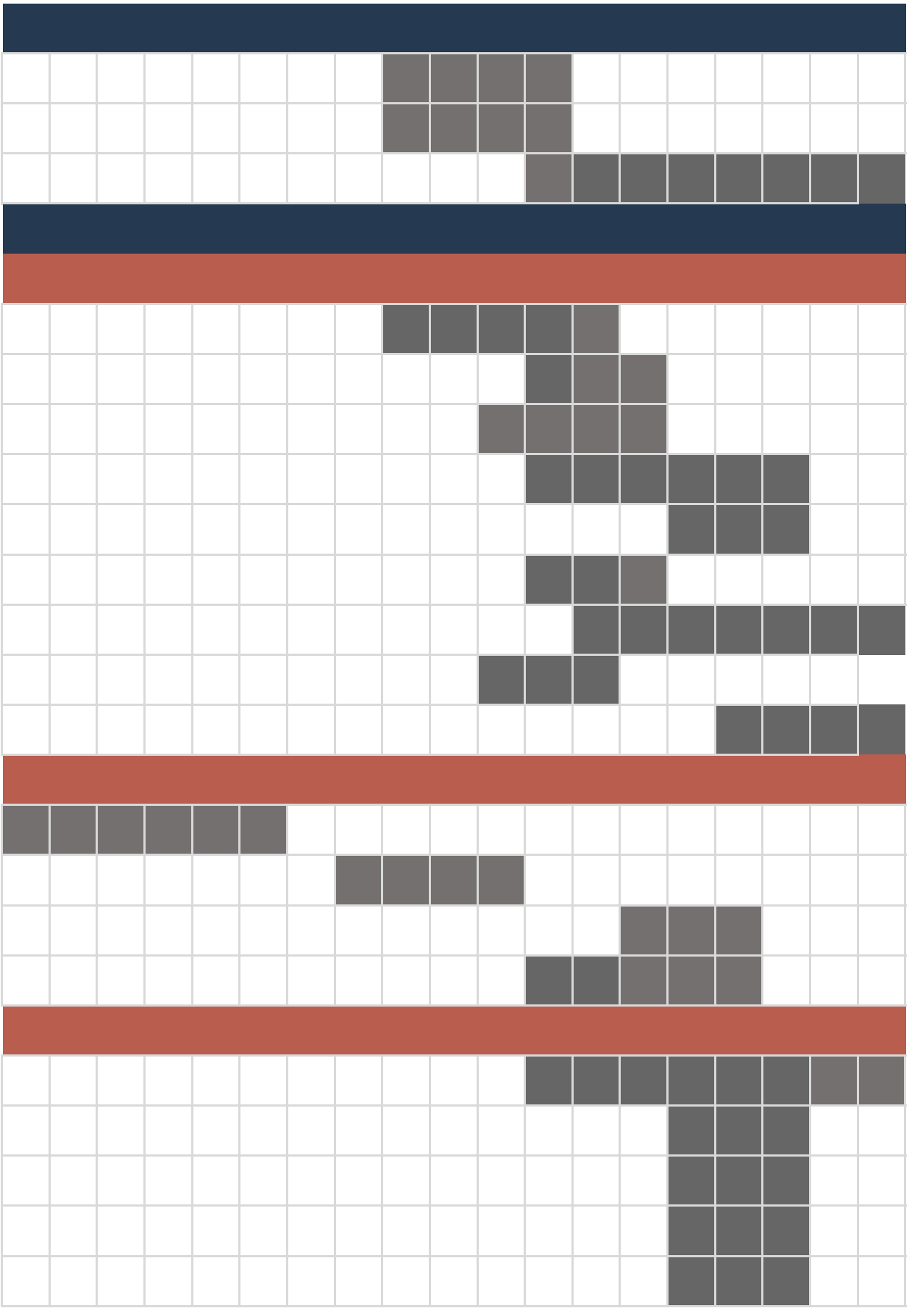












R-23a – Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable. b. Supplemental Attachments Submit attachments, documents, etc., discussed in response to part (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

"It's good. Our voices can finally be heard." – Xiomara* via our Amplify Her Voice campaign responding to the question – "What is it like to be a girl in 2018?"

The vision for our school began with centering and honoring the voices of young women in our community. We thought it apt to close this proposal in the same place. The Kwenda Collegiate Girls founding team is proud to submit this proposal for review by the SUNY Charter School Institute.

We are encouraged by the response to our initial community outreach efforts and plan to deepen these connections over the coming months. We began soliciting formal signatures of support from community residents and parents of age-eligible children in mid-November 2018. Since that time, we have garnered 567 signatures of support. 106 of those family signatures were from families of age-eligible girls or 98% of our projected enrollment for year 1. While this is no guarantee of enrollment, we are encouraged by the momentum garnered in a few short weeks of outreach. Given the demonstrated support to date and the lack of accessible public girls' schools options currently available in Brooklyn, we are confident that we will surpass our enrollment targets. We will continue our strategic focus on community engagement over the planning year to solidify our inaugural class. Concrete steps planned by the founding team include

1. **Intentional investment in student recruitment:** We have allocated $250 per student in our pre-operational year budget to support marketing and student recruitment. This is 2.5x the average allocation of the most recent Building Excellent Schools fellows most recently approved in New York City. We believe this intentional investment will allow our team to reach the maximum number of students and families. We believe the community engagement process never truly ends so we will continue to proactively deepen relationships we have begun to build.

2. **Staffing the work early**: We have allocated resources to bring on our founding Office and Family Coordinator in January 2020. While the Head of School will continue to serve as the ambassador of the school and take the lead in building and deepening relationships with community stakeholders and families, the addition of the Coordinator will greatly supplement these efforts.

As we began our efforts for this proposal with honoring voices of young women, we will close each grade band doing the same. Through a Capstone Project in 2nd, 5th, and 8th grades, our girls and young women will have the opportunity to demonstrate their confidence of voice, STEAM acumen, and commitment to their communities. These capstone projects will leverage the power of individual talents and allow students to create social change within their communities. Projects will vary by grade level, a few examples of which are below:

- Second grade students will address a community or social justice challenge of their choosing through a letter writing campaign, research project, and devising a STEAM solution to address the problem.

- Fifth grade students write letters to local government officials to address allocation of public spending and ask for transportation funding for additional accessibility options (such as ramps, elevators, railing) at local MTA subway stations. Students design and propose a device to support seniors or community members with disabilities in navigating the MTA. Students will present their product design, findings, and letter samplings in a community event.
- Eighth grade students identify a pressing social justice issue as a grade level. Each student designs a technological solution to the social justice issue (i.e., an app, or similar platform) that is wide reaching and present on the impact of their project on the greater community.

The culmination of each project will be a community presentation, to which we will open our doors to community residents, families, educators from local schools, local elected officials, and all partners in the work. The presentations will be scored by a panel of external evaluators, who will be able to see and measure the power and confidence in our girls and young women.

R-23a – Supplemental Narrative

a. Supplemental Narrative If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

This response is incorporated by reference to "Response R-23a - "Supplemental Narrative" from the Kwenda Collegiate Girls Charter School submission to the 2019 SUNY Request for Proposals submitted to the SUNY Charter School Institute on January 9th, 2019.

R-23b - Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable

Request is not applicable.

Supplemental Academic Program Narrative--2023 RFP Supplement

1) Explain how the general education academic program will identify gaps caused by interrupted instruction and support students to address those gaps. Please reference any specific sources and/or resources referenced in developing your response. The response should address, at a minimum, the following elements of your proposed academic program:

- *Curriculum selection*
- *Assessment systems*
- *Instructional methods*
- *Instructional leadership systems*

2) Explain how the at-risk academic program will identify gaps caused by interrupted instruction and support students to address those gaps, specifically for struggling students, students with disabilities, and English Language Learners. Please reference any specific sources and/or resources referenced in developing your response. The response should address, at a minimum, the following elements of your proposed academic program:

- *Curriculum selection*
- *' Assessment systems*
- *Instructional methods*
- *Instructional leadership systems*

"The pandemic is exacerbating the existing health and economic inequalities for Black families and is subsequently worsening the future outlook for Black children… Nationwide, '32 percent of Black children live in poverty, compared with 11 percent of white children and 26 percent of [Latinx] children.' [Research shows that] 'working-age adults, children[,] and Black Americans will fall below the poverty line at the highest rates as a result of the coronavirus pandemic's economic effects." – excerpted from "What COVID-19 is Revealing about NYC Schools: Are We Learning Our Lessons?" originally published in the Fordham Urban Law Journal in 2021[1]

While it may be years before the depth of the COVID-19 pandemic's impact is fully understood, it is clear that children were among the most vulnerable. National assessments reveal an almost complete erasure of almost 30 years of academic progress with the "Nation's Report Card" (National Assessment of Educational Progress or NAEP) reporting that today's 8th graders were reading on grade level at nearly the same rates as those in 1992 (31% and 29% proficiency respectively)[2]. A recent McKinsey study projects that it could be decades before achievement scores return to pre-pandemic levels of performance. According to a recent analysis of 2022-23 NWEA MAP data, "in nearly all grades, nearly all grades, achievement gains during 2022–23 fell short of prepandemic trends, which stalled progress toward pandemic recovery.[3]" Achievement gaps continued to persist with "the average student [needing] the equivalent of 4.1 additional months of schooling to catch up in reading and 4.5 months in math.[4]" Outcomes in New York are equally as dire. New York fourth graders' average NAEP scale scores plummeted at a rate nearly double that of the national average loss - exceeding the loss of 45 other states in math and 38 other states in reading.[5]" Every aspect of the Kwenda Collegiate Girls Charter School's ("Kwenda Collegiate Girls") academic approach – from curriculum selection to instructional methods -

[redacted]

have been meticulously crafted to ensure that every student, regardless of her levels of proficiency upon enrollment, has a chance to excel. Our school proposes to open in Fall 2025 to grades kindergarten and first grade, or ages 5 and 6. While our prospective students may have not experienced school closure related learning loss, we are deeply committed to cultivating an academic environment where academic gaps are identified - and mitigated - early and consistently.

Approach to Identifying and Mitigating Academic Gaps

Our approach to academic program design, specifically through the lens of identifying gaps in learning, is informed by the practice of some of the highest-performing charters schools in New York and beyond. These schools also aligned with Kwenda's "Inspiration Schools" as described further in Response **"R-06af - Curriculum and Instruction"**. These schools include Excellence Girls Middle Academy[6], Zeta Charter Schools, Springfield Preparatory Charter School, and Achievement First's Aspire Elementary School[7].

The following sections are organized according to learnings from The Center for Reinventing Public Education's (CRPE) body of research surrounding academic recovery post pandemic-related school closures. According to these learnings, the Kwenda Collegiate Girls' founding team has made the following commitments related to academic program design/identification of academic gaps:

1. **Curriculum selection. We select high quality core curriculum with demonstrated success in closing gaps and immersing students in deep learning.** During school closures, in many cases, student access to high quality curricular resources was negatively impacted as schools across the nation moved to virtual learning. We will adopt curricular materials of the highest quality that show (1) demonstrated success in closing gaps with similar populations and (2) align with Ron Berger's *Learning That Lasts*[8] Deeper Instruction Model. Said curricula demand that teachers have a clear understanding of student proficiency and growth in order to build foundational understanding (e.g. Science of Reading) and deeper learning.
2. **Assessment systems. We leverage frequent, targeted data analysis to maintain a clear understanding of student performance levels and adjust maximize student learning. We prioritize professional development for all Kwenda instructional team members so that all staff feel comfortable leveraging data in their practice.** To close gaps, our instructional team must be able to use data to meet the individual learning needs of all students and all learners swiftly and nimbly. We will adopt assessment systems and data analysis protocols that allow for adept monitoring of student progress and will support all teachers in adjusting instruction to meet the needs of all students. We will prioritize development of all instructional team members around data analyses to ensure all Kwenda teachers feel supported in leveraging data analysis as part of their teacher tool kit. Our commitment to understanding our students' needs begins even prior

to Day 1 of school with an intentionally designed home visit protocol that allows for assessment of Kindergarten readiness.

3. **Instructional methods. We leverage a two teacher model, academy-wide literacy rotations, and frequent/varied opportunities for intervention to identify and close academic gaps with minimal disruption to students.** Kwenda's instructional model was originally designed to account for academic gaps even before the pandemic shuttered school doors. The essence of our school is rooted in ensuring all of our girls have equal access to a high quality, self-actualizing education. As such, we have intentionally designed our instructional methods - from our two teacher model to our Tier 2 academic intervention model - to ensure we have a clear understanding of student progress and to allow ample opportunity for small group, targeted intervention for struggling students.
4. **Instructional leadership systems. We intentionally support all Kwenda teachers in high quality intellectual preparation so that all teachers have a clear understanding of assessing student understanding, student misconceptions, and meeting the needs of struggling students.** We will adopt an intellectual preparation and weekly coaching meeting protocol that is aligned with other high-performing schools across the state to ensure that all Kwenda teachers have a deep understanding of their content and possible student misconceptions.

Core Commitment #1 (Curriculum Selection): We select high quality core curriculum with demonstrated success in closing gaps and immersing students in deep learning.
CRPE identified a lack of access to high quality school-provided core curriculum during school closure as a key driver of learning loss. As schools hurried to transition to online learning, teachers were tasked with translating existing core curriculum to online platforms. In 2021 after more than a year of virtual learning in some cases, "more than a third of teachers (38%) indicated they had not received any training in how to use virtual learning management platforms and technology when surveyed early in the pandemic (Hamilton et al., 2020). And just 37% agreed in 2020-21 that they had 'received the trainings that enable us to implement our curricula effectively'. 37% agreed in 2020-21 that they had "received the trainings that enable us to implement our curricula effectively"[9]. Access to high quality supplementary curricular materials during virtual learning varied greatly according to family income. For instance, access to the Zearn curriculum platform dropped precipitously for students in the lowest income at the start of virtual learning[10]. In New York City, access to technology and reliable high-speed internet varied greatly according to income with over 300,000 students living in homes without computers before the pandemic[11] and even more without stable internet access. Given this, it is of the utmost importance that the core curriculum at our school is high-quality and that teachers feel prepared to deliver instruction. An overview of our approach to selecting literacy curriculum is provided below for illustrative purposes. A similar analysis of all core subjects will be completed by the lead founder and curriculum consultants beginning in October 2023. The lead founder has kicked off this process via participation in the Z Combinator fellowship, an

[redacted]

immersive charter school incubator led by SUNY CSI authorized Zeta Charter Schools. The fellowship allows for unparalleled access to Zeta's leadership team, inclusive of their network's academic team. Zeta Charter Schools have accomplished tremendous results with Zeta students eclipsing New York state proficiency by double digits on the most recent state test[12].

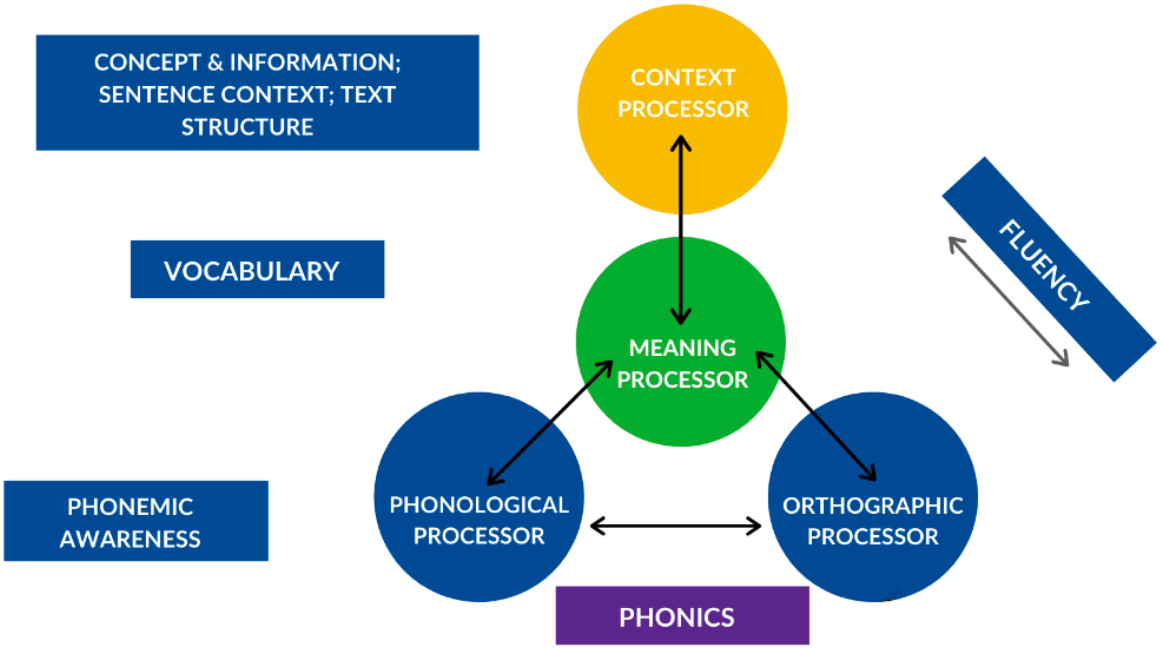
Literacy Curriculum

We know that a school, through providing a strong foundation in literacy, can dramatically transform life outcomes for young women, particularly those from traditionally marginalized communities. We are committed to instilling a deep love of reading in all our students beginning at the earliest grades. In the Lower Academy, Kwenda Collegiate Girls students will be immersed in literature and texts spanning all genres as students build critical thinking and foundational textual analysis skills. Our daily schedule, described further in **R-07 – Calendar and Schedules**, dedicates 180 minutes to balanced literacy instruction in the Lower Academy. In the Lower Academy, the Kwenda Collegiate Girls curriculum focuses primarily on building the foundation skills for students to access text, including phonemic awareness, decoding, vocabulary development, oral language development, fluency, and comprehension. The Lower Academy will operate on academy-wide literacy block each day, that includes small group phonics, guided reading instruction, and independent reading.

Our approach to literacy is closely aligned to the Science of Reading approach. The Science of Reading approach, which has demonstrated in closing gaps post pandemic related school closures, has been adopted by charter and traditional public schools alike. In fact, the New York City Department of Education recently announced its district-wide adoption of Science of Reading based curriculum via the "New York City Reads" initiative[13]. The Science of Reading approach, with its focus on phonological awareness, weaves together "best practices for teaching reading from prevention to diagnosis, application and intervention backed by scientific evidence that spans several disciplines including cognitive science, education, speech-language pathology, special education, [and] psychology.[14]" Most recently Achievement First and Zeta Charter Schools have adopted the Science of Reading approach.

Figure AP-1 below outlines the Four-Part Processor which is one underpinning of the Science of Reading Approach. The model delineates the interconnectedness of phonological, orthographic, meaning, and context processors or "various components of language, both oral and written, [working] together to yield skilled readers and provide a roadmap for assessment, instruction, differentiation, and intervention.[15]"

Figure AP-1: "Four Part Processor Based on the Work of Seidenberg & MccLellan[16]"



*FOUR-PART PROCESSOR BASED ON WORK OF SEIDENBERG & MCCLELLAN (1989)

The focus on how the brain learns to decode and comprehend text allows for additional opportunities to identify gaps, and provide support to struggling students such as those with dyslexia, based on decades of brain science and research. Kwenda Collegiate Girls has allocated $20,000 in Year Zero (described further in Response "**R-21 - Budget Template**") to curriculum development consulting to ensure alignment of our literacy model with Science of Reading practices and assessment. We will engage subject matter experts, such as the Cox Campus & The Rollins Center for Language and Literacy[17], with demonstrated success in working with similar populations to further refine our curricular materials. The Kwenda Collegiate Girls founding team has also engaged with Early Bird which provides a comprehensive "game-based assessment/screener that identifies potential reading challenges, including dyslexia, early before they become reading problems"[18]. The screener, developed in partnership with Boston's Children's Hospital, has demonstrated success in identifying early signs of reading challenges so that schools can better meet the needs of all students. Beginning in October 2023, the Kwenda Collegiate Girls lead founder and proposed Head of School will complete a systematic audit of all curricula across all core subjects to better understand alignment with best practices of the school's "Inspiration Schools" and the needs of our target community. Those findings will be shared with to be identified curriculum consultants to build out scope and sequences, curricular materials, and ensure alignment with our assessment systems and screen protocols.

Core Commitment #2: (Assessment Systems) We leverage frequent, targeted data analysis to maintain a clear understanding of student performance levels and adjust maximize student learning. We prioritize professional

[redacted]

development for all Kwenda instructional team members so that all staff feel comfortable leveraging data in their practice.

As explained further in Response "**R-08ad - Specific Populations**", our school is deeply committed to maintaining a clear and accurate understanding of how individual students are performing academically and behaviorally so that we have the necessary information to deploy additional intervention as appropriate. We fully embrace the power of consistent, intentionally designed data analysis protocols in driving high quality instruction.

This commitment to data begins before our first day of school, with a time-sequenced series of interactions with families and newly enrolled students. In all years, starting in our planning year as we prepare to open our doors to our inaugural cohort of students, our team, consisting in year one of the Head of School, Dean of Curriculum and Instruction, and Social Worker, and in future years to include teachers, will conduct home visits1 with each family to discuss our school model, our commitment to parent communication, and each family's vision for their student's success. During this visit, we will administer the Strategic Testing of Educational Progress ("STEP") literacy assessment, or similar assessment according to our aforementioned work to align with Science of Reading practices, and an informal math assessment on pre-Kindergarten readiness skills. These initial assessments will allow us to establish baseline literacy and math data for each student and have a clear picture of each student's strengths and challenges prior to the start of the school year.

This commitment to data will continue over the course of the school year. As described further in Response - "**R-07ac - Calendars and Schedules**", we have identified 5 data days after assessment periods to immerse our staff in analysis of student work. On a weekly basis, all teachers will meet with their identified instructional coach to review student work and make plans for intervention and re-teach as necessary. This model is aligned with practice at both Uncommon Schools and Zeta Charter Schools. A sample agenda for review of student work during weekly planning meetings is provided below in **Figure APV-2** below.

Figure APV-2: Sample Weekly Planning Meeting Agenda[19] (analyzing student student work portion)

Time	Agenda Item
5 mins	Check in on status of previous week's academic goals and next steps
10 mins	Study scholar work and diagnose the problem
5 mins	Create teacher and scholar next-steps
15 mins	Teachbacks around next steps
5 mins	Review action items and next-steps

This focus on analyzing student work will ensure our school is proactively identifying students who may be at academic risk and need additional intervention. After each assessment cycle, our school team will

[19] This agenda is informed by the planning meeting structure utilized at Zeta Charter Schools

undergo a comprehensive data analysis as described below. During the early years of our school, we will leverage internally built academic dashboards to house and analyze student data. As the school grows, we will investigate data analysis systems such as Illuminate and PowerBi to better meet our needs.

The data planning template below is illustrative to our approach to identifying gaps in student outcomes and action planning to close gaps. This template is closely aligned with the practice of both Uncommon Schools and Zeta Charter Schools.

School-Wide Analysis:
For each grade you manage, complete the table below. If you manage multiple grades, then copy and paste this table and complete one per grade.

Score Level	What percentage of students were in the scoring bands below?	How do these results compare to other schools? To prior or historical assessments?
1		
2		
3		
4		

School leader only: Based on the information above, which grade(s) do you believe will require the greatest allocation of your time to meet EOY goals? Why?	

Grade-Specific Analysis:
Complete the table with the lowest performing section on the top and the highest performing section on the bottom.

Homeroom	% On or Above Grade Level	Do these results surprise you? What have you seen in student work or classroom observations that may drive this?

View results by standard, complete the table with the standards where students average score was 80% or less.

Standard Code	% Correct	Why do you believe students did not master these standards? How does this inform your planning for the next cycle?

View results by question, complete the table with the questions that less than 80% of students got correct.

Question Tag	% Correct	What do you believe led to student struggles on these questions? How does this inform your planning for the next cycle?

Low-Performing Section Analysis:
For this portion of the analysis, filter results by the three lowest performing sections.

View results by question. Does the performance of these sections mirror the rest of the grade? What differences, if any, do you notice?

What common misconceptions emerge when reviewing student work for these sections?

How does this inform your planning for supporting these sections?

Below Grade Level Analysis:
For this portion of the analysis, filter results to only include students who were below or approaching.

Score Level	# of Students	% of Students	What are the key trends in student classwork?
1			
2			

View results by question. Does the performance of these sections mirror the rest of the grade? What differences, if any, do you notice?

View results by question. Does the performance of these sections mirror the rest of the grade? What differences, if any, do you notice?

Demographics Analysis:
For this portion of the analysis, you will need to break down results by demographic information.

Demographic	% OAGL	Does this performance vary from the average? Are you concerned about their

		performance?
Special Pops (IEP + ELL)		
Has IEP		
ELL		
New Students		

For each demographic group you are concerned about, complete the table with the standards where students' average score was 80% or less and >10% below your school / grades performance.

Standard Code	% Correct	Why do you believe students did not master these standards? What supports are you going to provide to this population during the next cycle?

Action-Planning:

Now it is time to turn your analysis into action! Complete the table below:

Critical Gap	Identified Root Cause	Plan to Solve Root Cause

Based on this, do any of your goals require a revision? If so, input the revised goal below.

Original Goal	Revised Goal

Core Commitment #3 (Instructional methods): We leverage a two teacher model, academy-wide literacy rotations, and frequent/varied opportunities for intervention to identify and close academic gaps with minimal disruption to students. This section outlines our school's instructional methods further described in Response "R-06af - Curriculum and Instruction" that are tied to identifying student gaps.

Key Design Element #2: We provide an accessible college preparatory education.		
Instructional Method	**What this will look like**	**Why we made this choice**
Various modes of instruction	We use a mix of direct, academy-wide, and small group instruction as well as blended learning and regular intervention to support the learning modalities of all learners.	• Various modes of instruction are regularly observed at all of our inspiration schools
Two teacher model	We will employ a two-teacher model to ensure to maximize the opportunity for small-group instruction and targeted supports/intervention.	• Observed at Springfield Prep and several other high-performing schools

		(e.g. Uncommon Schools and Achievement First)
Purposeful monitoring	Teachers will circulate the room during student practice and provide quick feedback to students on their progress using a set of mutually normed upon codes. These codes will allow students to self-monitor their work and correct mistakes in the moment. By providing ample processing and work time for students to correct mistakes, we normalize error and ease the sting of making a mistake.	• Purposeful monitoring is a mainstay at high-performing charters including Springfield Prep and Uncommon Schools[20]

Core Commitment #4 (Instructional leadership systems): We intentionally support all Kwenda teachers in high quality intellectual preparation so that all teachers have a clear understanding of assessing student understanding, student misconceptions, and meeting the needs of struggling students. We will adopt an intellectual preparation and weekly coaching meeting protocol that is aligned with other high-performing schools across the state to ensure that all Kwenda teachers have a deep understanding of their content and possible student misconceptions. The table below outlines an excerpt of Springfield Preparatory Charter School's Intellectual Preparation Protocol[21]. All Kwenda protocols will be built out during Year Zero as described further in Response - **"R22 - Action Plan"**.

Teacher Protocol			
Step	So that students...	So that the teacher...	How? (**options**)
Step 1: Understand the big idea/concept at play in the lesson -- and be able to articulate it clearly and crisply	Know what they're focusing on and need to do by the end of the lesson	Has a clear target, and is developing expertise in the subject matter	-Highlight in your lesson -Script in your own words in margins -Sticky notes in text where you can re-emphasize
Step 2: Do the core tasks of the lesson to develop (or refine) exemplar student responses with clear criteria for success	Will have a set of tasks that are rigorous and targeted with a high bar for success	Knows how students will be getting to their target, and knows exactly what to push for in student answers/work	-Complete the tasks -Write an exemplar response -List your criteria for success in margins -Note what you're looking for in student work
Step 3: Anticipate student misconceptions and create questions / supports to address these misconceptions	Will be supported in order to get back on track quickly	Won't be flustered by misconceptions, and can address them in a thoughtful way.	-Sticky note (ex: subtracting can go in either order; main idea is the first sentence; plants aren't alive) -Scripted questions -Notes about scaffolds (ex: give Malaki linking cubes)
Step 4: Timestamp and refine based on recent data (yesterday's exit ticket; last week's quiz; etc.) and individualize for your classroom (name student groups, scaffolds, etc.)	Have targeted support based on their individual needs	Will utilize their time and their co-teaching resource to ensure kids are getting what they need	-Timestamp your lesson plan by writing how long each part will take -Cross out concept development section that kids already know -Add two additional powerpoint problems -Create fluency warm-up -Name the student groups on a sticky